

Training Package	Electrotechnology (UEE07)		HSC Requirements and Advice
Unit title	Carry out routine work activities in an electrotechnology environment		HSC Indicative Hours 25
Unit code	UEENEEE048B	Competency field Electrotechnology	

Unit descriptor	This unit covers undertake scheduled routine work activities in the Electrotechnology Industry in an agreed time, to a quality standard and with a minimum of waste. It encompasses working safely, applying knowledge of carrying out routine work activities in electrotechnology environments.
Application of the unit	This unit shall apply to persons entering work in electrotechnology and may be used in school-based vocational programs.
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 Skills requirements.
Prerequisite unit(s)	Competencies There are no prerequisite competencies for this unit.
	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 <i>Appendix 1</i> of this Syllabus. Reading 3 Writing 3 Numeracy 3
Licence to practise	The skills and knowledge described in this unit do not require a licence to practise in the workplace. However practice in this unit is subject to regulations directly related to occupational health and safe and contracts of training such as new apprenticeships. Note: <ol style="list-style-type: none"> 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. 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.

Required Skills and Knowledge	HSC Requirements and Advice
<p>This describes the essential skills and knowledge and their level required for this unit.</p> <p>Evidence shall show that knowledge has been acquired of safe working practices and carrying out routine work activities in an electrotechnology environment.</p> <p>All Knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.</p> <p>The extent of the essential knowledge and associated skills (EKAS) required is given in <i>Appendix 2 of this Syllabus</i>. It forms an integral part of this unit.</p> <p>2.2.40 Electrotechnology Industry organisations and practices</p> <p>2.8.1.2 Fundamental electrical principles</p> <p>2.8.2.1 Direct current circuit principles</p> <p>2.18.1 Occupational Health and Safety principles.</p>	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • anti-discrimination • apprenticeship and traineeship • appropriate personnel • assess and manage workloads • bullying and harassment in the workplace • calculations of quantities • career pathways in electrotechnology • classifications and licences • cleaning, maintenance and storage of tools and equipment • clean-up procedures • common defects • electrical principles • electrotechnology industry organisation and practises • electrotechnology practices and electrical principles • emerging technologies • employment conditions • equal employment opportunity (EEO) • faulty tools and equipment • general features, purpose, maintenance and working knowledge of tools and equipment • handling, application, transport and storage of hazardous and non-hazardous substances/materials • hazard identification and risk control • industrial relations issues • job application and interview • job safety analysis (JSA) • lines of reporting and communication • material safety data sheet (MSDS) • measurement and calculations • minimisation of impact on the environment • modes of communication • non-compliance • obtaining, understanding, clarifying and following instructions/procedures • occupational health and safety (OHS) • personal attributes and work ethics • personal protective equipment (PPE)

	Key terms and concepts cont/d
	<ul style="list-style-type: none"> • planning and preparation for tasks/activities • primary roles and duties of personnel • process and product specifications • quality assurance • relationship between individual roles and the role of the team • reporting and recording • resources and materials • rights and responsibilities of employers and employees • role/function of key industry bodies • routine work activities • safe work practices and procedures • schedule of work/work plan • sectors within the electrotechnology industry • self reflection and learning • sources for work instructions and procedures • sources of industry information • standard operating procedures (SOP) • storage of electrotechnology materials and components • sustainable energy practice • time and task management • unplanned happenings or conditions • vocational streams • work quality • work records • work sequencing • working safely with electricity • workplace/enterprise policy and procedures.

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 – UEE07'. Evidence shall also comprise:</p> <ul style="list-style-type: none"> • 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"> - 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: <ul style="list-style-type: none"> - carry out routine work activities in an electrotechnology environment as described in the Range Statement and including: <ul style="list-style-type: none"> ▪ understanding work instruction ▪ obtaining and checking tools and equipment ▪ following work instructions ▪ returning tools and surplus resources as required ▪ updating work records ▪ 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. <p>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.</p>

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.</p> <p>This should include:</p> <ul style="list-style-type: none"> • OHS policy and work procedures and instructions • suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit. <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 carrying out routine work activities in an electrotechnology environment.</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>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Prepare to undertake routine work activities</p>	<p>1.1 Instructions for preparing the work activity are communicated and confirmed to ensure clear understanding.</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 carrying out routine work activities in electrotechnology environments in any of the following disciplines:</p> <ul style="list-style-type: none"> • appliances • business equipment • computers • data communications • electrical • electrical machines • electronics • fire protection • instrumentation • refrigeration and air-conditioning • renewable/sustainable energy, and • security technology. <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>Learning experiences for the HSC must address:</p> <p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consulting appropriate personnel • active listening • open and closed questions. <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> • schedule of work/work plan • job card/sheet/specifications • standard operating procedures (SOP) • material safety data sheets (MSDS) • diagrams/sketches • regulations/legislation/codes of practice • manufacturer/workplace guidelines, policies and procedures • Australian Standards. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face to face (supervisor to employee) - telephone/mobile phone - workplace meetings • written communication <ul style="list-style-type: none"> - work plans - memos/messages - job descriptions/statements - workplace forms - rosters • non-verbal <ul style="list-style-type: none"> - signage - diagrams. <p>Information provided in a schedule of work/work plan including:</p> <ul style="list-style-type: none"> • designated work tasks • tool, equipment and material use • procedures for pre-start and safety checks of tools and equipment

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			<ul style="list-style-type: none"> • time frame for work completion • quality measures • supervisor's instructions • reporting procedures and requirements. <p>A range of opportunities to read, interpret and follow information/work instructions for a range of work tasks of varying degrees of difficulty.</p> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> • organising tasks <ul style="list-style-type: none"> - prioritising - time management to meet deadlines - negotiation • clarifying personal responsibilities • work ethics • seeking assistance where necessary • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis. <p>Planning and preparation for a range of tasks/activities applicable to:</p> <ul style="list-style-type: none"> • a general electrotechnology context • a specific industry area, for example, electronics, electrical or refrigeration. <p>Work sequencing including:</p> <ul style="list-style-type: none"> • receiving instruction • organising for the task <ul style="list-style-type: none"> - selection of tools and equipment - locate materials and/or parts - PPE • carry out the task <ul style="list-style-type: none"> - in a logical order - within completion time frame - according to quality measures • clean-up after task completion.
	<p>1.2 OHS policies and procedures are communicated and confirmed to ensure they are understood as they apply to the carrying out of work.</p>		<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of occupational health and safety (OHS) legislation.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.3 Tools, equipment and personal protective equipment necessary for the work are identified, scheduled and checked to ensure they work correctly as intended and are safe to use in accordance with established procedures.</p>		<p>An awareness of safe work practices and procedures for a workplace within the electrotechnology industry.</p> <p>Hazard identification and risk control.</p> <p>Working safely with electricity.</p> <hr/> <p>Learning experiences for the HSC must address:</p> <p>General features, purpose, maintenance and working knowledge of a range of tools and equipment common across the areas of the electrotechnology industry.</p> <p>Considerations for the selection of tools and equipment including:</p> <ul style="list-style-type: none"> • skills/training • licensing requirements • time • cost • OHS requirements <ul style="list-style-type: none"> - job safety analysis (JSA)/safe work method statement - risk assessment • appropriateness for purpose. <p>Selection, use and maintenance of personal protective equipment (PPE).</p> <p>Pre-operational checks including:</p> <ul style="list-style-type: none"> • safety • consumables • adjustment/alignment for job task. <p>Procedures and documentation for identifying faulty tools and equipment including:</p> <ul style="list-style-type: none"> • malfunctions • worn, broken or missing components • broken or missing safety guards. <p>An awareness of the signs of poor performance and inefficiency including:</p> <ul style="list-style-type: none"> • noise • quality of end product

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			<ul style="list-style-type: none"> • appearance • vibration • rough running • failure to start • presence of smoke and odours • consumption of fuel and other consumables • blockages • amount of maintenance required • time taken to complete the job. <p>Solutions to a range of potential faults.</p> <p>Reporting of serious faults including:</p> <ul style="list-style-type: none"> • verbal notification to appropriate personnel <ul style="list-style-type: none"> - supervisor/manager - supplier/manufacturer • recording on job card/maintenance log • safety/lockout tagging where appropriate. <p>Reasons for safety/lockout tagging including:</p> <ul style="list-style-type: none"> • ease of identification • evidence of serviceability • preventing use until repaired • safety of personnel.
	<p>1.4 Appropriate personnel are consulted to ensure the work is coordinated effectively with others involved.</p>		<p>Learning experiences for the HSC must address:</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 Resources and materials needed to do work are confirmed, scheduled and obtained in accordance with established procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>A working knowledge of the following to enable the calculation of quantities for projects:</p> <ul style="list-style-type: none"> • appropriate units of measurement • scale drawings • stock sizes • materials lists • waste minimisation.

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			<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"> • the client • the organisation/company • the environment. <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):</p> <ul style="list-style-type: none"> • manufacturer's/supplier's details • physical description and properties • identification of substance • use • ingredients • health hazard information • first aid • precautions for use • safe handling information • control point. <p>How and where to obtain required MSDS.</p>
	<p>1.6 Schedule of work including practices for working safely are confirmed in accordance with instructions and requirements.</p>		
<p>2 Carry out work as instructed</p>	<p>2.1 OHS policies and procedures and safe work practices are followed to eliminate or minimise incidents.</p>		
	<p>2.2 Schedule of work is followed to ensure work is completed in an agreed time, to a quality standard and with a minimum of waste.</p>		<p>Learning experiences for the HSC must address:</p> <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers

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			<ul style="list-style-type: none"> • clients • organisation/company. <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology. <p>A basic knowledge of principles of time and task management.</p> <p>A basic overview of the role of employees in quality assurance.</p> <p>Acknowledgement of the importance of workers:</p> <ul style="list-style-type: none"> • checking/clarifying task-related information and work instructions including customer requirements • taking responsibility for the quality of their own work • using accepted industry and workplace techniques/ practices and procedures • producing work outcomes to specification/s • using safe work practices.
	<p>2.3 Knowledge of electrotechnology practices and electrical principles are applied to routine work activities.</p>		<p>Learning experiences for the HSC must address:</p> <p>An awareness of sources of current industry information including:</p> <ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals • media • the internet • libraries • reference manuals • policy and procedure manuals • personal observations and experience • industry contacts, mentors and experience • colleagues, supervisors/team leaders and managers • professional development opportunities • industry functions.

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			<p>An awareness of sectors within the 'electrotechnology industry' including:</p> <ul style="list-style-type: none"> • appliances • business equipment • computers • data communications • electrical <ul style="list-style-type: none"> - generation - supply - consumption • electronics <ul style="list-style-type: none"> - consumer - commercial - industrial • fire protection • instrumentation • refrigeration and air conditioning • renewable/sustainable energy • security technology. <p>An awareness of the scope of work across the electrotechnology industry including:</p> <ul style="list-style-type: none"> • design • installation • maintenance • production • servicing. <p>A basic knowledge of the sectors including:</p> <ul style="list-style-type: none"> • the primary role and service/s offered by each • the interrelationship between sectors. <p>A basic knowledge of electrotechnology industry employment conditions including:</p> <ul style="list-style-type: none"> • industrial award • enterprise agreement • workplace agreement • contract. <p>A basic understanding of the principles of equal employment opportunity (EEO) legislation including:</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)</i>

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			<ul style="list-style-type: none"> • <i>Equal Opportunity for Women in the Workplace Act 1999</i> (Cth). <p>A basic understanding of the principles of anti-discrimination legislation:</p> <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> (NSW) • <i>Sex Discrimination Act 1984</i> (Cth) • <i>Racial Discrimination Act 1975</i> (Cth) • <i>Disability Discrimination Act 1992</i> (Cth) • <i>Age Discrimination Act 2004</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination.</p> <p>An awareness of the different forms of bullying and harassment in the workplace including:</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. <p>An awareness of:</p> <ul style="list-style-type: none"> • workplace/enterprise policy and procedures designed to prevent discrimination and harassment in the workplace • legal ramifications of inappropriate workplace conduct • recourse in the event of inappropriate conduct <ul style="list-style-type: none"> - reporting complaints - grievance procedures - disciplinary action. <p>A basic understanding of the primary role/function of key retail industry bodies including:</p> <ul style="list-style-type: none"> • industry stakeholders <ul style="list-style-type: none"> - NSW Utilities & Electrotechnology Industry Training Advisory Body (NSW U&E ITAB) • unions/employee groups <ul style="list-style-type: none"> - Communications, Electrical and Plumbing Union of Australia (CEPU) - Electrical Trades Union (ETU) • employer groups

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			<ul style="list-style-type: none"> • professional associations <ul style="list-style-type: none"> - National Electrical and Communications Association (NECA) • training <ul style="list-style-type: none"> - EE-Oz Training Standards Ltd (the ElectroComms and EnergyUtilities Industry Skills Council) • regulator <ul style="list-style-type: none"> - Electrical Regulatory Authorities Council (ERAC). <p>An awareness of current industrial relations issues affecting the electrotechnology industry.</p> <p>A basic awareness of current issues of concern to the electrotechnology industry relating to:</p> <ul style="list-style-type: none"> • government initiatives • political climate • skills shortage • globalisation • public liability • risk management • emerging technologies. <p>A basic understanding of the effects of emerging technology on:</p> <ul style="list-style-type: none"> • current work practices/productivity • employment • work methods/techniques • market conditions/new markets • cost-effectiveness. <p>An awareness of vocational streams [as outlined in the Electrotechnology Training Package (UEE07)] within the electrotechnology industry including:</p> <ul style="list-style-type: none"> • electronics • electrical • communications <ul style="list-style-type: none"> - telecommunications - data - information technology • computer systems • instrumentation and control • lifts • refrigeration and air conditioning

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • renewable/sustainable energy <ul style="list-style-type: none"> - electricity generation - transmission - distribution • fire and security • appliances • gaming • rail. <p>An awareness of the following in relation to vocational education and training and the electrotechnology industry:</p> <ul style="list-style-type: none"> • difference between an apprenticeship and a traineeship • competency-based training and assessment <ul style="list-style-type: none"> - Australian Qualifications Framework (AQF) - qualification(s) - unit(s) of competency - qualification packaging rules • registered training organisation <ul style="list-style-type: none"> - private provider - TAFE NSW • classifications • licensing requirements • minimum requirements for a licensed electrician. <p>A basic knowledge of career pathways for a specific industry area/sector within the electrotechnology industry and knowledge and skills required for different job roles.</p> <p>Personal attributes and work ethics of an employee within the electrotechnology industry including:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical behaviour • honesty • work performance • taking directives • attention to detail • personal presentation • attitude • ability to maintain confidentiality

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • consistency of service • safe work practices. <p>Preparation to enter a career path in the electrotechnology industry including:</p> <ul style="list-style-type: none"> • job application <ul style="list-style-type: none"> - research - letter - curriculum vitae • job interview <ul style="list-style-type: none"> - preparation - presentation and performance - evaluation. <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills • identification of <ul style="list-style-type: none"> - knowledge and skills required for current job - knowledge and skills gaps • learning opportunities to meet potential learning needs and fulfil career aspirations. <p>Recognition of learning as an ongoing process and the need to remain current in terms of knowledge, skills and qualifications.</p> <p>An awareness of opportunities to meet learning needs including:</p> <ul style="list-style-type: none"> • on-the-job and/or off-the-job training • seminars/workshops/courses • multiskilling/job rotation in current workplace • mentoring process. <p>Evidence of learning including:</p> <ul style="list-style-type: none"> • transcript/qualification • work diary • supervisor's and/or team leader's report/evaluation/appraisal • competency record • learning portfolio. <p>An understanding of electrical principles including:</p> <ul style="list-style-type: none"> • fundamental and derived units • power, work and energy

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			<ul style="list-style-type: none"> • electrical characteristics of materials • circuits <ul style="list-style-type: none"> - simple - parallel - series • effects of current • sources of electrical energy • conversion of other forms of energy to electrical energy • measuring instruments • measurement of electrical quantities • resistance and resistors • capacitance and capacitors.
	2.4 Further instructions are sought from appropriate personnel in the event of unplanned happenings or conditions.		
	2.5 Ongoing checks of work quality are undertaken in accordance with instructions and requirements.		<p>Learning experiences for the HSC must address: An awareness of the reasons for ensuring work conforms to specifications (or benefits of good quality) including:</p> <ul style="list-style-type: none"> • quality products/services • reduced costs • customer confidence, satisfaction and loyalty • good reputation • job satisfaction • solving problems • increased competitiveness. <p>Knowledge of process and product specifications to which the work outcome is to comply for a range of tasks/duties within an electrotechnology industry workplace.</p> <p>An awareness of examples of common defects.</p>
3 Check results of the completed work	3.1 Final checks are made to ensure the work conforms with instructions and to requirements.		<p>Learning experiences for the HSC must address: SOP for non-compliance of work outcome to specifications.</p>

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	3.2 Appropriate personnel are notified of completion of the work.		<p>Learning experiences for the HSC must address:</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p> <p>A knowledge of workplace/enterprise practices for reporting and recording:</p> <ul style="list-style-type: none"> • formal/informal • verbal/written.
	3.3 Tools, equipment and any surplus resources and materials are, where appropriate, cleaned, checked and returned to storage in accordance with established procedures.		<p>Learning experiences for the HSC must address:</p> <p>Points to consider when storing electrotechnology materials and components including:</p> <ul style="list-style-type: none"> • physical state <ul style="list-style-type: none"> - solid - liquid - gas • MSDS requirements • new or recycled • hazardous or non-hazardous • size • weight. <p>Tools and equipment cleaning/maintenance requirements as necessary including:</p> <ul style="list-style-type: none"> • removal of dirt, dust, grease and oil • sharpening • anti-rust treatments • repair/replacement of missing/damaged parts • scheduled servicing • refuel and top-up consumables. <p>An awareness of issues relating to storage of tools and equipment including:</p> <ul style="list-style-type: none"> • climatic effects • OHS considerations • stability • security • ease of access.
	3.4 Work area is cleaned up and made safe and sustainable energy practices are followed.		<p>Learning experiences for the HSC must address:</p> <p>Define:</p> <ul style="list-style-type: none"> • sustainable energy practice.

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	<p>3.5 Appropriate records are updated in accordance with instructions and established procedures.</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"> • wiping • washing • brushing • sweeping • scraping • use of cleaning agents (chemicals, solvents and detergents). <p>Cleaning equipment including</p> <ul style="list-style-type: none"> • high-pressure water cleaner • wet/dry vacuum • brooms and brushes • scrapers. <p>An awareness of procedures for minimisation of impact on the environment including:</p> <ul style="list-style-type: none"> • efficient use of energy and resources • containment of loose materials on site • removal and disposal of non-reusable materials in a responsible manner <ul style="list-style-type: none"> - hazardous material - non-hazardous material • recycling <ul style="list-style-type: none"> - paper-based products - plastic - worn components - metal components - other materials/components specific to the electrotechnology industry • safe storage of reusable materials in accordance with workplace/enterprise policy. <p>Learning experiences for the HSC must address:</p> <p>An understanding of:</p> <ul style="list-style-type: none"> • the purpose of work records • workplace/enterprise expectations for the maintenance of work records • types of work records

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - used in an electrotechnology work environment - required by industry regulation(s) • methods for work records <ul style="list-style-type: none"> - manual - electronic. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology and abbreviations.