Australian Government

Department of Education, Employment and Workplace Relations

# UEENEEE024B Compile and produce an electrotechnology report

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

## UEENEEE024B Compile and produce an electrotechnology report

## Modification History

Not applicable.

## Unit Descriptor

Unit Descriptor                    1)

This unit covers complying and producing an electrotechnology report. It encompasses determining the safety requirements are met and all regulatory responsibilities are adhered to. The person competent in this unit must demonstrate an ability to identify information sources and collect and analyse and format information applicable to the electrotechnology industry and produce a report as required.

## Application of the Unit

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This unit is intended for competency development entry-level employment based programs incorporated in approved contracts of training.

## Licensing/Regulatory Information

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

There are no prerequisite competencies for this unit.

# Employability Skills Information

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

Not applicable.

# Elements and Performance Criteria

**Elements and Performance Criteria**

| Element | Performance Criteria |
|---|---|
| 1    Prepare to develop a report. | 1.1   OHS processes and procedures for a given work area are identified, obtained and understood. |
| | 1.2   Established techniques for report writing are reviewed are adopted in accordance with organisation policies. |
| | 1.3   The scope of the report is evaluated and report parameters established using a formal evaluation/survey processes. |

|   |   | 1.4 | Criteria from other related works impacting on the report are determined from other sources. |
|---|---|---|---|
|   |   | 1.5 | Identify source and availability of information. |
| 2 | Develop report. | 2.1 | Report is developed to include scenarios/requirements established in consultation with appropriate person(s), and regulatory requirements. |
|   |   | 2.2 | Report is developed in collaboration with all relevant personnel. |
|   |   | 2.3 | Competent persons are identified to assist in the compilation of the report. |
|   |   | 2.4 | Report is reviewed against all inputs and adjusted to rectify any anomalies. |
|   |   | 2.5 | Compile report in accordance with organisation policies and procedures. |
|   |   | 2.6 | Compile and analyse research report information |
| 3 | Obtain approval for final report. | 3.1 | Report is presented and discussed with person(s) of higher authority. |
|   |   | 3.2 | Alterations to the report resulting from the presentation/discussion, are negotiated with person(s) of higher authority within the constraints of organisation policy. |
|   |   | 3.3 | Final report is presented and approval obtained from appropriate person(s). |

# 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 compiling and producing an electrotechnology report.

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

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.

| | |
|---|---|
| 2.2.1 | Enterprise communication methods |
| 2.2.2 | Enterprise work activities records |
| 2.2.20 | Computer use basics |
| 2.2.21 | Engineering analysis, decision making and reporting |
| 2.2.25 | Research concepts |
| 2.2.33 | Working in a team |
| 2.2.35 | Data collection techniques |
| 2.2.36 | Data analysis and presentation |
| 2.18.8.2 | Occupational Health and Safety, enterprise responsibilities |

# Evidence Guide

**9**) This provides essential advice for assessment of the unit. It 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 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. |
| **Critical aspects of evidence required to demonstrate** | **9.2**) |
| | Before the critical aspects of evidence are considered all prerequisites must be met. |

| **competency in this unit** | 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 performance criteria 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, polices and workplace procedures

Demonstrated consistent performance across a representative range of contexts from the prescribed items below:

Compile and produce an electrotechnology report as described in 8) and including:

| A | Typical organisation policies and procedures. |
|---|---|
| B | Access to a report brief to established report parameters. |
| C | Access to appropriate person(s) to establish report requirements. |
| D | Establishing the scope and parameters of the report. |
| E | Determining the impact of other |

related works.

| | |
|---|---|
| F | Developing design brief incorporating scenarios and all requirements. |
| G | Appropriate computer application. |
| H | Identifying competencies required for the report. |
| I | Documenting report proposal. |
| J | Negotiating alterations to the proposed report successfully. |

Note: Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

**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 compiling and producing an

electrotechnology report.

| | |
|---|---|
| **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 of competency describes work conducted by technical personnel who contribute to the conduct of report writing.

This unit of competency is typically performed by high-level technicians, working as part of a product/application/service research and/or design, development and implementation team. This generally involves working closely with a range of management and production/operations personnel and requires balancing the business and technical sides of the research process.

At this level, personnel should be able to interpret and explain sections/types of legislation, codes, regulations, Australian Standards and Intellectual Property rights that apply to the subject matter being reported upon. This unit of competency should be demonstrated in accordance with the organisations

> Occupational Health and Safety and Workplace Safety policies and procedures
>
> Goals, values, objectives, plans, systems and processes

Business and performance plans

Ethical standards

Client service standards

Quality and continuous improvement processes and standards

Standard Operating Procedures

Resources

Technical standards

Regulatory requirements

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.

# 5)

Competency Field

empty                                    Electrotechnology

## 2.2) Literacy and numeracy skills

| empty | 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' | | | | | |
|-------|-------|---|---|---|---|---|
| empty | Reading | 5 | Writing | 5 | Numeracy | 5 |