



**Australian Government**

# **UEENEEG006A Solve problems in single and three phase low voltage machines**

**Release: 3**

## **UEENEEG006A Solve problems in single and three phase low voltage machines**

### **Modification History**

Not Applicable

### **Unit Descriptor**

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1)

#### **1.1) Descriptor**

This unit covers ascertaining correct operation of single and three phase machines and solving machine problems as they apply to servicing, fault finding, installation and compliance work functions. It encompasses safe working practices, machine connections circuit arrangements, issues related to machine operation, characteristics and protection and solutions to machine problems derived from calculated and measured parameters.

### **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
UEENEEE102A	Fabricate, dismantle, assemble of electrotechnology components
UEENEEE104A	Solve problems in d.c circuits
UEENEEE105A	Fix and secure electrotechnology equipment
UEENEEE107A	Use drawings, diagrams, schedules, standards, codes and specifications
UEENEEG101A	Solve problems in electromagnetic devices and related circuits
UEENEEG102A	Solve problems in low voltage a.c. circuit

**Prerequisite Unit(s)** 2)

UEENEEG106A Terminate cables, cords and accessories for low voltage circuits

**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 all qualifications, competencies and/or Skill Sets which require an electrical licence.

**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 solve single and three phase low voltage machines problems.	1.1 OHS procedures for a given work area are identified, obtained and understood.
	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 noted and established risk control measures are implemented.
	1.4 The nature of the machine (s) problem is obtained from documentation or from work 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 others.
	1.6 Sources of materials that may be required for the work are established in accordance with established procedures.
	1.7 Tools, equipment and testing devices needed to carry out the work are obtained and checked for correct operation and safety.
2 Solve single and three phase low voltage machine problems.	2.1 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/plant are checked as being isolated where necessary in strict accordance OHS requirements and procedures.
	2.4 Established methods are used to solve machine problems from measure and calculated values as they apply to single and three-phase low voltage machines.
	2.5 Established methods for dealing with unexpected situations are discussed with appropriate person or persons and documented.

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |   |
|---|--|---|
|   | 2.6  | Unexpected situations are dealt with safely and with the approval of an authorised person.  |
|   | 2.7  | Problems are solved without damage to machines, circuits, the surrounding environment or services and using sustainable energy practices. |
| 3 | Complete work and document problem solving activities. |   |
|   | 3.1  | OHS work completion risk control measures and procedures are followed.  |
|   | 3.2  | Work site is cleaned and made safe in accordance with established procedures.   |
|   | 3.3  | Justification for solutions used to solve machine problems is documented.   |
|   | 3.4  | Work completion is documented and an appropriate person or persons 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 single and three phase low voltage machines.

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

#### **KS01-EG006A** **Single and three-phase transformers**

Evidence shall show an understanding of single and three phase transformers to an extent indicated by the following aspects:

T1 Transformer construction encompassing:

- types of lamination style and core construction used in single-phase, three phase, double wound, auto transformers and instrument transformers.
- identification of different winding styles/types used in transformers.
- methods used to insulate low and high voltage transformers.
- construction of transformer tanks for distribution transformers.
- transformer auxiliary equipment. (Bushings, surge-diverters, tap-changers, hot oil & winding indicators, breather, Buchholz relay and conservator).
- function of transformer auxiliary equipment.
- types of information stated on transformer nameplates.
- application of transformers.
- performing basic insulation resistance, continuity and winding identification tests.

T2 Transformer operation encompassing:

- principles of mutual induction of a transformer.
- factors that determine the induced voltage in a transformer winding.
- determining the value of a transformers secondary voltage and current given one winding's electrical details and turns ratio.
- identification of voltage and current components of a phasor diagram for a transformer on no-load.
- principles of power transferred from the primary to secondary when a load is connected using a phasor diagram neglecting impedance drops.
- selecting transformers for specific application/s.
- safety features specified in AS/NZS3000 with respect to transformers and isolating transformers.

T3 Transformer losses, efficiency and cooling encompassing:

## REQUIRED SKILLS AND KNOWLEDGE

- power losses which occur in a transformer.
- tests which allow the power losses of a transformer to be determined.
- determination of transformer losses and efficiency using test results.
- relationship between transformer cooling and rating.
- methods used for natural and forced cooling of transformers.
- properties of transformer oil.
- tests conducted on transformer oil.

T4 Transformer voltage regulation and percent impedance encompassing:

- voltage regulation as applicable to a transformer.
- reasons for voltage variation in the output of a transformer.
- determine the voltage regulation of a transformer from voltage and percentage impedance values.
- percentage impedance as applied to transformers.
- determine the percent impedance by using test results.
- determine percent impedance of a transformer by calculation.

T5 Parallel operation of transformers and transformer auxiliary equipment encompassing:

- determine polarity markings for an unidentified single phase double wound transformer.
- need for parallel operation of transformers.
- conditions/restrictions required before two transformers can be connected in parallel.
- connecting transformers in parallel to supply a single load (loading on transformers operating in parallel).
- the consequences/effect of an incorrect connection.

T6 Auto-transformers and instrument transformers encompassing:

- identification of auto-transformers, voltage transformers and current transformers from their winding diagrams.
- determining voltage and current in the windings of an auto-transformer by calculation.
- advantages and disadvantages of an auto-transformer.
- AS/NZS3000 requirements with respect to transformers.
- construction of voltage transformers.
- ratings of voltage transformers.
- construction of current transformers.
- ratings of current transformers.
- precautionary measures taken to connect and disconnect instrument transformers.
- connection diagrams for instrument transformers.
- applications for auto-transformers and instrument transformers.



## REQUIRED SKILLS AND KNOWLEDGE

### KS02-EG006A

### Alternating current rotating machines

Evidence shall show an understanding of alternating current rotating machines to an extent indicated by the following aspects:

T1 Operating Principles of three phase induction motors encompassing:

- determining circuit operating characteristics by using the right hand (grip) rule for conductors and solenoids and Fleming's left and right hand rules.
- characteristics of the magnetic field produced by a single, two and three-phase windings.
- speed of rotation of a rotating magnetic field.
- relationship between the rotor speed, slip and rotor frequency.
- basic principle of operation of an induction motor.
- reversing the direction of rotation of a three phase induction motor

T2 Three phase induction motor construction encompassing:

- basic component parts of a three-phase induction motor.
- types of rotors used in three-phase induction motors.
- connecting three-phase induction motor in both star and delta.
- dismantling three-phase induction motors.
- testing insulation resistance of a three-phase induction motor prior to connection to the supply.
- testing winding resistance (ohmic value and continuity) of a three-phase induction motor prior to connection to the supply

T3 Three phase induction motor characteristics encompassing:

- relationship between torque, speed, and power and interpretation of speed/torque curves of induction motors.
- squirrel cage motors operating characteristics conditions necessary for an induction motor to produce maximum torque.
- operating characteristics of an induction motor from name plate information and by measurement.
- induction motors efficiency and minimum energy performance standards (MEPS).
- full load efficiency and power factor of induction motors.

T4 Single phase motors – split phase encompassing:

- common types of single phase motor.
- principles of operation of a split phase induction motor.
- construction and basic characteristics of a split phase induction motor.
- applications of split phase induction motors.
- connecting, running and reversing a split phase induction motor.

T5 Single phase motors – capacitor and shaded pole types encompassing:

- identification of single phase induction motors including capacitor start, capacitor

## REQUIRED SKILLS AND KNOWLEDGE

start/capacitor run, permanent split capacitor (PSC) and shaded pole

- principles of operation of each motor type listed above.
- operating characteristics and typical applications of each motor type listed above.
- connection and running each type of motor listed.
- reversing the direction of rotation of each of the capacitor type motors.

T6 Single phase motors – universal encompassing:

- principles of operation of a series universal motor.
- identification and functions of each of the basic parts of a series universal motor.
- operating characteristics and typical uses for a series universal motor.
- connecting, running and reversing a series universal motor.

T7 Motor protection encompassing:

- reasons why motor protection is required.
- requirements of the AS/NZS3000 Wiring rules with regards to motor protection.
- types of motor overload protection.
- operating principles of microtherm devices, thermal and magnetic motor protection devices.
- electrical features of motor protection HRC fuses.
- effects of under voltage and over voltage on motors and motor circuits.
- effects of repetitive starting and/or reversing on motors.
- special requirements for motor protection, in high humidity or moist environments, high temperature areas and corrosive atmospheres.
- operating principles of phase failure protection.
- selecting suitable protective devices for a given motor and starter combination.

T8 Three phase synchronous machines- operation principles and construction encompassing:

- power transfer diagram of an a.c. synchronous machine.
- need for the generation of a sinusoidal waveform.
- principles of operation of a synchronous alternator.
- principles of operation of a synchronous motor.
- principles of operation of an asynchronous generator (induction generator).
- identification of main parts of a synchronous alternator/motor.
- methods used to provide the excitation of a synchronous alternator/motor.
- block diagram of an alternator voltage regulator.
- advantages gained by the parallel operation of alternators.
- starting methods of synchronous motors.

T9 Alternators and generators encompassing:

- effects on the generated voltage of variations in excitation.
- effects on generated voltage of variations in load.
- identification of characteristic curves of an alternator.

## REQUIRED SKILLS AND KNOWLEDGE

- types of prime movers used with single and three phase portable/standby alternators.
- manual operation of single and three phase portable/standby alternators.
- ratings of single and three phase portable/standby alternators.
- applications of single and three phase portable/standby alternators.
- construction details of single and three phase portable/standby alternators.
- common faults found in portable/standby alternators.

## 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 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's 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 every day work have a bearing on

## EVIDENCE GUIDE

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 shall 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 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, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
  - Solve problems in single and three phase low voltage machines as described as described in 8) and including:
    - A Determining the operating parameters of existing machines.
    - B Altering an existing machine to comply with specified operating parameters.

## EVIDENCE GUIDE

- C Developing machines/circuits to comply with a specified function and operating parameters.
- D Determining the cause of low efficiency in an existing machine.
- E Determining conditions causing an existing circuit to be unsafe.
- F 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 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 solving problems in single and three phase low voltage machines.

### 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 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

#### 9.5)

There are no concurrent assessment recommendations for this unit.

The critical aspects of occupational health and safety covered in unit

## **EVIDENCE GUIDE**

### **other units**

UEENEEE001B and other discipline specific occupational health and safety units shall be incorporated in relation to 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 any four of the following problems in single and three-phase low voltage machine and circuits.

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

Note:

Operating parameters include voltage, current, torque, efficiency, power, energy and power factor

- Determining the cause of low efficiency in an existing machine.
- Determining problems in existing machines to malfunction

Note:

Problems include bearing noise/faults, vibration, undervoltage, unbalanced windings

- Determining conditions causing an existing machine/circuit to be unsafe.

Note:

Examples of unsafe circuits includes electric shock hazard from indirect contact with conductive parts, insufficiently low impedance of a fault current path and inadequate fault protection

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
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### 2.2) Literacy and numeracy skills

Competency Field            5)

Electrical