



Australian Government

Department of Education, Employment and Workplace Relations

UEENEEH001B Carry out basic repairs to computer equipment by replacement of modules/sub-assemblies

Release: 1

UEENEEH001B Carry out basic repairs to computer equipment by replacement of modules/sub-assemblies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit deals with the repair of computer equipment by replacement of slot/plug connected modules/sub-assemblies. It encompasses safe working practices, following written and oral instruction and procedures, basic testing techniques, dismantling and assembling apparatus and disconnecting and reconnecting components.

Application of the Unit

Application of the Unit 4)

This unit may apply to persons entering work in electro technology and may be used in school-based vocational programs.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit do not require a license to practice in the workplace provided equipment is not connected to installation wiring at voltage above 50 V a.c. or 120 V d.c. 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.

Note:

1. Compliance with permits may be required in various jurisdictions and typically relates to the operation of plant, machinery and equipment such as elevating work platforms, powder operated fixing tools, power operated tools, vehicles, road signage and traffic control, lifting equipment and the like. Permits may also be required for some work environments such as confined spaces, working aloft, near live electrical apparatus and site rehabilitation.
2. Compliance may be required in various jurisdictions relating to currency in First Aid, confined space, lifting and risk safety measures

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.

UEENEEE002B Dismantle, assemble and fabricate electrotechnology components

UEENEEE007B Use drawings, diagrams, schedules and manuals

AND

UEENEEE004B Solve problems in multiple path d.c. circuits

OR

UEENEEE023B Solve basic problems in electronic and digital equipment

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Prepare to repair computer equipment.

- 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 are followed in preparation for the work
- 1.3 The nature of the repair is obtained from documentation or from work supervisor to establish the scope of work to be undertaken.
- 1.4 Advice is sought from the work supervisor to ensure the work is co-ordinated effectively with others.
- 1.5 Sources of materials that may be required for the work are established in accordance with established routines and procedures.

ELEMENT	PERFORMANCE CRITERIA
2 Repair computer equipment	1.6 Tools, apparatus and testing devices needed to carry out the work are obtained and checked for correct operation and safety.
	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/apparatus are checked as being isolated where necessary in strict accordance OHS requirements and procedures.
	2.4 Apparatus is dismantled in accordance with manufacturer's guide and supervisor's instructions.
	2.5 Modules/sub-assemblies are tagged during the dismantling to help ensure correct and efficient reassembly and stored to protect them against loss or damage.
	2.6 Repairs are affected efficiently without damage to other components, apparatus or circuits.
	2.7 Apparatus is assembled in an appropriate sequence with all modules/sub-assemblies and parts correctly placed, secured and connected in accordance with manufacturer's guide or industry practice.
	2.8 Procedures for referring non-routine events to immediate supervisor for directions are followed.
	2.9 Repairs are carried out efficiently without waste of materials or damage to apparatus and the surrounding environment or services and using sustainable energy practices.

ELEMENT	PERFORMANCE CRITERIA
3 Complete and report repair work activities.	3.1 OHS work completion risk control measures and procedures are followed.
	3.2 Repaired computer equipment is prepared and forwarded to appropriate person(s) for testing.
	3.3 Work area is cleaned and made safe in accordance with established procedures.
	3.4 Work supervisor is notified of the completion of the repair work 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 carrying out basic repairs to electronic apparatus by replacement of modules/sub-assemblies.

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.

- 2.1.8 Electronic cable and conductor terminations
- 2.4.11 Personal computers, hardware structure
- 2.18.9 Electronic safe working practices

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 must 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 accord 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 influence decisions about how/how much 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 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, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Carry out basic repairs to computer equipment by replacement of modules/sub-assemblies as described in 8) and including:
 - A Following manufacturer service instructions for access to components.
 - B Removing at least three different functional types of modules/sub-assemblies in the work instructions.
 - C Replacing modules/sub-assemblies to

EVIDENCE GUIDE

manufacturer requirements.

- D Repairing damaged wires/ribbon cable to an industry standard and without damage to other equipments; includes minor soldering.
- E Reassembling the computer equipment correctly.
- F Testing computer equipment operation.
- G 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.

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.
- Relevant Australian and International industry standards for the repair of electronic assemblies and sub-assemblies
- 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 carrying out basic repairs to electronic apparatus by replacement of modules/sub-assemblies.

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 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)

For optimisation of training and assessment effort, competency development in this unit may be arranged concurrently with unit:

UEENEEE002B Dismantle, assemble and fabricate electro
technology components

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 carrying out repairs to personal computers and servers. The repairs shall be limited to:

- Replacement of at least three slot/plug connected modules/sub-assemblies having different functions and in which the fault has been previously established, and
- Repair to broken wires/ribbon cable to industry standards, that may include, minor soldering

Note:

1. Examples of Modules include self contained hardware components such as motherboards, memory cards, storage devices.
2. Examples of Sub-assemblies include collections of integrated components that may form part of a module that are designed to be replaceable for servicing, such as the component part of a hard drive module or motherboard.

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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Custom Content Section

Competency Field	5)
	Electronics