COURSE OUTLINE

ELC503 Electrical Power Distribution Engineering

School: School of Science, Technology and Engineering

2026 | Trimester 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.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.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	12 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
ONLINE			
Learning materials – Asynchronous weekly learning material	1hr	Week 1	12 times
Seminar – Online	1hr	Week 1	3 times
Tutorial/Workshop 1 – Online	2hrs	Week 1	10 times
Laboratory 1 – Online Laboratory	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?

500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * 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
7 Synthesise and critically evaluate core course concepts and their interrelationships and effectively communicate a comprehensive understanding of the course's main ideas and their broader implications.	Knowledgeable Creative and critical thinker Empowered Communication Problem solving Applying technologies	1.6, 2.3, 3.2, 3.5

* 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.
1.3	Knowledge and Skill Base: In-depth understanding of specialist bodies of knowledge within the engineering discipline.
1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline.

CODE	COMPETENCY
2	Elements of competency: Engineering Application Ability
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.
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.
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.
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.
2.1	Engineering Application Ability: Application of established engineering methods to complex engineering problem solving.
2.2	Engineering Application Ability: Fluent application of engineering techniques, tools and resources.
2.3	Engineering Application Ability: Application of systematic engineering synthesis and design processes.
3.2	Professional and Personal Attributes: Effective oral and written communication in professional and lay domains.
3.5	Professional and Personal Attributes: Orderly management of self, and professional conduct.

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 MC005 or MC006 or GC005 or GC006 or GD005 or GD006

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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	20%	1500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	2 hours	Exam Period	Online Assignment Submission with plagiarism check
All	4	Oral	Individual	20%	A 10-12 minute presentation which may be followed by approximately 5-10 minutes of questions.	Week 12	Online Submission

All - Assessment Task 1: Mid Trimester Test

GOAL:	Questions and problems related to the course contents
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
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

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
AUTHORSHIP STATEMENT:	
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
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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
AUTHORSHIP STATEMENT:	
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

All - Assessment Task 4: Course summary and critical evaluation

GOAL:	To assess your ability to synthesise and critically evaluate the course's core concepts, demonstrating a sophisticated and integrated understanding of its main ideas, their interrelationships, and broader implications.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Presentation

CRITERIA:

No.		Learning Outcome assessed
1	Synthesis & Critical Evaluation: Integrated and insightful critiques of core course concepts and their interrelationships.	7
2	Clarity & Communication: Well-organised, engaging, and clear presentation, effectively using visuals to enhance understanding.	7
3	Engagement & Understanding: Accurate and thoughtful responses to questions, demonstrating deep understanding and critical thinking.	7

GENERIC SKILLS:	Communication, Problem solving

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:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central