



Australian Government

Assessment Requirements for PMBTECH510 Analyse failure in polymeric materials

Release: 1

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Modification History

Release 1. Supersedes and is equivalent to PMBTECH510A Analyse failure in polymeric materials

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 test results, technical information, technical drawings, graphs, equipment specifications and instruments/control panels
- determine and analyse the viscoelastic response of polymer materials/components to various stress and strain conditions, including:
 - impact, steady and repeated application
 - application under different physical and chemical conditions
 - response of different shapes
 - response of different polymers
- identify applications where these responses are advantageous
- identify options for modifying these responses to suit different applications
- communicate technical information verbally and in writing
- calculate stress/strain and related data.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to fulfil their job role, including knowledge of:

- models of viscoelasticity
- classical (i.e. elastic) stress and strain
- classical (i.e. elastic) Young's modulus and Poisson ratio
- stress, compression, shear and torsion
- stiffness and bending moments
- creep and relaxation
- effects of temperature (above and below the glass transition point)
- effects of degradation, e.g. surface oxidation (such as UV, O₃); swelling (such as solvent, chemical)
- three dimensional responses to stress
- responses to stress cycling, including heat build up
- mechanical responses to changing the properties of polymer structures and components
- relationship of polymer viscoelastic responses to product applications
- applications where typical polymer properties are an advantage
- common methods of modifying response to suit different applications
- methods for determining polymer viscoelastic response to stress and strain under various conditions, including:
 - impact, steady and repeated application
 - application under different physical and chemical conditions
 - response of different shapes
 - response of different polymers
- 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.
- 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.

Links

MSA Training Package Implementation Guides - <http://mskills.org.au/training-packages/info/>