



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **UEENEEE104A Solve problems in d.c. circuits**

**Release: 1**

## **UEENEEE104A Solve problems in d.c. circuits**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

**1)**

#### **1.1) Descriptor**

This unit covers determining correct operation of single source d.c. series, parallel and series-parallel circuits and providing solutions as they apply to various electrotechnology work functions. It encompasses working safely, problem solving procedures, including the use of voltage, current and resistance measuring devices, providing solutions derived from measurements and calculations to predictable problems in single and multiple path circuits.

### **Application of the Unit**

Not Applicable

## Licensing/Regulatory Information

### 1.2) License to practice

**During Training:** Competency development activities are subject to regulations directly related to licencing, occupational health and safety and where applicable contracts of training such as apprenticeships.

**In the workplace:** The application of the skills and knowledge described in this unit require a license to practice in the workplace where work is carried out on electrical equipment or installations which are designed to operate at voltages greater than 50 V a.c. or 120 V d.c.

Other conditions may apply under State and Territory legislative and regulatory requirements.

## Pre-Requisites

**Prerequisite Unit(s)**      2)

### 2.1) Competencies

Granting competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace

### 2.2) Further Information:

For the full prerequisite chain details for this unit please refer to Table 2 in Volume 1, Part 2

## 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.

### Application of the Unit 4)

#### 4.1) General Application

This unit applies to competency development entry-level employment based programs incorporated in approved contracts of training.

#### 4.2) Importation

RTOs wishing to import this unit into any qualification under the flexibility provisions of NQC Training Package Policy

## 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 to work on d.c. electrical circuits.	1.1	OHS procedures for a given work area are identified, obtained and understood.
	1.2	OHS risk control work preparation measures and procedures are followed.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>1.3 The nature of the circuit problem is obtained from documentation or from work supervisor to establish the scope of work to be undertaken.</p> <p>1.4 Advice is sought from the work supervisor to ensure the work is coordinated effectively with others.</p> <p>1.5 Sources of materials that may be required for the work are identified and accessed in accordance with established procedures.</p> <p>1.6 Tools, equipment and testing devices needed to carry out the work are obtained and checked for correct operation and safety.</p>
2 Solve d.c. circuit problems.	<p>2.1 OHS risk control work measures and procedures are followed.</p> <p>2.2 The need to test or measure live is determined in strict accordance with OHS requirements and when necessary conducted within established safety procedures.</p> <p>2.3 Circuits are checked as being isolated where necessary in strict accordance OHS requirements and procedures.</p> <p>2.4 Established methodological techniques are used to solve d.c. circuit problems from measure and calculated values as they apply to electrical circuit.</p> <p>2.5 Unexpected situations are dealt with safely and with the approval of an authorised person.</p> <p>2.6 Problems are solved without damage to apparatus, circuits, the surrounding environment or services and using sustainable energy practices.</p>
3 Complete work and document problem solving activities.	<p>3.1 OHS work completion risk control measures and procedures are followed.</p> <p>3.2 Work site is cleaned and made safe in accordance with established procedures.</p> <p>3.3 Justification for solutions used to solve circuit problems is documented.</p>

**ELEMENT****PERFORMANCE CRITERIA**

- 3.4 Work completion is documented and appropriate person(s) notified in accordance with established procedures.

**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 solving problems in d.c. circuits.

The knowledge and skills shall be contextualised to current industry standards, technologies and practices.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

KS01-EE104A Direct current electrical circuits

## 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 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.

## EVIDENCE GUIDE

### 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:
  - 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, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
  - Solving problems in d.c. circuits as described in 8) and including:
    - A Using methodological techniques to solve d.c. circuit problems from measure and calculated values
    - B Determining the operating parameters of an existing circuit.
    - C Altering an existing circuit to comply with specified operating parameters.
    - D Developing circuits to comply with a specified function



**EVIDENCE GUIDE**

and operating parameters.

**E Dealing with unplanned events****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 solving problems in d.c. circuits.

**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 single source series, parallel and series-parallel d.c. circuits as they apply to problems related to installation, fault finding, maintenance or development work functions and at least two of the following types of circuit problems and on more than one occasions:

- Determining the operating parameters of an existing circuit
- Altering an existing circuit to comply with specified operating parameters
- Developing circuits to comply with a specified function and operating parameters

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	3	Writing	3	Numeracy	3
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### 2.2) Literacy and numeracy skills

Competency Field            5)

Electrotechnology