



Australian Government

Department of Education, Employment and Workplace Relations

UEENEEJ139A Develop specifications and prepare drawings for HVAC/Refrigeration projects

Release: 2

UEENEEJ139A Develop specifications and prepare drawings for HVAC/Refrigeration projects

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers specification development and documentation of HVAC/Refrigeration projects. It encompasses safe working practices, following a design brief, applying knowledge heating, ventilation, air conditioning and/or refrigeration systems to selecting system components, operating within established project budget and developing project specifications and design drawings.

Application of the Unit

Application of the Unit 4)

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training or institutional based delivery. It applies to any formal recognition for this standard at the aligned AQF 6 level.

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. 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

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.

UEENEEJ128A Produce HVAC/R system design drawings

UEENEEJ164A Analyse the operation of HVAC air and hydronic systems

UEENEEJ192A Analyse the psychrometric performance of HVAC/R systems

and

UEENEEJ193A Analyse the thermodynamic performance of HVAC/R systems

or

UEENEEJ109A Verify functionality and compliance of refrigeration and air conditioning installations

UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace

UEENEEE102A Fabricate, assemble and dismantle utilities industry components

UEENEEE003B Solve problems in extra-low voltage single path circuits

UEENEEE105A Fix and secure electrotechnology equipment

UEENEEE107A Use drawings, diagrams, schedules, standards, codes and specifications

UEENEEE137A Document and apply measures to control OHS risks associated with electrotechnology work

UEENEEJ102A Prepare and connect refrigerant tubing

Prerequisite Unit(s)

2)

and fittings

UEENEEJ103A Establish the basic operating conditions of vapour compression systems

UEENEEJ104A Establish the basic operating conditions of air conditioning systems

UEENEEJ106A Install refrigerant pipe work, flow controls and accessories

UEENEEJ107A Install air conditioning and refrigeration systems, major components and associated equipment

UEENEEJ108A Recover, pressure test, evacuate, charge and leak test refrigerants

UEENEEJ110A Select refrigerant piping, accessories and associated controls

UEENEEJ111A Diagnose and rectify faults in air conditioning and refrigeration systems and components

UEENEEJ113A Commission air conditioning and refrigeration systems

UEENEEJ153A Find and rectify faults motors and associated controls in refrigeration and air conditioning systems

UEENEEJ170A Diagnose and rectify faults in air conditioning and refrigeration control systems

UEENEEJ194A Solve problems in low voltage refrigeration circuits

UEENEEP012A Disconnect / reconnect composite appliances connected to low voltage installation wiring

UEENEEP017A Locate and rectify faults in low voltage composite appliances using set procedures

UEENEEP024A Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

UEENEEP025A Attach cords, cables and plugs to electrical equipment for connection to 1000 Va.c. or 1500 Vd.c. supply

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 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 develop specifications and prepare drawings | 1.1 OHS processes and procedures for a given work area are identified, identified, obtained and understood |
| | 1.2 The extent of the project is established from design brief and/or other relevant documentation and from discussions with appropriate person(s). |
| | 1.3 Appropriate personnel are consulted to ensure the work is coordinated effectively with others involved in the work |
| | 1.4 Software tools and equipment a needed for the work are obtained in accordance with established procedures |
| 2 Develop specifications and prepare drawings | 2.1 Sources of components and materials needed for the project are established and selected for their availability, suitability for purpose and cost in accordance with organisation policies and procedures. |
| | 2.2 Specifications are developed that include the necessary performance requirements for components and system. |
| | 2.3 Risk management strategies for the project are sought and obtained for incorporating in the specification. |
| | 2.4 Appropriate software tools are used to develop specifications and produce drawing based on standard protocols. |

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| | 2.5 Project specifications and drawings are reviewed against all inputs and adjusted to rectify any anomalies. |
| | 2.6 Project specifications and drawings are documented in accordance with organisation policies and procedures. |
| | 2.7 Solutions to unplanned situation are provided consistent with organisation's policy. |
| | 2.8 Quality of work is monitored against personal performance agreement and/or established organizational or professional standards |
| 3 Obtain approval for specifications and drawings. | 3.1 Project specifications and drawings are presented and discussed with person(s) of higher authority. |
| | 3.2 Alterations to the project specifications and drawings resulting from the presentation / discussion are negotiated with person(s) of higher authority within the constraints of organisation's policy. |
| | 3.3 Final project specifications and drawings are documented and approval obtained from appropriate person(s). |

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 developing specifications and preparing drawings for HVAC/R projects. All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-EJ139A Specification development

Evidence shall show an understanding of specification writing, applying safe working practices and relevant Standards, Codes and Regulations to an extent indicated by the following aspects:

- T1 Purpose and nature of specification
- T2 Performance based specifications
- T3 Prescriptive specifications
- T4 Acceptable evidence of compliance
- T5 Additional service required with the supply of equipment
- T6 Dealing with suppliers and manufacturer's
- T7 Documenting specification.

KS02-EJ139A Computer aided drafting

Evidence shall show an understanding of computer aided drafting, applying safe working practices and relevant Standards, Codes and Regulations to an extent indicated by the following aspects:

- T1 Specific procedures
 - Creating symbols for library files
 - Program specific commands
 - Speed enhancement
 - Configuring the digitising tablet
- T2 Methodology for creating layers
 - Name
 - Colour
 - Linetype
- T3 Methodology for drawing variables
 - Limits
 - Grid
 - Snap
 - Dimensions
 - Text

REQUIRED SKILLS AND KNOWLEDGE

- Units

T4 ISO drawing sheets

T5 Advanced drawings

T6 Multiple three dimensional views

- Setting up environment on screen
- Top view
- Front and side views
- Three dimensional views

T7 Movement through space

- Draw on any created views
- Relocate coordinate system as necessary

T8 Creation of views

- Creation of three dimensional geometric shapes
- Creation of three dimensional complex view by:
- Manipulation of drawing planes
- Location of geometric shapes

T9 Editing

- Use of function to facilitate modification of geometric shapes in completion of a three dimensional view

T10 Display of three dimensional view

- Wire Line
- Solid Face
- Isometric
- Perspective
- Orthographic

T11 Saving

- Use of assembly drawing file for plotting

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

EVIDENCE GUIDE

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 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.

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 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,

EVIDENCE GUIDE

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:
 - Develop specifications and prepare drawings for HVAC/R projects as described in 8) and including:
 - A Determining the project requirements accurately
 - B Establishing source and availability of components appropriately
 - C Including the performance requirements of components and the system and risk management strategies in the specifications
 - D Negotiating alterations to the project specifications and drawings successfully
 - E Documenting project specifications and drawings in accordance with organisation policies and procedures
 - F Obtaining approval for the completed project specifications and drawings
 - G Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in the holistic assessment with the above

EVIDENCE GUIDE

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.

Evidence should show demonstrated competency in developing specifications and preparing drawings for HVAC/R projects.

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.

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 must be demonstrated in relation to developing specifications and preparing drawings for at least two different HVAC/R projects for at least two different HVAC/R projects.

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 |
|---------|---|---------|---|----------|---|

2.2) Literacy and numeracy skills

Competency Field 5)

Refrigeration and Air Conditioning