

# **UEENEEK043A      Install small wind energy conversion systems for stand-alone applications**

## **Unit Descriptor**

### **1) Scope:**

This competency standard unit covers the installation, adjustment and set up of small wind energy conversion systems for stand-alone applications. It encompasses working safely and to installation standards, matching components with that specified for a given location, placing and securing system components accurately, making required circuit connections and completing the necessary installation documentation.

## **Prerequisite Unit(s)**

### **2) Prerequisites:**

#### **Competencies**

#### **2.1) CSU(s):**

Competency in this unit shall be assessed only after the following competencies have been acquired.

UEENEEK034A      Install stand-alone photovoltaic power systems

UEENEEK027A      Diagnose faults in RE control systems

UEENEEK028A      Solve problems in stand-alone RE systems

#### **Literacy and numeracy skills**

#### **2.2) L&N:**

Participants are best equipped to achieve this unit if they have reading, writing and maths skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 “Literacy and Numeracy”

Reading	3	Writing	3	Maths	3
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## **Application of the Unit**

### **3) Application:**

This competency standard unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training

#### **License to practice**

#### **3.1) Licensing:**

The skills and knowledge described in this unit do not require a licence to practice in the workplace provided equipment is not connected to installation wiring at voltages above 50 V a.c. or 120 V d.c. However other conditions may apply in

some States and Territories subject to regulations related to electrical work..

Note.

Competency requirements to be granted a license to carry out installations, fault finding, repair or maintenance on low voltage electrical installations is incorporated in unit UEENEEG005A and all prerequisite units it specifies

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 and the like.

Note:

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

## Competency Field

## 4) Discipline:

Renewable and Sustainable Energy

## ELEMENT

## PERFORMANCE CRITERIA

**5) Elements:** Elements describe the essential outcomes of a unit of competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

1	Prepare to install small wind energy conversion systems.	1.1	OHS procedures for a given work area are obtained and understood.
		1.2	Health and safety risks are identified and established risk control measures and procedures in preparation for the work are followed.
		1.3	Safety hazards that have not previously been identified are noted and established risk control measures are implemented.
		1.4	Installation of the system is prepared in consultation with others affected by the work and sequenced appropriately.
		1.5	The nature and location of the work is determined from documentation or appropriate person to establish the scope of work to be undertaken.

- 1.6 Siting limitations and customer system requirements are identified by consultation with the customer.
  - 1.7 Suitable system components are specified and selected.
  - 1.8 Location of system components is planned within the constraints of the building structure and regulations.
  - 1.9 Advice is sought from appropriate persons to ensure the work is co-ordinated effectively with others.
  - 1.10 Materials and components needed for the installation work are obtained in accordance with established procedures, pre-assembled where necessary, and checked against job requirements.
  - 1.11 Materials and components are prepared for transport to the site and transport is arranged.
  - 1.12 Tools, equipment and testing devices needed for the installation work are obtained in accordance with established procedures and checked for correct operation and safety.
  - 1.13 Preparatory work is checked to ensure no unnecessary damage has occurred previously and complies with requirements.
- 2 Install small wind energy conversion systems.
- 2.1 OHS risk control measures and procedures for carrying out the work are followed.
  - 2.2 Equipment is transported safely to the site.
  - 2.3 The need to test or measure live is determined in strict accordance with OHS requirements and when necessary conducted within established safety procedures.
  - 2.4 Circuits/machines/plant are checked as being isolated where necessary in strict accordance OHS requirements and procedures.
  - 2.5 System components are installed to comply with technical standards and job specifications and requirements with sufficient access to affect terminations, adjustment and maintenance.
  - 2.6 Wiring is terminated at components and associated equipment in accordance with manufacture's specifications and functional and regulatory requirements.

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|   | 2.7   | Established methods for dealing with unexpected situations are discussed with appropriate person or persons and documented.  |  |
|   | 2.8   | Unexpected situations are dealt with safely and with the approval of an authorised person.   |  |
|   | 2.9   | On-going checks of the quality of installed apparatus are undertaken in accordance with established procedures.  |  |
|   | 2.10  | System installation is carried out efficiently without unnecessary waste of materials or damage to apparatus, circuits, the surrounding environment or services and using sustainable energy principles. |  |
| 3 | Complete installation and report installation activities. | 3.1  | OHS work completion risk control measures and procedures are followed.   |
|   |   | 3.2  | Work site is cleaned and made safe in accordance with established procedures.  |
|   |   | 3.3  | Final checks are made to that the installed apparatus conforms to requirements.  |
|   |   | 3.4  | System operation is tested and installation verified to be compliant with standards and work specifications.   |
|   |   | 3.5  | ‘As-installed’ apparatus and associated equipment is documented and an appropriate person or persons notified in accordance with established procedures. |
|   |   | 3.6  | Customer is informed of the system operation, routine maintenance and limitations.   |
|   |   | 3.7  | Appropriate documentation as required by standards or job specifications is provided to the customer.  |

## REQUIRED SKILLS AND KNOWLEDGE

**6) Essential Knowledge and Skills (EK&S):** 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 installing and setting up stand-alone photovoltaic power systems. The extent of the essential knowledge and skills required is given Volume 2 Part 2, Clauses:

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| 2.5.5 | Technical standards, regulations and codes for extra-low voltage work |
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- 2.18.1 Occupational Health and Safety principles
- 2.18.2 Electrical Safe working practice
- 2.20.16.1 Types, construction features and operating characteristics of small WECS
- 2.20.16.2 Installation and maintenance of small WECS

## RANGE STATEMENT

**7) Range:** This relates to the unit of competency 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 competency standard unit shall be demonstrated by completing the installation of one type of small WECS for on least two?? occasions either by simulation or workplace assessment

Generic terms are used throughout this Vocational Standard shall be regarded as part of the Range of Variables in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

## EVIDENCE GUIDE

**8) Evidence Guide:** This provides essential advice for assessment of the unit of competency and must be read in conjunction with the performance criteria and the range statement of the unit of competency and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this Competency Standard Unit and shall be used in conjunction with all components parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

### Overview of Assessment

#### 8.1) Overview:

Longitude 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's 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 accord with Industry and, Regulatory policy in this regard.

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. Hence, sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day 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 practiced. 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**

**8.2) Critical Aspects of Evidence:**

Before the critical aspects of evidence are considered all prerequisites shall be met.

The evidence on which competency in this unit is based shall be considered holistically for each element on at least two occasions comprising:

- 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:
  - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range; and
  - Apply sustainable energy principles and practices as specified in the performance criteria and range; and
  - Demonstrate an understanding of the essential knowledge and associated skills as described in Clause 6.1 'Essential knowledge and associated skills' of this unit to such an extent that the learner's performance outcome is reported on a percentile basis consistent with the preferred industry and/or regulatory benchmark requirements; and
  - Demonstrate an appropriate level of skills enabling employment; and
  - Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures; and
- Demonstrated performance across a representative range of contexts from the prescribed items below:
  - Install and set up small WECS for stand-alone applications (ELV only) as listed in Clause '7. Range statement' and including:
    - A Assessing customer energy requirements, efficiency improvements and site limitations.

- B Reading and interpreting drawings related to and apparatus locations and circuit connections.
- C Placing and securing system components accurately.
- D Maintaining fire integrity.
- E Connecting system components to comply with requirements.
- F Testing system operation and verifying compliance with standards and job specifications.
- G Completing necessary documentation including handing over system operational documents to the customer
- H Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items

**Context of and specific resources for assessment**

**8.3) Context:**

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 competency standard unit.

Resources required to assess this unit are listed above in Context of assessment', which should also be used in the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment it must ensure that the conditions for assessment are authentic and as far as possible reproduce and replicate the workplace and is consistent with the approved industry simulation policy.

In addition to the resources listed above in Context of and specific resources for assessment, evidence should show demonstrated competency in installing and setting up small wind energy conversions systems for stand-alone applications.

**Method of assessment**

**8.4) Assessment Method(s):**

This competency standard 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 competency standard 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**

UEENEEK027A	Diagnose faults in RE control systems
UEENEEK028A	Solve problems in stand-alone RE systems
UEENEEK015A	Verify compliance and functionality of renewable energy installations
UEENEEK030A	Solve basic problems in wind energy conversion systems

**Key competencies**

**8.5) Concurrency:**

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

**8.6) Key Competencies:**

Evidence that particular key competencies have been achieved within this competency standard unit is in the context of the following performance criteria of evidence. See Volume 2, Part 4 for an explanation of Key competencies and levels of this Training Package.

<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: 1.1; 1.2	1
How can information be collected, analysed and organised?	Refer to the following Performance Criteria for examples of application: 1.3	1
How are activities planned and organised?	Refer to the following Performance Criteria for examples of application: 1.1 to 1.8	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: 2.5	1

How are problem solving skills applied?	Refer to the following Performance Criteria for examples of application:  2.2; 2.7	1
How is use of technology applied?	Refer to the following Performance Criteria for examples of application:  2.1 to 2.5	1

**Skills Enabling Employment**

**8.7) Skills Enabling Employment:**

Evidence that competency in this unit incorporates skills enabling employment is in the context of the following performance. See Volume 2, Part 5 for definitions and an explanation of skills enabling employment.

<b>Skills for Employment</b>		<b>Example of Application</b>
1	Developing and using skills within a real workplace	Refer to the following Performance Criteria for examples of application:  All
2	Learning to learn in the workplace	Refer to the following Performance Criteria for examples of application:  1.1; 2.7
3	Reflecting on the outcome and process of work task	Refer to the following Performance Criteria for examples of application:  3.3
4	Interacting and understanding of the context of the work task	Refer to the following Performance Criteria for examples of application:  1.4 to 1.8
5	Planning and organising the meaningful work task	Refer to the following Performance Criteria for examples of application:  1.1 to 1.8
6	Performing the work task in non-routine or contingent situations	Refer to the following Performance Criteria for examples of application:  2.7