



**Australian Government**

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

# **UEENEEG065B Maintain and service traction lifts**

**Release: 1**

## **UEENEEG065B Maintain and service traction lifts**

### **Modification History**

Not Applicable

### **Unit Descriptor**

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**1)**

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

This unit covers maintenance and servicing of traction lift systems and equipment. It encompasses working safely, conducting site cleaning, lubricating and painting lift equipment, inspecting of suspension, governors, compensators, floor selector and tappet switch ropes, and carrying out periodic testing on lift safety gear.

### **Application of the Unit**

#### **Application of the Unit 4)**

This unit applies to any formal recognition for this standard at the aligned AQF 3/4 level or higher.

## Licensing/Regulatory Information

### 1.2) License to practice

The skills and knowledge described in this unit require a license to practice in the workplace where plant and equipment operate at voltage above 50 V a.c. or 120 V d.c. However other conditions may apply in some jurisdictions subject to regulations related to electrical work. Practice in the workplace and during training is also 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

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

UEENEEG016B Diagnose and rectify faults in lifts systems

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.

## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to maintain and service lift equipment.	1.1 OHS procedures for a given work area are identified, obtained and understood.
	1.2 OHS risk control measures and procedures in preparation for the work are followed.
	1.3 The likely extend of work to be undertaken is envisaged from maintain procedures or fault/breakdown reports and/or discussions with appropriate person(s).
	1.4 Advice is sought from the work supervisor to ensure the work is coordinated effectively with others.
	1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for

ELEMENT	PERFORMANCE CRITERIA
2 Maintain and service lift equipment.	<p data-bbox="668 297 1038 333">correct operation and safety.</p> <p data-bbox="668 367 1270 434">2.1 OHS risk control measures and procedures for carrying out the work are followed.</p> <p data-bbox="668 472 1305 613">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 data-bbox="668 651 1254 757">2.3 Circuits/machines/plant are checked as being isolated where necessary in strict accordance OHS requirements and procedures.</p> <p data-bbox="668 795 1238 936">2.4 Safety hazards resulting from the fault or breakdown are documented and risk control measured and devised and implemented in consultation with appropriate personnel.</p>
3 Completion and report of maintain and servicing activities	<p data-bbox="668 974 1305 1041">3.1 OHS work completion risk control measures and procedures are followed.</p> <p data-bbox="668 1115 1305 1220">3.2 Reusable, faulty or worn components are tagged and dispatched for repair to maintain adequate spares.</p> <p data-bbox="668 1258 1305 1326">3.3 Maintenance work activities are documented in accordance with established procedures.</p> <p data-bbox="668 1350 1305 1487">Note. Examples of documentation are components fault reports, test results, authorisations, permits, parts/component dispatch and store records</p>

## 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 maintaining and servicing traction lifts.

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.

2.6.39 Lubrication of lift component

2.6.40 Lift systems, roping

2.6.41 Lift systems, rope inspection

## 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 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

## EVIDENCE GUIDE

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 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, polices and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
  - Maintain and service traction lifts as described as described in 8) and including:
    - A Conduct site cleaning, lubricating and painting of lift equipment.
    - B Inspect lift ropes.
    - C Maintain electro-hydraulic lift equipment.



## EVIDENCE GUIDE

- D Carry out lift safety gear periodic testing.
- E Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.

**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 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 and servicing traction lifts.

## EVIDENCE GUIDE

### 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 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.

Competency shall be demonstrated in relation to maintaining and servicing at least two of the lift equipment as following:

- Geared traction drive
- Gearless traction drive
- Drum drive
- Suspended electro-hydraulic drive
- At least two of the roping systems as following:
  - Single or double wrap
  - Single or multiple fall
  - Side slung or underslung
  - Overhead or basement drive
  - Drum drive.
  - And at least two of the components as following:
    - Suspension ropes
    - Governor ropes
    - Tappet ropes
    - Compensator ropes
    - Floor selector tapes/ropes
- All safety gear periodic tests as following:
  - Governor type A
  - Governor type B
  - Governor type C

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	4	Writing	4	Numeracy	4
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## Custom Content Section

Competency Field	5)
	Electrical