



**Australian Government**

# **UEENEEJ132A Design commercial refrigeration systems and select components**

**Release: 3**

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## **Modification History**

Not Applicable

## **Unit Descriptor**

### **Unit Descriptor**

1)

#### **1.1) Descriptor**

This unit covers the design of commercial refrigeration systems. It encompasses applying knowledge of refrigeration and food storage technology, refrigeration system components and piping, safety and regulatory requirements, following design specifications and customer requirements and documenting system designs.

## **Application of the Unit**

### **Application of the Unit** 4)

This unit is intended as an additional competency to relevant competencies previously acquired. It is suitable for employment-based programs under an approved contract of training or institutional based delivery at the aligned AQF 5 level.

## Licensing/Regulatory Information

### 1.2) License to practice

The skills and knowledge described in this unit do not require a license to practice in the work place. However practice in this unit is subject to regulations directly related to occupational health and safe and contracts of training such as new apprenticeships.

## Pre-Requisites

**Prerequisite Unit(s)**            2)

### 2.1) Competencies

Granting competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

UEENEEJ129A Establish heat loads for commercial refrigeration and/or air conditioning applications

UEENEEJ165A: Evaluate thermodynamic and fluid parameters of refrigeration systems

UEENEEJ127A Establish the thermodynamic parameters of refrigeration and air conditioning systems

UEENEEJ164A Analyse the operation of HVAC air and hydronic systems

UEENEEJ192A Analyse the psychrometric performance of HVAC/R systems

and

UEENEEJ193A Analyse the thermodynamic performance of HVAC/R systems

or

UEENEEJ109A Verify functionality and compliance of refrigeration and air conditioning installations

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

UEENEEE102A Fabricate, assemble and dismantle utilities industry components

**Prerequisite Unit(s)****2)**

UEENEEE003B Solve problems in extra-low voltage single path circuits

UEENEEE105A Fix and secure electrotechnology equipment

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

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

UEENEEJ102A Prepare and connect refrigerant tubing and fittings

UEENEEJ103A Establish the basic operating conditions of vapour compression systems

UEENEEJ104A Establish the basic operating conditions of air conditioning systems

UEENEEJ106A Install refrigerant pipe work, flow controls and accessories

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

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

UEENEEJ110A Select refrigerant piping, accessories and associated controls

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

UEENEEJ113A Commission air conditioning and refrigeration systems

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

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

UEENEEJ194A Solve problems in low voltage refrigeration circuits

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

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

UEENEEP024A Attach cords and plugs to electrical

<b>Prerequisite Unit(s)</b>	2)
	equipment for connection to a single phase 230 Volt supply
	UEENEEP025A Attach cords, cables and plugs to electrical equipment for connection to 1000 Va.c. or 1500 Vd.c. supply

## Employability Skills Information

<b>Employability Skills</b>	3)
	This unit contains Employability Skills
	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

## Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to design commercial refrigeration systems.	1.1 OHS processes and procedures for a given work area are identified, obtained and understood
	1.2 The extent and nature of the refrigeration system is determined from design specifications.
	1.3 Safety and other regulatory requirements to which the system shall comply are identified, obtained and understood

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	1.4 Work supervisor or customers are consulted to determine which functions of the system are to be used and the parameter of each and written confirmation sought.
	1.5 Design development work is planned to meet scheduled timelines in consultation with others involved on the work site.
2 Design commercial refrigeration systems.	2.1 Established OHS risk control measures and procedures for carrying out the work are followed.
	2.2 Knowledge of refrigeration and food storage technology, refrigeration system components and piping, performance standards and compliance methods are applied to developing the system design
	2.3 Safety, functional and budgetary considerations are incorporated in the installation design.
	2.4 Equipment required for the system is selected in accordance with the design specifications and established requirements.
	2.5 Location of components of the system is documented to ensure correct operation of system functions.
	2.6 System design draft is checked for compliance with the design brief and regulatory requirements.
	2.7 System design is documented for submission to appropriate person(s) for approval.
	2.8 Solutions to unplanned situation are provided consistent with organisation's policy.
3 Obtain approval for engineering computer applications design	3.1 System design is presented and explained to client representative and/or other relevant person(s).
	3.2 Requests for alterations to the design are negotiated with relevant person(s) within the constraints of organisation's policy.
	3.3 Final design is documented and approval obtained from appropriate person(s).
	3.4 Quality of work is monitored against personal performance agreement and/or established

**ELEMENT**

**PERFORMANCE CRITERIA**

organizational or professional standards.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and designing commercial refrigeration systems.

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

#### **KS01-EJ132A Commercial refrigeration system design**

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

T1. Food spoilage and possible causes

- physical damage
- animal activity
- chemical breakdown
- enzyme activity
- micro-organisms
- effects of temperature change
- effects of humidity change
- effects of freezing on fresh produce
- effects of slow freezing time
- effect of refreezing

T2. Food preservation

- removing or taking out a reactant
- removing or inactivating the catalyst
- reducing temperature
- changing the reaction system
- irradiation

T3. Micro-organisms

- conditions for growth
- potentially hazardous foods
- cross contamination

T4. Identification of food spoilage

- recognition and suggest possible cause



## REQUIRED SKILLS AND KNOWLEDGE

- physical damage
- animal activity
- chemical breakdown
- enzyme activity
- micro - organisms

### T5. Types of heat processing techniques

- heat processing using steam and water
- blanching
- pasteurisation
- sterilisation
- evaporation
- heat processing using hot air
- dehydration
- baking and roasting

### T6. Types of chilling processing techniques

- chilling and controlled atmosphere storage
- freezing
- freeze drying and freeze concentration
- modified atmosphere combined with low temperature cryovac.

### T7. Relevant Standards, Codes, Regulations and industry practices

- Standards and Codes
- Regulations
- Equipment manufactures specifications and practices

## **KS02-EJ132A Refrigeration system components and piping selection**

Evidence shall show an understanding of refrigeration system components and piping selection, applying safe working practices and relevant Standards, Codes and Regulations to an extent indicated by the following aspects:

### T1. Relevant Standards, Codes Regulations and industry practices

- AS1677, detailed understanding
- AS 3666, overview
- ozone protection regulations
- IIR Ammonia Data Book
- ANSI/IIR standards
- ANSI/ASHRAE Mechanical Refrigeration and IIR
- bulletins and standards
- Equipment manufactures specifications and practices

### T2. Calculation of capacity in heat exchangers

## REQUIRED SKILLS AND KNOWLEDGE

- $Q = UA$  (LMTD)
- $Q = mc\Delta t$
- $Q = m \Delta h$

### T3. Evaporators

- commercial types and applications
- coil bypass factor
- effects of evaporator TD on space humidity
- effects of air circulation on product conditions
- selection criteria and selection tables

### T4. Condensers

- commercial types and applications
- effects of ambient conditions
- condenser control
- heat rejection factor
- condenser TD
- selection criteria and selection tables

### T5. Compressors

- types and applications
- capacity
- displacement
- volume flow rate
- theoretical capacity
- total volumetric efficiency
- effect of operating conditions, including suction
- pressure drop and superheating
- actual capacity
- power
- theoretical requirement
- effects of operating conditions
- actual requirements
- post defrost loads
- pull down torque requirements, high, medium and low back pressure compressors
- selection tables, motor selection

### T6. Liquid expansion devices

- types, operation and applications
- effects from sub-cooling
- distributor types, operation and applications

## REQUIRED SKILLS AND KNOWLEDGE

- selection tables
- System load balance point encompassing:
  - graphical representation
  - Line sizing an design
  - velocity tables
  - pressure drop in lines and fittings
  - oil migration stabilisation
  - refrigerant velocity
  - effect of varying system capacity
  - oil traps
  - risers
  - double risers
  - liquid migration
  - design for parallel components and multiplex systems

### T7. Automatic controls

- fin spacing, suction temp to evaporator suction
- hot-gas bypass valves
- electronic control of valves PLC control
- refrigerant regulating valves
- solenoid valves
- condenser pressure regulating valves
- evaporator pressure regulating valves
- crankcase pressure regulating valves
- cycling controls
- pressure-stats
- thermostats,
- defrost controls
- monitoring and alarm controls
- refrigeration automation systems
- control strategies
- control modes

## Evidence Guide

### EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement

## EVIDENCE GUIDE

and the Assessment Guidelines for this Training Package. .

The Evidence Guide forms an integral part of this Unit. It must be used in conjunction with all parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

### Overview of Assessment

#### 9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

### Critical aspects of evidence required to demonstrate competency in this unit

#### 9.2)

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

Evidence for competence in this unit shall be considered holistically. Each Element and associated performance criteria

## EVIDENCE GUIDE

shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, 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:
  - Design commercial refrigeration systems as described in 8) and including:
    - A Understanding required operating functions and parameters from the design specification
    - B Developing the design within the safety, regulatory and functional requirements and budget limitations
    - C Documenting and presenting design effectively,
    - D Successfully negotiating design alteration requests
    - E Obtaining approval for final design
    - F 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

Note:

## EVIDENCE GUIDE

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

### Context of and specific resources for assessment

#### 9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.

These should be part of the formal learning/assessment environment.

Note:

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

Evidence should show demonstrated competency in designing commercial refrigeration systems.

### Method of assessment

#### 9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

### Concurrent assessment and relationship with other units

#### 9.5)

There are no concurrent assessment recommendations for this unit.

## Range Statement

### RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit must be demonstrated in relation to designing at least two different commercial refrigeration systems encompassing only one of each major component (i.e. condenser, compressor and evaporator) and associated components and controls.

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

## Unit Sector(s)

Not Applicable

## Competency Field

### 2.2) Literacy and numeracy skills

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

Reading	4	Writing	4	Numeracy	4
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## Custom Content Section

Competency Field 5)

Refrigeration and Air Conditioning