



**Australian Government**

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

# **UEENEEE185A Write work activity reports**

**Release: 1**

## UEENEEE185A Write work activity reports

### Modification History

Not applicable.

### Unit Descriptor

#### Unit Descriptor

#### 1) Scope:

##### 1.1) Descriptor

This unit covers writing reports related to installation, fault finding, servicing/maintenance and safety in an energy sector discipline. It encompasses a relevant level of understanding of the energy sector discipline subject to the reports, gathering relevant information from appropriate sources; make deductions from the information obtained, arranging reports in a logical sequence and writing in clear English.

### Application of the Unit

#### Application of the Unit 2)

This competency standard is suitable for employment-based programs under an approved contract of training at the AQF level of the qualification in which the unit is first packaged or higher.

The unit may be selected as an elective from the relevant schedule (see qualification packaging rules) provided that all prerequisite units are undertaken or addressed through recognition processes.

This unit may be included in a skill set provided that it is listed in the schedule of electives (see Qualification Framework) and all prerequisite units are undertaken or addressed through recognition processes.

Delivery and assessment of this unit should be

undertaken within regard to the requirements of License to Practice (1.2 above), Prerequisite Competencies and Literacy and Numeracy skills (2 above) and the recommendations for concurrent assessment and relationship with other units (9.5 below).

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.

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 and lifting equipment. 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, risk safety measures etc.

## Licensing/Regulatory Information

### License to practice

3)

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)

4)

### Competencies

4.1)

There are no prerequisite competencies for this unit.

**Literacy and numeracy skills 4.2)**

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

**Employability Skills Information****Employability Skills 5)**

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 competency standard 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 a report. | 1.1 | The need for a report is determined from particular circumstances and /or request in accordance with established procedures         |
|   |                              | 1.2 | The purpose and scope of the report is ascertained from the particular circumstances and /or request in accordance with established |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	procedures.
	1.3 OHS processes and procedures for a given work area are identified, obtained and understood.
	1.4 Sources of information needed for the report are identified and obtained in consultation with appropriate persons and in accordance with established procedures.
2 Write report.	2.1 Report is developed in consultation with appropriate persons.
	2.2 Report is developed to include all relevant information obtained
	2.3 Information in the report is arranged in a logical sequence including deductions recommendations where appropriate.
	2.4 Report is written in clear English and in accordance with organisation policies and procedures.
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

### REQUIRED SKILLS AND KNOWLEDGE

8) 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 writing a work activity report.

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

#### KS01-EG185A

#### Work activity reporting

Evidence shall show an understanding of work activity reporting to an extent indicated by the following aspects:

T1 Scope of work activity reports encompassing:

- Installation, fault finding/repair, servicing/maintenance and safety work activities.
- Reports in response to an enquiry, situation, investigation, problem and incident.

T2 Sources of information

- Examples include (but not limited to) work colleagues, customer/client personnel, standards, specifications and direct experience of the enquiry, situation, investigation, problem or incident that is subject of the report

T3 Structure of reports encompassing:

- The description and/or explanation of the subject matter in logical sequence of facts
- Arrangement of content

T4 Clear English writing techniques

# Evidence Guide

## 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 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 – UEE11'. 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:
  - Compile and produce an electrotechnology report as described in 8) and including:

A	Determining the need for a report
B	Ascertaining the purpose and scope of a report
C	Sources and obtain information relevant to a report
D	Including all relevant information



E	Arranging reports in a logical sequence
F	Writing reports in plain English
G	Obtaining approval for the report
H	Dealing with unplanned events

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**

**10)** 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 writing reports in response to at least three of the following:

- an enquiry,
- a situation,
- an investigation,
- a problem or
- an incident

Each in relation to a different one of the following work activities:

- installation,
- fault finding/repair,
- servicing/maintenance or
- safety

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**

**Competency Field**      **11)**

Electrotechnology