# Knowledge Assessment

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MEM14005A - Plan a complete activity (1)

\*\*\*This unit sits in the qualifications below – This assessment is not to be amended\*\*

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

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

MEM30305 – Certificate III in Engineering – Fabrication trade (4)

\*\*\* Amend the qualification box before distributing to the student. The information here should only contain the qualification the student is enrolled in\*\*

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## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a written assessment and it will be assessing you on your knowledge of the unit. The assessment is closed book.  This assessment is in 4 parts:   1. Multiple choice questions 2. True or False questions 3. Short answer questions 4. Assessment feedback   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 response to each question must contain the information indicated in this marking guide in order for their response to be correct. 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 question, 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.  Ensure the students name appears on the bottom of each page of the submitted assessment. |
| **About this marking guide** | The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct.  All questions must be answered 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** | Writing equipment |
| **Assessor must provide** | Class room suitable for conducting written assessment test. |
| **Time allowed** | 1 hour |

## Part 1: Multiple choice

1. The method used to communicate or explain task requirements, could be delivered by

Table 1 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. Verbal instructions |  |
| 1. Work instructions |  |
| 1. Job plans |  |
| 1. All of the above | X |

1. The person(s) who could clarify the objectives, requirements and specifications to complete a task, would be:

Table 2 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. The General Manager |  |
| 1. The immediate supervisor | X |
| 1. The engineer |  |
| 1. The WHS chairman |  |

1. Information relating to material requirements, tools and equipment and timeframes to complete a task can be found in:

Table 3 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. Engineering drawings |  |
| 1. Work instructions |  |
| 1. Job plans |  |
| 1. All of the above | X |

1. A common model used to plan a complete activity would be:

Table 4 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. Check, Plan, Do, Act |  |
| 1. Plan, Check, Do, Act |  |
| 1. Plan, Do, Check, Act | X |
| 1. Do, Plan, Check, Act |  |

1. Once a plan is in use sometimes due to unforeseen circumstances a change is required. For example where a client initially requests the manufacture of 10 items then changes the quantity to 100 items.

This would require a change to the plan. This process is known as the:

Table 5 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. Review process | X |
| 1. Quality control process |  |
| 1. Modification process |  |
| 1. Amendment process |  |

1. When following the process of Plan, Do, Check, Act the most appropriate time to perform the review process is:

Table 6 Multiple choice

| Answer choices | Put X next to your answer |
| --- | --- |
| 1. Prior to starting the process |  |
| 1. Prior to starting, during and on completion of the process |  |
| 1. During and after the process | X |
| 1. After the process |  |

## Part 2: True or false

*Copy and paste the exact questions as per the student assessment and add your model answers for each question. These answers will be the marking criteria used to determine competency.*

Table 2 True or false

| Question | Write *True* or *False* |
| --- | --- |
| 1. A job plan is a written list of what to do | *True* |
| 1. Job material requirements form part of the specifications | *True* |
| 1. Taking note of timeframes is important when reviewing a work plan | *True* |
| 1. The planning process needs to include prioritising tasks and be modifiable when unforeseen circumstances occur | *True* |
| 1. The checking stage in the planning process is not always necessary | *False* |
| 1. The sequence set out in the plan must never be changed or modified | *False* |
| 1. Safe work practices and procedures are only required for the trialling/checking stage of the plan | *False* |
| 1. Safe work practices are not part of the planning process as they are addressed in the risk assessment process | *False* |
| 1. Housekeeping practices should be a consideration when planning an activity | *True* |

## Part 3: Short answer

1. When planning an activity there are several considerations. For example, it is important to fully understand what is required (scope) and to list the tasks involved.

In the space below:

1. Explain why tasks are prioritised
2. Explain what the consequences are if tasks are not completed in order of priority
3. List two (2) other elements to consider when planning an activity

*Possible answers can include: responses may vary but should identify the checking against specifications.*

1. *To establish a logical workflow, to ensure time is used efficiently,*
2. *The workflow is not smooth, time is wasted,*
3. *Sequencing of events, scope is received from a reliable source, checking quantities, check size limits, establish materials, check drawings/manuals/procedures, Hazards and control measures, special or unusual requirements.*
4. Why is it necessary to clearly understand the task requirements?

*Possible answers can include*

* *To produce an item to specification.*
* *To assist with scheduling and planning*
* *To identify equipment required*
* *Identify possible hazards or safety concerns*
* *In order to get the job correct.*
* *To ensure outcomes are met.*

1. List two (2) outcomes that can be achieved by following a detailed job plan

*Possible answers can include*

* *Achieve consistent results*
* *Improve safety/ Minimise risk or injury*
* *Produce an item to specification*
* *Produce an item of acceptable quality*
* *To meet time frames*
* *To avoid wasted time and effort*
* *Opportunity to make improvements*

1. List one (1) advantage of considering timeframes when planning an activity.

*Possible answers can include*

* *To assist with scheduling other activities*
* *Allocating labour and resources*
* *Review the activity on completion*

1. Reviewing of a plan is part of the process and can occur at the completion of the task or due to unforeseen circumstances during the task.

In the space below:

(a) Give an example of why a plan may be reviewed during a task

(b) Provide a reason why plans are reviewed at the completion of the task

1. *Possible answers can include*
2. *Change of material, availability of labour, equipment failure, equipment availability, change to drawings, change to specifications,*
3. *to establish the effectiveness of the plan, to determine if the plan and the way the task were completed are the same, to identify errors, to improve safe work processes, to make improvements.*
4. Name 2 safety considerations when planning an activity.

*Possible answers can include*

* *Housekeeping*
* *Hazards and control measures*
* *PPE requirements*
* *Standard work practices (SWP)*