



Australian Government

PMBPROD384 Operate multi-axis router

Release: 1

PMBPROD384 Operate multi-axis router

Modification History

Release 1. Supersedes and is equivalent to PMBPROD384A Operate multi-axis router

Application

This unit of competency covers the skills and knowledge required to set up and operate multi-axis routers. It applies to any type and application of multi-axis routers, for example:

- two axis routers used to cut shapes from polymer sheets
- three, four or five axis routers used to trim thermally formed sheet products
- computer numerically controlled (CNC) routers or similar CNC machining centres
- multi-axis routers used to make 3-D moulds
- moulded, cast or fabricated products requiring multi-axis routing to produce the required final shape.

This unit of competency applies to experienced operators who are required to set up programming; select and install tooling, jigs and fixtures; trial and operate the process; make adjustments to remedy faults and non-conformity and solve problems within area of responsibility.

This unit of competency applies to an experienced 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 Performance criteria describe the performance needed to

essential outcomes.

demonstrate achievement of the element.

- | | | |
|---|---|--|
| 1 | Prepare for work | 1.1 Determine job requirements, including design, quality, materials, equipment and quantities, from work instructions

1.2 Apply work health and safety (WHS) requirements, including personal protection needs, throughout the job

1.3 Select material for machining and inspect for appropriate quality

1.4 Determine procedures for minimising waste material

1.5 Identify and apply procedures for maximising energy efficiency throughout the job |
| 2 | Set up for machining and processing | 2.1 Set program according to job requirements

2.2 Check safety equipment, including emergency stops, gauges, guards and controls

2.3 Set and adjust machining and processing in accordance with job requirements and machining and processing and tool manufacturer instructions

2.4 Check machining and processing, cutting tools and jigs for safe and effective operation

2.5 Conduct trial runs to check machining and processing operation and quality of finished work

2.6 Make final adjustments to programs and equipment according to workplace procedures |
| 3 | Operate machining and processing centres | 3.1 Operate and monitor machining and processing centres to ensure product quality and output

3.2 Check waste quantities and minimise waste

3.3 Identify problems with the required work and report to appropriate persons

3.4 Identify items that do not meet quality requirements and take action to repair, recycle or discard according to workplace procedures |

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|---|--|-----|---|
| | | 3.5 | Follow any authorised changes in working procedures |
| 4 | Clean up work area and maintain equipment | 4.1 | Collect and store material that can be reused |
| | | 4.2 | Remove waste and scrap according to workplace procedures |
| | | 4.3 | Apply workplace procedures to clean and inspect equipment and work area for serviceable condition |
| | | 4.4 | Complete operator maintenance in accordance with manufacturer specifications and site procedures |
| | | 4.5 | Tag unserviceable tools and equipment and identify faults in accordance with workplace procedures |
| | | 4.6 | Maintain equipment and tooling in accordance with workplace procedures |
| 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 | Seek information and assistance as required to solve problems |
| | | 5.5 | Solve problems within area of responsibility |
| | | 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:

- multi axis router which may be moving bed or moving bridge type machine
- ancillary equipment that is integral to the process

- stand-alone or integral computing systems
- work clamps, jigs, fixtures, vacuum tables
- machine specific tools.

Additional tools and equipment will be selected as required from:

- measuring devices
- relevant personal protective equipment (PPE).

Hazards

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

- fumes/vapours
- weight, shape, volume of materials to be handled
- hazardous products and materials
- rotational equipment or vibration
- 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:

- material degradation
- tool selection and design problems
- 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:

- processing problems
- equipment malfunctions
- out-of-specification equipment operation
- problems with work clamps, jigs and fixtures.

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 PMBPROD384 Operate multi-axis router

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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 drawings, procedures, job specifications, instruments/control panels, material labels and safety data sheets (SDS)
- set up program for router to meet job requirements, including one or more of:
 - converting a computer aided design to data points for separate loading to the router's controller
 - downloading or passing computer design data (CAD or CAM data) to the machining centre
 - digitising directly using a 'teach pendant'
 - other computer programming process
- set up equipment, tools and materials
- start up and operate the equipment
- monitor key variables, including:
 - speeds, including tool speed and travel
 - surface finish and appearance
 - output rate
 - product integrity and general conformance to specification
- make adjustments to remedy faults and nonconformity
- maintain output and product quality using appropriate instruments, controls, test information and readings
- safely shut down equipment in normal and abnormal circumstances
- leave machine in appropriate condition with any required locks, tags or notices
- identify hazards and apply relevant hazard controls
- apply safety procedures
- apply housekeeping procedures
- apply waste management procedures
- recognise early warning signs of equipment/processes needing attention or with potential problems
- distinguish between causes of problems, including:
 - operational problems
 - instrument failure/malfunction
 - electrical failure/malfunction

- mechanical failure/malfunction
- wrong readings
- equipment design deficiencies
- process variables
- raw material variations/degradation
- 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:

- types, characteristics, uses and limitations of multi-axis routers
- program and machine theory, practices and techniques as applicable to multi-axis routers
- function and operating principles of multi-axis router and ancillary equipment
- impact of variations in machine process on product quality and production output
- factors which may affect product quality or production output and appropriate remedies
- common adjustments in process variables and their impact on product quality and production output
- impact of variations in raw materials and equipment operation in relation to final product
- 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.
- In all plants it may be appropriate to assess this unit concurrently with units such as:
 - teamwork
 - communication.

- The collection of performance evidence:
 - should occur over a range of situations which include typical disruptions to normal, smooth operation of an operating plant
 - will typically include a supervisor/third-party report or other evidence, focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
 - must include the use of an appropriate industrial item of equipment requiring demonstration of operation, start and stop procedures and responding to problems
 - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors assessment must occur in 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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