



Australian Government

Assessment Requirements for PMC553040

Set up and optimise glass forming process

Release: 1

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Modification History

Release 1. Supersedes and is equivalent to PMC553040C Set up and optimise glass forming process

Performance 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:

- read and interpret procedures, job specifications, production schedules, test results, instruments/control panels, material labels and safety data sheets (SDS)
- install and set up equipment to process specifications
- perform pre-start checks, start-up/shutdown procedures and isolations
- monitor key variables, including:
 - installation and performance of equipment/tooling
 - process parameters
 - yield
 - energy utilisation
 - variations
 - fluctuations
 - trends
 - material properties/chemical reactions
 - product integrity and general conformance to specification
- use tests, process data and own senses to monitor plant and maximise performance
- make adjustments to equipment settings, process conditions and/or raw materials to bring production into specification
- identify hazards and apply relevant hazard controls
- apply safety procedures
- recognise early warning signs of equipment/processes needing attention or with potential problems
- distinguish between causes of problems, including:
 - instrument failure/malfunction
 - electrical/mechanical failure/malfunction
 - wrong readings
 - material variations/contamination
 - process abnormalities
 - procedural errors
 - atmospheric conditions
- recognise and prioritise problems requiring action
- resolve routine and non-routine problems
- communicate effectively with team/work group and supervisors
- complete workplace records
- calculate and interpret process conditions, performance and trends.

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:

- principles of glass forming process
- functions, limitations and principles of operation of glass forming and ancillary equipment being used
- impact of variations in equipment settings, process conditions and raw materials on product quality, production output and optimisation of process
- factors which may affect product quality or production output and appropriate remedies
- physics and chemistry relevant to the equipment/process/materials
- importance of atmospheric conditions and effect on process
- characteristics of materials being processed and their behaviour in relation to process conditions and stages of production
- quality requirements at each stage of production
- common adjustments in process variables and their impact on product quality and production output
- start-up and shutdown processes
- 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:
 - 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/s of equipment requiring demonstration of operation, start-up and shutdown 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 (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.

Links

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