

<b>Training Package</b>	Electrotechnology (UEE06)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Solve problems in extra-low voltage single path circuits</b>		<b>HSC Indicative Hours</b>
<b>Unit code</b>	<b>UEENEEE003A</b>	<b>Competency field</b>	<b>30</b>
		Electrotechnology	

<b>Unit descriptor</b>	This unit covers providing known solutions to predictable problems in single path circuits operated at extra-low voltage as they apply to various electrotechnology work functions. It encompasses working safely, problem solving procedures, including the use of basic voltage, current and resistance measuring devices, providing known solutions to predictable circuit problems.
<b>Application of the unit</b>	This unit shall apply to persons entering work in electrotechnology and may be used in school-based vocational programs.
<b>Prerequisite unit(s)</b>	<b>Competencies</b> There are no prerequisite competencies for this unit.
	<b>Literacy and numeracy skills</b> 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 <i>Appendix 1</i> of this Syllabus. Reading    3                      Writing    3                      Numeracy    3
<b>Licence to practise</b>	The skills and knowledge described in this unit do not require a licence to practise in the workplace. However they are subject to regulations directly related to Occupational Health and Safety and contracts of training such as new apprenticeships.

Required Skills and Knowledge	HSC Requirements and Advice
<p>This describes the essential skills and knowledge and their level <b>required</b> for this unit.</p> <p>Evidence shall show that knowledge has been acquired of safe working practices and solving problems in extra-low voltage single path circuits.</p> <p>The extent of the essential knowledge and associated skills (EKAS) required is given in <i>Appendix 2</i> of this Syllabus. It forms an integral part of this unit.</p> <p>2.8.1.2          Fundamental electrical principles</p> <p>2.18.1          Occupational Health and Safety principles.</p>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• appropriate persons</li> <li>• circuit problems</li> <li>• clean-up procedures</li> <li>• common/predictable problems</li> <li>• electrical principles in relation to: <ul style="list-style-type: none"> <li>- conversion of other forms to electrical energy</li> <li>- electrical characteristics of materials</li> <li>- fundamental and derived units</li> <li>- power, work and energy</li> <li>- resistance</li> <li>- single electric and magnetic fields (EMF) source equivalent circuit</li> <li>- sources of electrical energy</li> <li>- the effects of current</li> <li>- the simple circuit</li> <li>- using measuring instruments</li> </ul> </li> <li>• electrical values</li> <li>• faulty tools and equipment</li> <li>• final approval and sign-off</li> <li>• general features, purpose, maintenance and working knowledge of tools, equipment and testing devices</li> <li>• hazard identification and risk control</li> <li>• isolating a device</li> <li>• 'live'</li> <li>• material safety data sheet (MSDS)</li> <li>• measurement and calculations</li> <li>• modes of communication</li> <li>• obtaining, understanding and clarifying procedures</li> <li>• occupational health and safety (OHS)</li> <li>• personal protective equipment (PPE)</li> <li>• problem-solving</li> <li>• reporting and recording</li> <li>• safe work practices and procedures</li> <li>• sources of information</li> <li>• sustainable energy practices</li> <li>• work records</li> <li>• working safely with electricity</li> <li>• workplace/enterprise policy and procedures.</li> </ul>

## Evidence Guide

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	Critical aspects of evidence required to demonstrate competency in this unit
<p>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.</p> <p>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.</p> <p>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 judgement.</p> <p>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.</p>	<p>Before the critical aspects of evidence are considered all prerequisites must be met.</p> <p>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 – UEE06'. Evidence shall also comprise:</p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>- 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</li> <li>- apply sustainable energy principles and practices as specified in the Performance Criteria and Range Statement</li> <li>- demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner's performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment</li> <li>- demonstrate an appropriate level of skills enabling employment</li> <li>- conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures</li> </ul> </li> <li>• demonstrated performance across a representative range of contexts from the prescribed items below: <ul style="list-style-type: none"> <li>- solve problems in extra-low voltage single path circuits as described in the Range Statement including: <ul style="list-style-type: none"> <li>▪ determining the operating parameters of an existing circuit</li> <li>▪ altering an existing circuit to comply with specified operating parameters</li> <li>▪ developing circuits to comply with a specified function and operating parameters</li> <li>▪ identifying loss of supply</li> <li>▪ 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.</li> </ul> </li> </ul> </li> </ul>

### Evidence Guide cont/d

Context of and specific resources for assessment	Method of assessment	Concurrent assessment and relationship with other units
<p>This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:</p> <ul style="list-style-type: none"> <li>• OHS policy and work procedures and instructions</li> <li>• suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit.</li> </ul> <p>These should be used in the formal learning/assessment environment.</p> <p>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.</p> <p>The resources used for assessment should reflect current industry practices in relation to solve problems in extra-low voltage single path circuits.</p>	<p>This unit shall be assessed by methods given in <i>Appendix 3</i> of this Syllabus.</p> <p>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.</p>	<p>There are no concurrent assessment recommendations for this unit.</p> <p>The critical aspects of Occupational Health and Safety covered in UEENEEE001A and other discipline specific Occupational Health and Safety unit(s) shall be reassessed in relation to this unit.</p>

## Evidence Guide cont/d

### Key competencies

Evidence of achievement of particular key competencies is assessed in the context of the following performance criteria.

- Performance level 1*    Competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.
- Performance level 2*    Competence needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.
- Performance level 3*    Competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities and to establish criteria for judging quality of process and outcome.

<b>Key competencies</b>	<b>Example of application</b>	<b>Performance level</b>
How are ideas and information communicated within this competency?	Refer to the following Performance Criteria for examples of application: 3.3; 3.4	1
How can information be collected, analysed and organised?	Refer to the following Performance Criteria for examples of application: 1.1; 1.3; 1.4; 2.1	1
How are activities planned and organised?	Refer to the following Performance Criteria for examples of application: 1.1; 1.6	1
How is team work used within this competency?	Refer to the following Performance Criteria for examples of application: 1.4	1
How are mathematical ideas and techniques used?	Refer to the following Performance Criteria for examples of application: 2.4	1
How are problem solving skills applied?	Refer to the following Performance Criteria for examples of application: 2.4	1
How is use of technology applied?	Refer to the following Performance Criteria for examples of application: 2.4	1

## Evidence Guide cont/d

### Skills enabling employment

Evidence that competency in this unit incorporates skills enabling employment is assessed in the context of the following performance.

The Competency Standard Units incorporate a range of employment-based skills that are expected of individuals in a workplace. The skills for employment set out below should be achieved and confirmed consistent with Competency Standard Unit requirements and relative to the qualification to which the unit contributes. Assessment must be applied holistically and confirm that the critical aspects of evidence have been demonstrated to the required level.

Skills for employment	Critical aspects of evidence	Example of application
1 Developing and using skills within a real workplace	Demonstrates an ability to develop and use spatial, dexterity and technology skills as well as health, safety and housekeeping skills meaningful to a workplace environment.	Refer to the following Performance Criteria for examples of application: All
2 Learning to learn in the workplace	Demonstrates an ability to access, confirm and learn – can acquire knowledge and culture related to and used in a workplace environment.	Refer to the following Performance Criteria for examples of application: All
3 Reflecting on the outcome and process of work task	Demonstrates an ability to reflect on performance of the work task, its outcome and the process(es) used in completing the task in a workplace environment.	Refer to the following Performance Criteria for examples of application: 3.3; 3.4
4 Interacting and understanding of the context of the work task	Demonstrates an ability to interact in real work tasks, understand the context of the task within a work environment and speak and write to related personnel/communities to a standard expected in the workplace/industry sector.	Refer to the following Performance Criteria for examples of application: 1.2 to 1.6
5 Planning and organising the meaningful work task	Demonstrates an ability to prepare, organise and complete real work tasks to workplace standards, including selecting appropriate tools/equipment to complete tasks in a workplace environment, and setting and achieving personal goals.	Refer to the following Performance Criteria for examples of application: 1.1 to 1.6
6 Performing the work task in non-routine or contingent situations	Demonstrates an ability to seek and apply solutions to problems, using mathematical and cognitive skills relevant to a workplace environment, and/or seeking advice from appropriate personnel when in doubt.	Refer to the following Performance Criteria for examples of application: N/A

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Prepare to work on extra-low voltage single path electrical circuits</p>	<p>1.1 OHS procedures for a given work area are identified, obtained and understood.</p>	<p>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.</p> <p>This unit shall be demonstrated in relation to:</p> <ul style="list-style-type: none"> <li>• single source single path circuits as they apply to problems related to installation, fault finding, maintenance or development work functions in any of the following disciplines: <ul style="list-style-type: none"> <li>- computers</li> <li>- data Communications</li> <li>- electrical</li> <li>- electronics</li> <li>- fire protection</li> <li>- instrumentation</li> <li>- refrigeration and air conditioning,</li> <li>- renewable and sustainable energy systems, and</li> <li>- security technology</li> </ul> </li> <li>• at least three of the following types of circuit problems and on at least two occasions: <ul style="list-style-type: none"> <li>- determining the operating parameters of an existing circuit</li> <li>- identifying and locating open-circuits</li> <li>- identifying and locating short-circuits</li> <li>- identifying loss of supply.</li> </ul> </li> </ul> <p>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 <i>Appendix 4</i> of this Syllabus.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> <li>• correct sourcing and selection of information</li> <li>• consulting appropriate personnel</li> <li>• active listening</li> <li>• open and closed questions.</li> </ul> <p>An awareness of sources of information regarding occupational health and safety (OHS) in the workplace including:</p> <ul style="list-style-type: none"> <li>• workplace/enterprise policies and procedures</li> <li>• schedule of work</li> <li>• standard operating procedures (SOP)</li> <li>• job safety analysis (JSA)</li> <li>• emergency plan</li> <li>• training manuals</li> <li>• WorkCover NSW and Australian Safety and Compensation Council (ASCC) [formerly National Occupational Health and Safety Commission (NOHSC)] publications/safety alerts</li> <li>• legislation/regulations/codes of practice</li> <li>• material safety data sheets (MSDS)</li> <li>• Australian Standards</li> <li>• manufacturer's specifications.</li> </ul> <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> <li>• verbal <ul style="list-style-type: none"> <li>- face to face (supervisor to employee)</li> <li>- telephone/mobile phone</li> <li>- workplace meetings</li> </ul> </li> <li>• written communication <ul style="list-style-type: none"> <li>- work plans</li> <li>- memos/messages</li> <li>- job descriptions/statements</li> <li>- workplace forms</li> <li>- rosters</li> </ul> </li> <li>• non-verbal <ul style="list-style-type: none"> <li>- signage</li> <li>- diagrams.</li> </ul> </li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>A basic understanding of OHS legislation.</p> <p>An awareness of safe work practice and procedures for a workplace within the electrotechnology environment.</p> <p>Working safely with electricity.</p>
	<p>1.2 OHS risk control work preparation measures and procedures are followed.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic understanding of risk management including how to:</p> <ul style="list-style-type: none"> <li>• identify hazards</li> <li>• assess associated risks</li> <li>• use appropriate control measures to eliminate or minimise risks</li> <li>• monitor and review the control measures.</li> </ul> <p>A basic awareness of the hierarchy of risk control measures:</p> <ul style="list-style-type: none"> <li>• Level 1 – eliminate the risk (such as discontinue the activity and not use the equipment)</li> <li>• Level 2 – minimise the risk by: <ul style="list-style-type: none"> <li>- substituting the system of work/equipment (with something safer)</li> <li>- modifying the system of work/equipment (to make it safer)</li> <li>- isolating the hazard (such as introducing a restrictive work area)</li> <li>- introducing engineering control</li> </ul> </li> <li>• Level 3 – other controls including: <ul style="list-style-type: none"> <li>- adopting administrative controls and safe working practices</li> <li>- using PPE.</li> </ul> </li> </ul>
	<p>1.3 The nature of the circuit(s) problem is obtained from documentation or from work supervisor to establish the scope of work to be undertaken.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Define:</p> <ul style="list-style-type: none"> <li>• power</li> <li>• energy</li> <li>• current</li> <li>• voltage</li> <li>• circuit</li> <li>• resistance.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An understanding of electrical principles in relation to fundamental and derived units including:</p> <ul style="list-style-type: none"> <li>• basic units of measurement</li> <li>• International System of Units (SI) derived units of <ul style="list-style-type: none"> <li>- force</li> <li>- pressure</li> <li>- energy/work</li> <li>- temperature</li> <li>- power</li> </ul> </li> <li>• conversion of units to multiple and submultiple units</li> <li>• transposition of a given equation for any variable in the equation</li> <li>• value of electrical and related mechanical quantities given in any combination of <ul style="list-style-type: none"> <li>- units</li> <li>- multiple units</li> <li>- submultiple units.</li> </ul> </li> </ul> <p>An understanding of electrical principles in relation to power, work and energy encompassing:</p> <ul style="list-style-type: none"> <li>• relationship between power, work and energy</li> <li>• input, output, efficiency or losses of electrical systems and machines in terms of units/multiple units of power</li> <li>• effect of losses in electrical wiring and machines.</li> </ul> <p>An understanding of electrical principles in relation to the simple circuit including:</p> <ul style="list-style-type: none"> <li>• symbols used to represent <ul style="list-style-type: none"> <li>- an electrical energy source</li> <li>- a load</li> <li>- a switch</li> <li>- a circuit protection device in a circuit diagram</li> </ul> </li> <li>• purpose of each component in the circuit</li> <li>• effects of <ul style="list-style-type: none"> <li>- an open circuit</li> <li>- a closed circuit</li> <li>- a short circuit.</li> </ul> </li> </ul> <p>An understanding of electrical principles in relation to resistance including:</p> <ul style="list-style-type: none"> <li>• relationship between voltage and current from measured values in a simple circuit</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• value of voltage, current and resistance in a circuit given any two of these quantities</li> <li>• power dissipated in a circuit from voltage, current and resistance values</li> <li>• relationship between voltage, current and resistance and the power dissipated in a circuit.</li> </ul> <p>An understanding of electrical principles in relation to:</p> <ul style="list-style-type: none"> <li>• sources of electrical energy</li> <li>• conversion of other forms to electrical energy: <ul style="list-style-type: none"> <li>- basic principles which electricity is produced from: <ul style="list-style-type: none"> <li>▪ a chemical reaction <ul style="list-style-type: none"> <li>○ primary cells</li> <li>○ secondary cells</li> <li>○ fuel cells</li> </ul> </li> <li>- a magnetic field coupled with motion produced from: <ul style="list-style-type: none"> <li>▪ light</li> <li>▪ heat</li> <li>▪ force</li> </ul> </li> </ul> </li> </ul> </li> <li>• single electric and magnetic fields (EMF) source equivalent circuit.</li> </ul> <p>An awareness of common/predictable problems in single path single source circuits including those related to:</p> <ul style="list-style-type: none"> <li>• installation</li> <li>• fault finding</li> <li>• maintenance</li> <li>• development work functions.</li> </ul>
	<p>1.4 Advice is sought from the work supervisor to ensure the work is coordinated effectively with others.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the relationship between individual roles and the role of the team/group and/or others in the workplace/enterprise.</p> <p>A basic understanding of the primary role(s) and duties/services performed by a range of personnel.</p>
	<p>1.5 Sources of materials that may be required for the work are identified and accessed in accordance with established procedures.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of electrical principles in relation to electrical characteristics of materials including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• solid conductors</li> <li>• electrolytes</li> <li>• insulators</li> <li>• semi-conductors</li> <li>• mechanisms of electrical conduction in:               <ul style="list-style-type: none"> <li>- solids</li> <li>- liquids</li> <li>- gases</li> </ul> </li> <li>• electric charge</li> <li>• electric current</li> <li>• electromotive force.</li> </ul> <p>A working knowledge of the following to enable the calculation of quantities for projects:</p> <ul style="list-style-type: none"> <li>• appropriate units of measurement</li> <li>• scale drawings</li> <li>• stock sizes</li> <li>• materials lists</li> <li>• waste minimisation.</li> </ul> <p>Measurements, calculations and determination of material quantities for a range of projects of varying complexity.</p> <p>An awareness of the consequences of incorrect measurements and calculations for:</p> <ul style="list-style-type: none"> <li>• the client</li> <li>• the organisation/company</li> <li>• the environment.</li> </ul> <p>Correct handling, application, transport and storage of hazardous and non-hazardous materials used in a range of electrotechnology projects.</p> <p>An awareness of information provided in material safety data sheets (MSDS) including:</p> <ul style="list-style-type: none"> <li>• manufacturer's/supplier's details</li> <li>• physical description and properties</li> <li>• identification of substance</li> <li>• use</li> <li>• ingredients</li> <li>• health hazard information</li> <li>• first aid</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.6 Tools, equipment and testing devices needed to carry out the work are obtained and checked for correct operation and safety.</p>		<ul style="list-style-type: none"> <li>• precautions for use</li> <li>• safe handling information</li> <li>• control point.</li> </ul> <p>How and where to obtain required MSDS.</p> <hr/> <p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of electrical principles in relation to using measuring instruments including:</p> <ul style="list-style-type: none"> <li>• safe working procedures when working with instruments</li> <li>• handling and storage of instruments to ensure they are protected from damage</li> <li>• selection of an instrument to measure: <ul style="list-style-type: none"> <li>- voltage</li> <li>- current</li> <li>- resistance</li> </ul> </li> <li>• connection of instruments in a circuit to measure: <ul style="list-style-type: none"> <li>- voltage</li> <li>- current</li> <li>- resistance</li> </ul> </li> <li>• reading analogue scales and digital readouts in measuring: <ul style="list-style-type: none"> <li>- voltage</li> <li>- current</li> <li>- resistance.</li> </ul> </li> </ul> <p>General features, purpose, maintenance and working knowledge of a range of tools, equipment and testing devices including:</p> <ul style="list-style-type: none"> <li>• screwdrivers</li> <li>• pliers</li> <li>• wire strippers</li> <li>• soldering iron</li> <li>• multimeter.</li> </ul> <p>Considerations for the selection of tools and equipment including:</p> <ul style="list-style-type: none"> <li>• skills/training</li> <li>• licensing requirements</li> <li>• time</li> <li>• cost</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• OHS requirements <ul style="list-style-type: none"> <li>- job safety analysis (JSA)/safe work method statement</li> <li>- risk assessment</li> </ul> </li> <li>• appropriateness for purpose.</li> </ul> <p>Selection, use and maintenance of personal protective equipment (PPE).</p> <p>Pre-operational checks including:</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• consumables</li> <li>• adjustment/alignment for job task.</li> </ul> <p>Procedures and documentation for identifying faulty tools and equipment including:</p> <ul style="list-style-type: none"> <li>• malfunctions</li> <li>• worn, broken or missing components</li> <li>• broken or missing safety guards.</li> </ul> <p>An awareness of the signs of poor performance and inefficiency including:</p> <ul style="list-style-type: none"> <li>• noise</li> <li>• quality of end product</li> <li>• appearance</li> <li>• vibration</li> <li>• rough running</li> <li>• failure to start</li> <li>• presence of smoke and odours</li> <li>• consumption of fuel and other consumables</li> <li>• blockages</li> <li>• amount of maintenance required</li> <li>• time taken to complete the job.</li> </ul> <p>Solutions to a range of potential faults.</p> <p>Reporting of serious faults including:</p> <ul style="list-style-type: none"> <li>• verbal notification to appropriate personnel <ul style="list-style-type: none"> <li>- supervisor/manager</li> <li>- supplier/manufacture</li> </ul> </li> <li>• recording on job card/maintenance log</li> <li>• safety/lockout tagging where appropriate.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			Reasons for safety/lockout tagging including: <ul style="list-style-type: none"> <li>• ease of identification</li> <li>• evidence of serviceability</li> <li>• preventing use until repaired.</li> </ul>
2 Solve problems in extra-low voltage single path electrical circuits	2.1 OHS risk control work measures and procedures 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.		<b>Learning experiences for the HSC must address:</b> Definition of 'live'. Safety requirements for measuring electrical values on a live circuit. An understanding of electrical principles in relation to the effects of current including: <ul style="list-style-type: none"> <li>• physiological effects of current</li> <li>• the fundamental principles (listed in AS/NZS 3000) for protection against physiological effects of current</li> <li>• basic principles by which electrical current can result in the production of:               <ul style="list-style-type: none"> <li>- heat</li> <li>- light</li> <li>- magnetic fields</li> <li>- a chemical reaction</li> </ul> </li> <li>• typical uses of the effects of current</li> <li>• mechanisms by which metals corrode</li> <li>• the fundamental principles (listed in AS/NZS 3000) for protection against damaging effects of current.</li> </ul>
	2.3 Circuits are checked as being isolated where necessary in strict accordance OHS requirements and procedures.		<b>Learning experiences for the HSC must address:</b> Describe the process for isolating a device.
	2.4 Established routines are used to solve circuit problems using measured and calculated values as they apply to single path, single source circuits.		<b>Learning experiences for the HSC must address:</b> Problem solving: <ul style="list-style-type: none"> <li>• identify problem</li> <li>• consider solution</li> <li>• corrective action</li> <li>• record</li> <li>• follow-up.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>2.5 Problems are solved without damage to apparatus, circuits, the surrounding environment or services and using sustainable energy practices.</p>		<p>Circuit problems including:</p> <ul style="list-style-type: none"> <li>• determining the operating parameters of an existing circuit</li> <li>• identifying and locating open circuits</li> <li>• identifying and locating short circuits</li> <li>• altering an existing circuit to comply with specified operating parameters</li> <li>• developing circuits to comply with a specified function and operating parameters</li> <li>• identifying loss of supply.</li> </ul> <p>Known solutions to a range of common/predictable problems in relation to single path single source circuits.</p> <p><b>Learning experiences for the HSC must address:</b></p> <p>Define:</p> <ul style="list-style-type: none"> <li>• sustainable energy practices.</li> </ul>
<p>3 Complete work and document problem solving activities.</p>	<p>3.1 OHS work completion risk control measures and procedures are followed.</p> <p>3.2 Work site is cleaned and made safe in accordance with established procedures.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Clean-up procedures with proper consideration of the environment and OHS.</p> <p>A range of cleaning techniques including:</p> <ul style="list-style-type: none"> <li>• wiping</li> <li>• washing</li> <li>• brushing</li> <li>• sweeping</li> <li>• scraping</li> <li>• use of cleaning agents (chemicals, solvents and detergents).</li> </ul> <p>Cleaning equipment including:</p> <ul style="list-style-type: none"> <li>• high-pressure water cleaner</li> <li>• wet/dry vacuum</li> <li>• brooms and brushes</li> <li>• scrapers.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	3.3 Justification for solutions used to solve circuit problems is documented.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• the purpose of work records</li> <li>• workplace/enterprise expectations for the maintenance of work records</li> <li>• types of work records               <ul style="list-style-type: none"> <li>- used in an electrotechnology work environment</li> <li>- required by industry regulation(s)</li> </ul> </li> <li>• methods for work records               <ul style="list-style-type: none"> <li>- manual</li> <li>- electronic.</li> </ul> </li> </ul> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• legible</li> <li>• accurate</li> <li>• concise</li> <li>• appropriate in terms of industry terminology and abbreviations.</li> </ul>
	3.4 Work completion is documented and appropriate person(s) notified in accordance with established routine procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A knowledge of workplace/enterprise practices for final approval and sign-off.</p>