# Project Assessment – Planning and Review

## Event 2 of 2

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MEM14004A - Plan to undertake a routine task (1)

### Qualification/Course code, name and release number

MEM30205 - Certificate III in Engineering - Mechanical Trade (3)

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*IMRS SkillsPoint*

*Block B Level 1*

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This assessment can be found in the: [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

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## Assessment instructions

## Table 1 Assessment instructions

|  |  |
| --- | --- |
| Assessment details | Instructions |
| **Instructions for the trainer and assessor** | This is a project based assessment and will be assessing the student on their knowledge and performance of planning a routine task.  This assessment is in 2 parts and includes an Assessment Feedback form:   1. Project 2. Assessment checklist   **Pre assessment**  The student must have successfully completed the knowledge assessment for MEM14004A prior to attempting the project assessment task.  Model answers, sample responses or a criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s project/product must contain the information indicated in this marking guide in order to deem it satisfactory. However, if a student provides information other than indicated below, and in the professional opinion of the assessor it is appropriate and meets the intent of the criteria, it may be considered correct.  The assessment feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Complete the assessment feedback to the student and ensure you have taken a copy of the assessment prior to it being returned to the student. |

| Assessment details | Instructions |
| --- | --- |
| **About this marking guide** | All tasks and activities must responded to correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each answer/response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the assessment question and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the answer sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment:   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of Competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Student must provide** | Pens, PPE that conforms to Workshop operations SOP, if required. |
| **Assessor must provide** | Assessment Documents. |
| **Due date and time allowed** | 1 hours  TBC |

**Simulated Environment Conditions**

Note: The assessor may direct the student to use different equipment in different spaces to ensure competency is applied in new and different stations.

If the assessment is carried out in the workshop ensure the student complies with all WHS requirements and Standard Operating Procedures. (SOP’S)

**Contingency Management:**

While undertaking this task a number of unforeseen circumstances may arise. The assessor will have the opportunity to question each learner to gather an understanding of how the student will respond to these events. Below is a table with examples of possible questions and acceptable responses

Table 2: Possible questions

|  |  |  |
| --- | --- | --- |
| Scenario | Assessors question | Acceptable students response |
| Power failure in workshop | What is the correct action in the case of power failure? | Determine the cause of the failure and rectify if possible. If not call in the appropriately qualified to rectify the problem |
| Emergency evacuation | What do you do if an emergency evacuation drill happens during the assessment? | Turn of any equipment and make the workplace safe. Exit to the nearest emergency evacuation point. |

## Part1: Project

## Task: 1 Specification table

(PC 1.1, 1.2, 1.3, 1.4, 2.1, RS1, RS3, RS6, RS7, RK1, RK2, RK3)

An internal department of the company the student works with has a damaged sign which needs repairs. The student is required to create a job plan/procedure, and to manufacture a steel letter X for the repairs required.

The student is required tocomplete the specification in **table 3** for the manufacturing of the letter X by Referring to drawing No. IMRS-0002 Letter X (In Appendix)

|  |  |
| --- | --- |
|  | Specification |
| Number required | *1* |
| Material size | *75mm x 50mm x 6mm LCS* |
| Hacksaw cut to | *Within 1mm of witness marks* |
| File to | *Witness marks on one long side* |
| Linear tolerance | *± 1mm* |
| Angular tolerance | *± 2°* |

Table 3: specification table

## Task:2 Planning sheet

(PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, RS1, RS2, RS3, RS4, RS5, RS6, RS7, RK2, RK4, RK5)

The student is required tocomplete a job plan to manufacture the Letter X shown on

Drawing IMRS-0002 by completing **table 4**: job-planning sheet on the following page.

***An example is provided on the first line of the job planning sheet.***

***The student’s job plan is to include:***

1. Identify required manufacturing specifications
2. List the types of tools use.
3. Note any work requirements.
4. Listing all steps in sequence of activity
5. Ensure specifications checklist section on the job plan sheet is completed
6. Check plan complies with specifications and tasks required.
7. Review job plan and consider if there are any improvements to be made to the process that will provide a better outcome for the required specifications. Make your comments in the Review/Revision Notes section of the Job Planning Sheet.

**Job Planning Sheet**

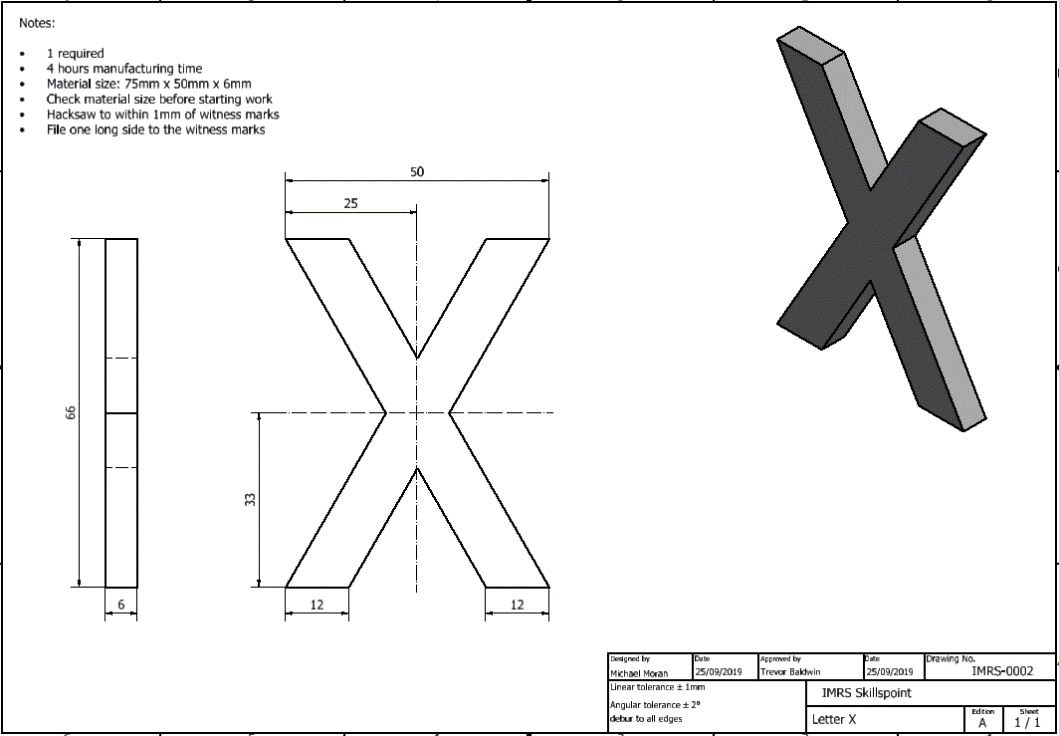
Table 4: planning sheet

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Planning sheet - Drawing No. IMRS-0002 | | | | | | | | | | |
| **Operation Number** | **Operation** | | | **Tooling** | | | **Other Information** | | | |
| 1 | Measurement | | | Ruler | | | Check material size | | | |
| *2* | *Descale/file face* | | | *File* | | | *Clean face in preparation for marking out* | | | |
| *3* | *File datum edges* | | | *File/Engineers square* | | | *File datum edges flat and square* | | | |
| *4* | *Apply marking medium* | | | *Marking medium* | | | *Ensure good even coverage* | | | |
| *5* | *Mark out ‘X’* | | | *Marking out kit* | | | *Mark out shape* | | | |
| *6* | *Centre punch witness marks* | | | *Centre punch and Hammer* | | | *punch witness marks* | | | |
| *7* | *Hacksaw shape* | | | *Hacksaw* | | | *Hacksaw shape to within 1mm of witness marks* | | | |
| *8* | *File long edge* | | | *File* | | | *File long edge to witness marks with course grade file* | | | |
| *9* | *File long edge* | | | *File* | | | *Finish long edge with cross file finish with 2nd cut/smooth grade file* | | | |
| *10* | *Deburr* | | | *File* | | | *Remove sharp edges* | | | |
| *11* | *House keeping* | | | *Pan/brush* | | | *Tools returned & Work area cleaned* | | | |
| Specifications checklist: | | QTY: *X* | HRS: *X* | | | MAT’L:  *X* | | TOLERANCE*: X* | FINISH: *X* | |
| Review/Revision Notes:  *Possibilities of bench mark answers may include the following but not limited to:*   * *Checking of marking out* * *Inspection of final product* * *Specified File finish ( file grade)* * *Angle tolerances of =/- 2° is met* * *Housekeeping requirements* | | | | | | | | | | |
| Supervisor  approved | NAME: | | | | SIGNATURE: | | | | | DATE: |

Question 1.The Job Planning Sheet requires supervisor approval to confirm you have met the required outcomes. Briefly explain why this is important and how you would obtain this confirmation.

*A final check of a job plan from your supervisor will ensure a quality job will be completed in the required time, ensuring customer satisfaction. This can be obtained by presenting the Plan to the Supervisor or emailing the plan to the supervisor.*

**APPENDIX**



**QTY: 1OFF**

**MAT’L: 75mm X 50mm X 6mm LCS**

NOTES:

* 1 required
* 4 hours manufacture time
* Hack saw within 1mm of witnessed marking out

Cross file finish all edges

## Part 2: Assessment Checklist

The following checklist will be used by your assessor to mark your performance against the assessment criteria of your submitted/presented project. Use this checklist to understand what skills and/or knowledge you need to demonstrate in your submission/presentation. All the criteria described in the Assessment Checklist must be met. The assessor may ask questions while the submission/presentation is taking place or if appropriate directly after the task/activity has been submitted/completed.

Table 5: Observation checklist

| Task | Task/Activity Performed | S | U/S | Assessor Comments |
| --- | --- | --- | --- | --- |
| 1 | Review drawing IMRS-0002 to complete Table 3 - Specifications |  |  | *Student completes Table 3 – Specifications, as per completed benchmark response* |
| 2  2 | Review drawing IMRS-0002 to complete Table 4 - Job Planning Sheet  Review sheet |  |  | *Student completes Table 4 – Job Planning Sheet, as per completed benchmark response*  *Ensure student has completed the Specifications Checklist section and the Review/Revision Notes section.*  *Ensure student has provided a response for Question 1 underneath the Job Planning Sheet* |

Table 6: Additional questions

|  |
| --- |
| Additional Questions |
|  |
| Assessors may ask additional questions to clarify student understanding. List here any additional questions that were asked during this assessment event. |
| **Student Reponses to Additional Questions** |
| List here the student responses to any additional questions that were asked during this assessment event. |