



Australian Government

Department of Education, Employment and Workplace Relations

UEENEEE084A Write specifications for electrotechnology engineering projects

Release: 2

UEENEEE084A Write specifications for electrotechnology engineering projects

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers developing requirement to be incorporated into the writing of specifications for electrotechnology engineering projects. It encompasses determining the safety requirements to be met, establishing client expectations, ensuring cost effective solutions are pursued and documenting design and technical requirements.

Application of the Unit

Application of the Unit 4)

This unit is intended for competency development entry-level employment based programs incorporated in approved contracts of training. It is intended to apply to any formal recognition for this standard at the aligned AQF 5 level or higher.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit do not require a license to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

There are no prerequisite competencies for this unit.

Employability Skills Information

Employability Skills 3)

This unit contains Employability Skills
The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit of competency

Performance criteria describe the required performance needed to demonstrate achievement of the Element.
Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Prepare specification requirements. | 1.1 OHS processes and procedures for a given work area are identified, obtained and understood. |
| | 1.2 Established techniques for specification writing are reviewed and adopted in accordance with organisation policies. |
| | 1.3 The scope of the specification is established using a formal evaluation/survey processes. |
| | 1.4 Criteria from other related works impacting on the specification are determined from other relevant documentation, site visits and/or discussion with appropriate person(s). |
| 2 Write specification. | 2.1 Specification is developed to include scenarios/requirements established in consultation with appropriate person(s), and regulatory requirements. |
| | 2.2 Specification is developed in collaboration with all relevant design professionals and contractors involved in the project. |
| | 2.3 Competent persons required for the project are identified and their roles specified in the specification. |
| | 2.4 Specification is reviewed against all inputs and adjusted to rectify any anomalies. |
| | 2.5 Specification is developed in accordance with organisation policies and procedures. |
| 3 Approval of specification is obtained. | 3.1 Specification is presented and discussed with person(s) of higher authority. |
| | 3.2 Alterations to the specification resulting from the discussion are negotiated with person(s) of higher authority within the constraints of organisation policy. |
| | 3.3 Specification is finalised and approval obtained from appropriate person(s). |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and writing specifications for electrical engineering projects.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-EE084B Electrotechnology engineering specification development

Evidence shall show an understanding of specification writing to an extent indicated by the following aspects:

T1 Engineering specifications encompassing:

- Purpose and nature of specification
- Performance based specifications
- Prescriptive specifications
- Acceptable evidence of compliance
- Additional service required with the supply of equipment

T2 Dealing with suppliers and manufacturer's encompassing:

- Documenting specification
- Customer/client relations encompassing:
- Importance of customer/client relations
- Interpersonal skills that enhance customer/client
- Dispute resolution
- Customer/client relations strategies

T3 Using basic computers functions encompassing:

- Starting up
- Selecting application
- Entering information
- Saving
- Printing

T4 Research skills encompassing:

- Terminology - Terminology used in a research workplace; Terminology used in research-specific literature and the like.
- Theory – why conduct research - The history of research; past research successes; past research failures; Research Protocols; Research practices and the like.
- The research environment - The research work environment; Standard research

REQUIRED SKILLS AND KNOWLEDGE

practices; Industrial, legal, ethical, political and market environment considerations; Legislation and regulation; Contractual obligations of all parties and the like.

- Planning to conduct research - Concept development and/or research brief analysis; Research objectives; Research deliverables; Research project plan; Literature reviews; Methodology development, including; Experimental design, Technology selection, Information Management system selection and the like
- Clients - identifying client viewpoints and stake in project; Identifying client requirements and parameters; Determining research budgets, timelines, milestones and quality attributes with clients.
- Research, Development and Commercialisation - Research and Development goals versus Commercialisation goals and realities; Research and Development to inspire a commercialisation process

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies

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being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites must be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:

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- Implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement
- Apply sustainable energy principles and practices as specified in the performance criteria and range statement
- Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Write specifications for electrical engineering projects as described in 8) and including:
 - A Establishing the scope and parameters of the specification.
 - B Determining the impact of other related works.
 - C Developing the specification incorporating scenarios and all requirements.
 - D Identifying competencies required for the specification.
 - E Writing specifications.
 - F Negotiating alterations to the proposed specification successfully.
 - G Obtaining approval of the final specification.
 - H Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.

EVIDENCE GUIDE

Context of and specific resources for assessment

9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit.

These should be used in the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions for assessment must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to writing specifications for electrotechnology engineering projects.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

9.5)

There are no concurrent assessment recommendations for this unit.

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall be demonstrated in relation to developing specifications for at least one medium sized electrotechnology engineering project with the following attributes:

- safety requirements met
- client expectations established
- cost effective solutions pursued and assured
- design and technical requirements documentation

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

Competency Field

2.2) Literacy and numeracy skills

Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

| | | | | | |
|---------|---|---------|---|----------|---|
| Reading | 5 | Writing | 5 | Numeracy | 5 |
|---------|---|---------|---|----------|---|

Custom Content Section

Competency Field 5)

Electrotechnology

