

ELC403 Electrical Power Distribution Engineering

School: School of Science, Technology and Engineering

2025 Semester 1

UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides knowledge and understanding of electrical power distribution with topics covering - distribution system planning and automation, load characterisation and modelling of distribution networks, application of distribution transformers, design of sub-transmission lines and distribution sub-station, and the distribution system and distributed generation. You will be introduced to the development of an optimal distribution system with respect to construction cost, capitalisation, performance reliability, and operating efficiency.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous weekly learning material	1hr	Week 1	13 times
Seminar – On campus	1hr	Week 1	3 times
Tutorial/Workshop 1 – On campus	2hrs	Week 1	10 times
Laboratory 1 – On campus	2hrs	Week 2	5 times

1.3. Course Topics

Topics may include:

- Introduction to Power Distribution Engineering
- Power Distribution System Planning
- Distribution Transformers
- Distribution Substations
- Overhead and underground Distribution Lines
- Distribution System Protection
- Voltage Regulation and Power Quality
- Distributed Energy Resources (DERs)
- Smart Grid Technologies in Distribution
- Distribution System Reliability and Resilience
- Emerging Trends and Future of Power Distribution Engineering

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Engineers Australia Stage 1 Professional Engineer Competency Standards
1 Explain the operations, control, and modelling of electrical power distribution systems and communicate the effects of loads on the electrical power distribution systems.	Knowledgeable Engaged	1, 1.3.a, 1.3
2 Appraise the various components, operations, and different building blocks in an electrical power distribution network and their role in renewable energy solutions.	Knowledgeable Sustainability-focussed	1, 1.3.a, 1.6.a, 1.3, 1.6
3 Determine and evaluate parameters associated with the efficiency, stability and reliability used in the planning of electrical power distribution systems.	Creative and critical thinker	2, 2.1.a, 2.1
4 Investigate different challenges associated with electrical power distribution systems and interpret different types of faults in electrical power distribution systems	Creative and critical thinker	2, 2.1.b, 2.1
5 Apply software tools to simulate and study characteristics and behaviour of electrical power distribution systems	Empowered	2, 2.2.d, 2.3.a, 2.2, 2.3
6 Apply technical knowledge and skills to design electrical power distribution systems components, including sub-transmission lines, distribution sub-stations, and distribution transformers.	Empowered	2, 2.2.d, 2.3.a, 2.2, 2.3

* Competencies by Professional Body

CODE	COMPETENCY
ENGINEERS AUSTRALIA STAGE 1 PROFESSIONAL ENGINEER COMPETENCY STANDARDS	
1	Elements of competency: Knowledge and Skill Base
1.3.a	Knowledge and Skill Base - In-depth understanding of specialist bodies of knowledge within the engineering discipline: Proficiently applies advanced technical knowledge and skills in at least one specialist practice domain of the engineering discipline.
1.6.a	Knowledge and Skill Base - Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline: Appreciates the basis and relevance of standards and codes of practice, as well as legislative and statutory requirements applicable to the engineering discipline.

CODE	COMPETENCY
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1.3	Knowledge and Skill Base: In-depth understanding of specialist bodies of knowledge within the engineering discipline.
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1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline.
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2	Elements of competency: Engineering Application Ability
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2.1.a	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.
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2.1.b	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Ensures that all aspects of an engineering activity are soundly based on fundamental principles - by diagnosing, and taking appropriate action with data, calculations, results, proposals, processes, practices, and documented information that may be ill-founded, illogical, erroneous, unreliable or unrealistic.
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2.2.d	Engineering Application Ability - Fluent application of engineering techniques, tools and resources: Applies a wide range of engineering tools for analysis, simulation, visualisation, synthesis and design, including assessing the accuracy and limitations of such tools, and validation of their results.
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2.3.a	Engineering Application Ability - Application of systematic engineering synthesis and design processes: Proficiently applies technical knowledge and open ended problem solving skills as well as appropriate tools and resources to design components, elements, systems, plant, facilities and/or processes to satisfy user requirements.
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2.1	Engineering Application Ability: Application of established engineering methods to complex engineering problem solving.
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2.2	Engineering Application Ability: Fluent application of engineering techniques, tools and resources.
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2.3	Engineering Application Ability: Application of systematic engineering synthesis and design processes.
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5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in GC005, GD005, MC005, GC006, GD006, MC006 or SC404

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback will be provided through completion of weekly activities in workshops. Furthermore, feedback on each assessment will be provided which will be used to help with the following assessment.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	30%	2 hours	Week 7	Online Test (Quiz)
All	2	Practical / Laboratory Skills, and Written Piece	Individual	30%	1500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Mid Semester Test

GOAL:	Questions and problems related to the course contents																						
PRODUCT:	Quiz/zes																						
FORMAT:	Questions and problems related to the course contents																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Determination and evaluation of parameters associated with the efficiency, stability and reliability used in the planning of electrical power distribution systems.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Investigation of different challenges associated with electrical power distribution systems and interpretation of different types of faults in electrical power distribution systems</td> <td>4</td> </tr> <tr> <td>3</td> <td>Application of software tools to simulate and study characteristics and behaviour of electrical power distribution systems</td> <td>5</td> </tr> <tr> <td>4</td> <td>Application of technical knowledge and skills to design electrical power distribution systems components, including sub-transmission lines, distribution sub-stations, and distribution transformers.</td> <td>6</td> </tr> <tr> <td>5</td> <td>Demonstration of in-depth discipline specific understanding to explain the operations, control, and modelling of electrical power distribution systems and demonstration of the effects of loads on the electrical power distribution systems.</td> <td>1</td> </tr> <tr> <td>6</td> <td>Use of in-depth discipline specific knowledge to appraise the various components, operations, and different building blocks in an electrical power distribution network and role in renewable energy solutions.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Determination and evaluation of parameters associated with the efficiency, stability and reliability used in the planning of electrical power distribution systems.	3	2	Investigation of different challenges associated with electrical power distribution systems and interpretation of different types of faults in electrical power distribution systems	4	3	Application of software tools to simulate and study characteristics and behaviour of electrical power distribution systems	5	4	Application of technical knowledge and skills to design electrical power distribution systems components, including sub-transmission lines, distribution sub-stations, and distribution transformers.	6	5	Demonstration of in-depth discipline specific understanding to explain the operations, control, and modelling of electrical power distribution systems and demonstration of the effects of loads on the electrical power distribution systems.	1	6	Use of in-depth discipline specific knowledge to appraise the various components, operations, and different building blocks in an electrical power distribution network and role in renewable energy solutions.	2	
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																						

All - Assessment Task 2: Experimental Work

GOAL:	Experimental work to verify students' ability to apply knowledge and skills acquired in the course. Distribution System Lab	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
FORMAT:	Experimental work to verify students' ability to apply knowledge and skills acquired in the course. Distribution System Lab	
CRITERIA:	No.	Learning Outcome assessed
	1	Determination and evaluation of parameters associated with the efficiency, stability and reliability used in the planning of electrical power distribution systems. 3
	2	Investigation of different challenges associated with electrical power distribution systems and interpretation of different types of faults in electrical power distribution systems 4
	3	Application of software tools to simulate and study characteristics and behaviour of electrical power distribution systems 5
	4	Application of technical knowledge and skills to design electrical power distribution systems components, including sub-transmission lines, distribution sub-stations, and distribution transformers. 6
	5	Demonstration of in-depth discipline specific understanding to explain the operations, control, and modelling of electrical power distribution systems and demonstration of the effects of loads on the electrical power distribution systems. 1
	6	Use of in-depth discipline specific knowledge to appraise the various components, operations, and different building blocks in an electrical power distribution network and role in renewable energy solutions. 2
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies	

All - Assessment Task 3: Final exam

GOAL:	Questions and problems related to the course contents	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	Questions and problems related to the course contents	
CRITERIA:	No.	Learning Outcome assessed
	1	Determination and evaluation of parameters associated with the efficiency, stability and reliability used in the planning of electrical power distribution systems. 3
	2	Investigation of different challenges associated with electrical power distribution systems and interpretation of different types of faults in electrical power distribution systems 4
	3	Application of software tools to simulate and study characteristics and behaviour of electrical power distribution systems 5
	4	Application of technical knowledge and skills to design electrical power distribution systems components, including sub-transmission lines, distribution sub-stations, and distribution transformers. 6
	5	Demonstration of in-depth discipline specific understanding to explain the operations, control, and modelling of electrical power distribution systems and demonstration of the effects of loads on the electrical power distribution systems. 1
	6	Use of in-depth discipline specific knowledge to appraise the various components, operations, and different building blocks in an electrical power distribution network and role in renewable energy solutions. 2
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate (the rates are cumulative):

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task
- A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

Refer to the Assessment: Courses and Coursework Programs – Procedures

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au