# Assessment Mapping (for traditional units from old Training Packages)

*This document is used to demonstrate content validity of the assessment tool*

Table 1 Main details

| Details | Unique description |
| --- | --- |
| **Unit Code, name and release number** | MEM18002B - Use power tools/hand held operations (1) |
| **Skills Team** |  |
| **Region/Campus** |  |
| **SkillsPoint (owned by)** | Innovative Manufacturing, Robotics Science |

*NOTES:*

* *Event columns can be added or deleted as required*
* *Rows for elements and performance criteria, etc. can be added or deleted as required*
* *Each component of the unit must be mapped to at least* ***one assessment criteria*** *or* ***question*** *in one or more assessment events*
* *Do NOT delete the section labelled Employability Skills. If the Employability Skills ARE EXPLICIT in the performance criteria, they do not need to be listed. However, if the Employability Skills ARE NOT incorporated in the performance criteria they must be listed and mapped.*
* *Dimensions of Competency must be considered when selecting assessment types to ensure that the range of tasks you have chosen cover the following:*
  + *Task Skills*
  + *Task Management Skills*
  + *Contingency Planning Skills*
  + *Job Role Environment Skills*

## Unit component mapping to assessment event/s

Table 2 Unit component mapping to assessment event/s

| Element number | Element name | Performance criteria number | Performance criteria description | Learning resources | Knowledge Assessment  1 of 2 | Skills  Assessment  2 of 2  3 of 3 |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Use power tools | 1.1 | Power tools are selected appropriate to the task requirements |  | Part 3 Q 1, 5 | Sk2: Part:1 Table 2:  Item 6,7,8,9  Part2: items 3,6,8  Sk3: Part2: item 5,6 |
|  |  | 1.2 | Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape |  | Part 2 Q 2,3,4 | Sk2:  Part2: Item 4,7,9  Sk3: part2: item 5,6 |
|  |  | 1.3 | All safety requirements are adhered to before, during and after use |  | Part 1: Q 12,13,14,15, 16,17  Part 2: Q 7,8,9,10,11 | Sk2: Part2: item 1,6,7,8  Sk3: Part2: item 1,2,3 |
|  |  | 1.4 | Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures |  | Part 1: Q 4,5.6,7 | Sk2: Part2: Item 6,10  Sk3: Part2: item 3 |
|  |  | 1.5 | Operational maintenance of tools, including hand sharpening, is undertaken according to standard workplace procedures, principles and techniques |  | Part 1: Q 7,8,10  Part 2: Q 5 | Sk2: Part2: Item 8,9  Sk3: Part2: item 5,6 |
|  |  | 1.6 | Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations |  | Part 1 Q11  Part 3 Q 3 | Sk2: Part2: Item 10  Sk3: Part2: Item 7 |

## Employability skills NOT explicit in the performance criteria

Table 3 Employability skills NOT explicit in the performance criteria

| Employability skills | Description | Learning resources | Knowledge Assessment  1 of 3 | Skills Assessment 2 of 3  3 of 3 |
| --- | --- | --- | --- | --- |
| Employability skills are explicit in the performance criteria | | | | |

## Required skills

Table 1 Required skills

| Required skills | Description | Learning resources | Knowledge  Assessment 1of 2 | Skills  Assessment  2 of 2  3 of 3 |
| --- | --- | --- | --- | --- |
|  | Look for evidence that confirms skills in: |  |  |  |
| RS1 | Reading and following information on standard operating procedures |  |  | Sk 2: Part 2: Items 1, 5  Sk 3: Part 2: items 2,3 |
| RS2 | Following verbal instructions |  |  | Sk 2: Part 2: Items 1,2,4  Sk 3: Part 2: items 1,4 |
| RS3 | Selecting power tools appropriate to the task |  |  | Sk 2: Part 1:  Table 2 Item: 6,7,8,9  Part 2 Items 3,6,8  Sk3: part2: item 5,6 |
| RS4 | Using power tools safely |  |  | Sk 2: Part 2: Items 8,9  Sk3: Part 2: Items 5, 6 |
| RS5 | Using clamping/securing devices |  |  | Sk2: Part 1:  table 3: Items 1 to 5  Part 2: Item 4,7 |
| RS6 | Identifying power tool defects |  | Part 3: Q2 | Sk2: Part 2: Item 6,8,10  Sk3: Part 2: Item 3,6,7 |
| RS7 | Maintaining power tools using appropriate techniques |  |  | Sk2: Part 2: Items 6,8,10  Sk3: Part 2: Item 3,6,7 |
| RS8 | Sharpening tools/tool bits within the scope of this unit |  |  | Sk3: Part 2: Items 5,6 |
| RS9 | Storing power tools according to manufacturers'/ standard operating procedures. |  | Part3: Q3 table5 | Sk2: Part 2: Item 6,10  Sk3: Part 2: item 7 |
|  |  |  |  |  |

## Required knowledge

Table 1 Required knowledge

| Required knowledge | Description | Learning resources | Knowledge Assessment  1 of 2 | Skills  Assessment  2of 2  3 of 3 |
| --- | --- | --- | --- | --- |
|  | Look for evidence that confirms knowledge of: |  |  |  |
| RK1 | Application of different power tools |  | Part 1 Q 1  Part 2 Q 1  Part 3 Q 1,5 |  |
| RK2 | Clamping/securing methods |  | Part 2 Q 2,3  Part 3 Q 4 |  |
| RK3 | Adjustments/alignments to a range of power tools |  | Part 1 Q 3  Part 2 Q 4  Part3: Q 7 |  |
| RK4 | Common faults and/or defects in power tools |  | Part 3 Q 2 |  |
| RK5 | Procedures for marking unsafe or faulty power tools for repair |  | Part 1 Q 5,6 |  |
| RK6 | Routine maintenance requirements of a range of power tools |  | Part 1 Q 7,8,9  Part 2 Q 5  Part3: Q 8 |  |
| RK7 | Tool sharpening techniques for a range of power tools |  | Part 1 Q 10  Part 2 Q 6 |  |
| RK8 | Storage location and procedures of a range of power tools |  | Part 1 Q11  Part 3 Q 3 |  |
| RK9 | Hazards/control measures associated with power tools |  | Part 1 Q 12,13,14,15,16  Part 2 Q 7,8,9,10 |  |
| RK10 | Use and application of personal protective equipment |  | Part 1: Q 17  Part 2: Q 11 |  |
| RK11 | Safe work practices and procedures |  | Part 1: Q 2  Part 3: Q7 |  |

## Critical aspects

Table 1 Critical aspects

| Critical aspects | Description | Learning resources | Knowledge  Assessment  1 of 2 | Skills  Assessment  2 of 2  3 of 3 |
| --- | --- | --- | --- | --- |
| CA1 | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |  |  |  |