



**Australian Government**

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

# **UEENEEK101A Maintain safety and tidiness of remote area power supply systems**

**Release: 1**

## **UEENEEK101A Maintain safety and tidiness of remote area power supply systems**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit Descriptor**

#### **1) Scope:**

##### **1.1) Descriptor**

This unit covers maintaining safety of remote area power supply (RAPS) system by ensuring that only RAPS equipment is present and is in its allotted place and that the system is free of litter. It encompasses working safely, regularly checking systems, cleaning techniques and reporting safety issues.

### **Application of the Unit**

#### **Application of the Unit    2)**

This unit is intended primarily for indigenous persons seeking qualifications in RAPS system servicing. The unit may also be applied to work entry qualifications in renewable energy service work in general and be used in school-based vocational programs.

### **Licensing/Regulatory Information**

#### **License to practice    3)**

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 contracts of training such as new apprenticeships.

## Pre-Requisites

**Prerequisite Unit(s)** 4)

**Competencies** 4.1)

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

UEENEEE1 01A Apply Occupational Health Safety regulations, codes and practices in the workplace

UEENEEK1 02A Work safely with remote area power supply systems

**Literacy and numeracy skills** 4.2)

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

## Employability Skills Information

**Employability Skills** 5)

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 competency standard unit
- 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 maintain safety and tidiness of RAPS system	1.1 OHS procedures for a given work area are identified, obtained and understood through established routines and procedures
	1.2 Established OHS risk control measures and procedures in preparation for the work are followed.
	1.3 Safety hazards which have not previously been identified are reported and advice on risk control measures is sought from the work supervisor.
	1.4 The nature and location of the RAPS system is obtained from work schedule and supervisor to establish the scope of work to be undertaken.
	1.5 Advice is sought from the work supervisor to ensure the work is coordinated effectively with fellow workers and the local community.
	1.6 Tools and equipment needed to carry out the cleaning work are obtained and checked for correct operation and safety
2 Maintain safety and tidiness of RAPS system	2.1 Established OHS risk control measures and procedures for carrying out the work are followed.
	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.
	2.3 Circuits/machines/system are checked as being isolated where necessary in strict accordance OHS requirements and procedures.

ELEMENT	PERFORMANCE CRITERIA
3 Complete work and report	2.4 Routine procedures are used to clean RAPS system and area.
	2.5 Cleaning is carried out efficiently without waste of materials and energy or damage to apparatus, circuits, the surrounding environment or services.
	2.6 Routine quality checks are carried out in accordance with work instructions.
	3.1 OHS risk control work completion measures and procedures are followed.
	3.2 Procedures for referring cleaning and tidiness issues to the local community are followed.
	3.3 Completion of cleaning work and issues are reported to work supervisor in accordance with established routines.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

Evidence must show that knowledge has been acquired of safe working practices and maintaining safety and tidiness of remote area power supply (RAPS) systems

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

#### **KS01-EK101A RAPS plant area cleaning**

Evidence shall show an understanding of cleaning and maintaining remote area power supply (RAPS) systems to an extent indicated by the following aspects:

## REQUIRED SKILLS AND KNOWLEDGE

- Needs for a clean and tidy plant area
- RAPS system components and associated equipment and their location within the plant area
- manual fuel pump if available
- Plant cleaning techniques:
  - Fuel and oil
  - acid spills;
  - removal of dust, insects, spiders, animals
  - removal of non-RAPS equipment
- Technique for reporting and dealing with cleaning issues.

## Evidence Guide

### EVIDENCE GUIDE

9) This provides essential advice for assessment of the unit and must be read in conjunction with the performance criteria and the range statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of this 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. 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 issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. 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 must be considered holistically. Each element and associated performance criteria must be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines – UEE11'. Evidence must 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 must 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:
  - Maintain safety and tidiness of remote area power supply systems as described in 8) and including:

- A Removing non-RAPS equipment
- B Safely removing insects, spiders and any animals
- C Safely removing dust and dirt from floors and equipment
- D Identifying and reporting at least two safety issues
- E 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

**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 by this unit.

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions 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 maintaining safety and tidiness of remote area power supply systems.



**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 assessment in a structured environment which is intended primarily 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.

For optimisation of training and assessment effort, competence in this unit may be assessed concurrently with units UEENEEE101A Apply Occupational Health Safety regulations, codes and practices in the workplace

## Range Statement

### RANGE STATEMENT

**10)** 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 must be demonstrated in relation to least two different RAPS systems incorporating a battery bank and at least two of the following:

- Generator set
- Photo voltaic array
- RAP system
- Wind generator

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

**Competency Field**                      **11)**

Renewable and Sustainable Energy