



Australian Government

PMBPROD330 Make moulds for formed products

Release: 1

PMBPROD330 Make moulds for formed products

Modification History

Release 1. Supersedes and is equivalent to PMBPROD330A Make moulds for formed products

Application

This unit of competency covers the skills and knowledge required to make moulds and patterns as used for the manufacture of thermoformed and similar products.

This unit of competency applies to experienced operators, technicians or those in similar roles who are required to convert specifications into a plan for the mould or pattern, construct and trial the mould/pattern, make adjustments to remedy faults and non-conformity and solve problems within area of responsibility.

This unit of competency applies to an operator demonstrating theoretical and technical knowledge and well developed skills in situations that require some discretion and judgement. The operator may work alone or as a member of a team or group and will work in liaison with other shift team members, team leader and supervisor, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan own work requirements	1.1	Interpret plans, designs or product specifications
		1.2	Identify work requirements from job specifications
		1.3	Identify quantity and quality of materials required

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| | | 1.4 | Identify tools, equipment and workspace required to complete project |
| 2 | Plan mould construction | 2.1 | Plan sequence of operations |
| | | 2.2 | Have design approved as necessary according to enterprise specifications |
| | | 2.3 | Organise workspace |
| | | 2.4 | Plan for disposal of waste material |
| | | 2.5 | Assemble required personal protective equipment (PPE) |
| 3 | Construct moulds or patterns | 3.1 | Construct initial rough assembly |
| | | 3.2 | Establish shape to project dimensions |
| | | 3.3 | Apply filler/surfacer materials |
| | | 3.4 | Finish to required standard |
| | | 3.5 | Provide vacuum/vent passages |
| 4 | Produce sample product from moulds | 4.1 | Produce test sample products |
| | | 4.2 | Check dimensions and finish against specifications |
| | | 4.3 | Check and correct any faults |
| 5 | Anticipate and solve problems | 5.1 | Recognise a problem or a potential problem |
| | | 5.2 | Determine problems needing priority action |
| | | 5.3 | Refer problems outside area of responsibility to appropriate person, with possible causes |
| | | 5.4 | Solve problems within area of responsibility |
| | | 5.5 | Seek information and assistance as required to solve problems |

5.6 Follow through items initiated until final resolution has occurred

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used.

Applicable legislation, regulations, standards and codes of practice include:

- health, safety and environmental (HSE) legislation, regulations and codes of practice relevant to the workplace, manual handling and hazardous materials
- Australian/international standards relevant to the materials being used and products being made
- any relevant licence and certification requirements.

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and such requirements the legislative requirements take precedence.

Procedures All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or any combination of:

- emergency procedures

- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

Tools and equipment

Tools and equipment include:

- patterns
- hand tools
- power tools.

Additional tools and equipment will be selected as required from:

- hand tools used in this process
- knives and other bag opening equipment
- hoists/lifting equipment not requiring any special permits or licences
- manual handling aids, such as hand carts and trolleys
- relevant PPE.

Hazards

Hazards must be identified and controlled. Identifying hazards requires consideration of:

- fumes/vapours
- power tools and leads
- weight, shape, volume of materials to be handled
- hazardous products and materials
- rotational equipment or vibration
- cutting blades, sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- smoke, dust or other atmospheric hazards
- high temperatures
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- equipment failures
- machinery, equipment and product mass
- other hazards that might arise.

Problems Routine and non-routine problems must be resolved.

Non-routine problems must be resolved by applying operational knowledge to develop new solutions, either individually or in collaboration with relevant experts, to:

- determine problems needing action
- determine possible fault causes
- develop solutions to problems which do not have a known solution
- follow through items initiated until final resolution has occurred
- report problems outside area of responsibility to designated person.

Non-routine problems are unexpected problems or variations of previous problems and include one or more of:

- variations in quality
- emergency situations
- intermittent faults.

Operational knowledge includes one or more of:

- procedures
- training
- technical information, such as journals and engineering specifications
- remembered experience
- relevant knowledge obtained from appropriate people.

Routine problems are predictable and have known solutions and include one or more of:

- structural strength, rigidity and durability of the mould
- dimensional accuracy of the mould
- placement of flanges, closures and fitments
- attachment of substructures
- wrong materials for the mould construction.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=932aacef-7947-4c80-acc6-593719fe4090>

Assessment Requirements for PMBPROD330 Make moulds for formed products

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Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:

- read and interpret product specifications, designs, plans, material labels and safety data sheets (SDS)
- plan the mould/pattern construction and sequence tasks
- construct and finish mould/pattern to meet specifications
- produce sample product from mould/pattern and review conformity to specifications
- make adjustments to mould/pattern to remedy faults and non-conformity
- identify hazards and apply relevant hazard controls
- apply safety procedures
- apply housekeeping procedures
- apply waste management procedures
- distinguish between causes of problems, including:
 - operational problems
 - instrument failure/malfunction
 - electrical failure/malfunction
 - mechanical failure/malfunction
 - wrong readings/measurements
 - equipment design deficiencies
 - materials properties
 - incorrect materials
 - process abnormalities
 - procedural errors
- recognise and prioritise problems requiring action
- resolve routine and non-routine problems
- communicate effectively with team/work group and supervisors
- complete workplace records
- do basic arithmetical manipulations, including additions, subtractions, divisions, fractions and percentages.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to operate independently and to solve routine and non-routine problems, including knowledge of:

- basic characteristics and property differences of common mould and product materials
- types of finish/surfaces and how to achieve them
- factors which may affect product quality or production output and appropriate remedies
- characteristics of materials and their behaviour in relation to mould construction, process conditions and stages of production
- key requirements of the product which impact on the mould construction
- product quality specifications
- impact of variations in raw materials and equipment operation in relation to final product
- possible changes to materials properties to better suit specific process requirements
- routine and non-routine problems that may arise, the range of possible causes and appropriate actions
- organisation procedures relevant to the work environment/job role
- hierarchy of control
- hazards that may arise in the job/work environment and:
 - their possible causes
 - potential consequences
 - appropriate risk controls.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
 - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
 - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace. Where this is not possible or where personal safety or environmental damage are limiting factors assessment must occur using a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from demonstration of skills and one or more of:
 - walk-throughs
 - pilot plant operation

- industry-based case studies/scenarios
- 'what ifs'.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- In addition the assessor or anyone acting in subject matter expert role in assessment shall demonstrate both technical competency and currency. If the assessor cannot demonstrate technical competency and currency they shall assess with a subject matter expert who does meet these requirements.
- Technical competence can be demonstrated through one or more of:
 - relevant VET or other qualification/Statement of Attainment
 - appropriate workplace experience undertaking the type of work being assessed under routine and non-routine conditions
 - appropriate workplace experience supervising/evaluating the type of work being assessed under routine and non-routine conditions
- Currency can be demonstrated through one or more of:
 - being currently employed undertaking the type of work being assessed
 - being employed by the organisation undertaking the type of work being assessed and having maintained currency in accordance with that organisation's policies and procedures
 - having consulted/had contact with an organisation undertaking the type of work being assessed within the last twelve months, the consultation/contact being related to assessment
 - conducting on the job training/assessments of the type of work being assessed
 - being an active member of a relevant professional body and participating in activities relevant to the assessment of this type of work.

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