

## Subject Description Form

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|---|---|
| <b>Subject Code</b>                                   | EE502   |
| <b>Subject Title</b>                                  | Modern Protection Methods   |
| <b>Credit Value</b>                                   | 3   |
| <b>Level</b>  | 5   |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b> | Student should have some prior knowledge in Power Transmission and Distribution   |
| <b>Objectives</b>                                     | <ol style="list-style-type: none"> <li>1. To introduce the concept of modern power system protection to students.</li> <li>2. To integrate theory and practical knowledge of power system protection.</li> <li>3. To explain the design philosophy and working principle of power system protection.</li> <li>4. To master the analytical techniques.</li> <li>5. To apply protective relaying in power systems.</li> </ol>   |
| <b>Intended Learning Outcomes</b>                     | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Explain the concept and philosophy on power system protection.</li> <li>b. Apply and adapt applications of mathematics, engineering skills in the analysis, comparison, interpretation of various protection schemes in power systems.</li> <li>c. Integrate and justify techniques to be used in the planning and operation of power system protection.</li> <li>d. Solve technical problems for power system protection.</li> <li>e. Present technical results in the form of a technical report.</li> </ol>   |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b>      | <ol style="list-style-type: none"> <li>1. <b>Overview of protection system and its development:</b> General considerations. Components of protection. Structure of protective relays. Unit protection and non-unit protection. Trend of protection development.</li> <li>2. <b>Fault and transient in power systems:</b> Fault transient behaviour in power systems. Computer simulations of the transient behaviour in power systems.</li> <li>3. <b>Current and voltage transducers:</b> Sources of errors. Requirements of transducers for measurement and protection. Their features and characteristics under steady state and transient conditions.</li> <li>4. <b>Protection systems for distribution networks:</b> Protection criteria for distribution systems. Features of directional and non-directional protection schemes for distribution systems.</li> <li>5. <b>Protection systems for transmission networks:</b> Distance protection system and characteristics. Differential line protection. Phase comparison line protection. Use of line carrier and communication for protection systems.</li> <li>6. <b>Busbar, transformer and generator protection systems:</b> High impedance and low impedance differential protection schemes. Protection schemes for busbar, transformer, and generator.</li> <li>7. <b>Digital protection relaying technique:</b> Features of digital protection relay. Digital relay architecture. Digital relaying algorithms. Adaptive and intelligent relays. Recent development.</li> </ol> |

| <b>Teaching/Learning Methodology</b>                                   | Lectures and tutorials are the primary means of conveying the basic concepts and theories. Knowledge on system analysis, design and practical applications are given through case studies, in which students are expected to integrate and justify modern techniques to be used in the planning and operation of power system protection with critical and analytical thinking. Mini-projects and experiments are designed to supplement the lecturing materials so that students are encouraged to take extra readings and to look for relevant information.  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
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|  | Teaching/Learning Methodology  |   | Outcomes |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
|  |  | a   | b        | c | d | e |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
|  | Lectures   | √   | √        |   | √ |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
|  | Tutorials  | √   | √        |   | √ |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
|  | Mini-projects and experiments  |   | √        | √ |   | √ |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b> | <table border="1"> <thead> <tr> <th data-bbox="416 674 778 801" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 674 938 801" rowspan="2">% weighting</th> <th colspan="5" data-bbox="938 674 1476 757">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="938 757 1042 801">a</th> <th data-bbox="1042 757 1145 801">b</th> <th data-bbox="1145 757 1249 801">c</th> <th data-bbox="1249 757 1353 801">d</th> <th data-bbox="1353 757 1476 801">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 801 778 853">1. Examination</td> <td data-bbox="778 801 938 853">60%</td> <td data-bbox="938 801 1042 853">√</td> <td data-bbox="1042 801 1145 853">√</td> <td data-bbox="1145 801 1249 853">√</td> <td data-bbox="1249 801 1353 853">√</td> <td data-bbox="1353 801 1476 853"></td> </tr> <tr> <td data-bbox="416 853 778 904">2. Class Tests</td> <td data-bbox="778 853 938 904">18%</td> <td data-bbox="938 853 1042 904">√</td> <td data-bbox="1042 853 1145 904">√</td> <td data-bbox="1145 853 1249 904">√</td> <td data-bbox="1249 853 1353 904">√</td> <td data-bbox="1353 853 1476 904"></td> </tr> <tr> <td data-bbox="416 904 778 956">3. Homework</td> <td data-bbox="778 904 938 956">10%</td> <td data-bbox="938 904 1042 956"></td> <td data-bbox="1042 904 1145 956">√</td> <td data-bbox="1145 904 1249 956">√</td> <td data-bbox="1249 904 1353 956"></td> <td data-bbox="1353 904 1476 956">√</td> </tr> <tr> <td data-bbox="416 956 778 1008">4. Laboratory, mini project, and reports</td> <td data-bbox="778 956 938 1008">12%</td> <td data-bbox="938 956 1042 1008"></td> <td data-bbox="1042 956 1145 1008">√</td> <td data-bbox="1145 956 1249 1008">√</td> <td data-bbox="1249 956 1353 1008"></td> <td data-bbox="1353 956 1476 1008">√</td> </tr> <tr> <td data-bbox="416 1008 778 1061">Total</td> <td data-bbox="778 1008 938 1061">100%</td> <td data-bbox="938 1008 1042 1061"></td> <td data-bbox="1042 1008 1145 1061"></td> <td data-bbox="1145 1008 1249 1061"></td> <td data-bbox="1249 1008 1353 1061"></td> <td data-bbox="1353 1008 1476 1061"></td> </tr> </tbody> </table> |   |          |   |   |   | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed |  |  |  |                    | a       | b | c | d | e            | 1. Examination | 60% | √ | √ | √                           | √ |  | 2. Class Tests | 18% | √ | √                                       | √       | √ |  | 3. Homework | 10%                    |         | √ | √ |  | √                          | 4. Laboratory, mini project, and reports | 12% |  | √ | √ |  | √ | Total | 100% |  |  |  |  |  |
| Specific assessment methods/tasks                                      | % weighting  | Intended subject learning outcomes to be assessed |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
|  |  | a   | b        | c | d | e |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| 1. Examination   | 60%  | √   | √        | √ | √ |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| 2. Class Tests   | 18%  | √   | √        | √ | √ |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| 3. Homework  | 10%  |   | √        | √ |   | √ |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| 4. Laboratory, mini project, and reports                               | 12%  |   | √        | √ |   | √ |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| Total  | 100%   |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| <b>Student Study Effort Expected</b>                                   | <p>The examination and tests assess the technical competence of students in power system protection analysis methods and methods of protection design, planning, and operation. Mini-projects, homework, experiments and written reports assess those on analytical skills, problem-solving techniques, and practical considerations of protection design, as well as technical reporting.</p> <table border="1"> <tr> <td colspan="2" data-bbox="416 1256 1107 1308">Class contact:</td> <td colspan="4" data-bbox="1107 1256 1476 1308"></td> </tr> <tr> <td data-bbox="416 1308 1107 1359">▪ Lecture/Tutorial</td> <td colspan="4" data-bbox="1107 1308 1476 1359">33 Hrs.</td> </tr> <tr> <td data-bbox="416 1359 1107 1411">▪ Laboratory</td> <td colspan="4" data-bbox="1107 1359 1476 1411">6 Hrs.</td> </tr> <tr> <td colspan="2" data-bbox="416 1411 1107 1462">Other student study effort:</td> <td colspan="4" data-bbox="1107 1411 1476 1462"></td> </tr> <tr> <td data-bbox="416 1462 1107 1514">▪ Laboratory preparation/Project/Report</td> <td colspan="4" data-bbox="1107 1462 1476 1514">36 Hrs.</td> </tr> <tr> <td data-bbox="416 1514 1107 1565">▪ Homework /Self-study</td> <td colspan="4" data-bbox="1107 1514 1476 1565">30 Hrs.</td> </tr> <tr> <td data-bbox="416 1565 1107 1644">Total student study effort</td> <td colspan="4" data-bbox="1107 1565 1476 1644">105 Hrs.</td> </tr> </table>  |   |          |   |   |   | Class contact:                    |             |   |  |  |  | ▪ Lecture/Tutorial | 33 Hrs. |   |   |   | ▪ Laboratory | 6 Hrs.         |     |   |   | Other student study effort: |   |  |                |     |   | ▪ Laboratory preparation/Project/Report | 36 Hrs. |   |  |             | ▪ Homework /Self-study | 30 Hrs. |   |   |  | Total student study effort | 105 Hrs.                                 |     |  |   |   |  |   |       |      |  |  |  |  |  |
| Class contact:   |  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| ▪ Lecture/Tutorial   | 33 Hrs.  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| ▪ Laboratory   | 6 Hrs.   |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| Other student study effort:  |  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| ▪ Laboratory preparation/Project/Report                                | 36 Hrs.  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| ▪ Homework /Self-study   | 30 Hrs.  |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| Total student study effort   | 105 Hrs.   |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |
| <b>Reading List and References</b>                                     | <p><b>Reference books:</b></p> <ol style="list-style-type: none"> <li data-bbox="416 1697 1476 1749">1. L. Hewitson, M. Brown and R. Balakrishnan, Practical Power System Protection, Newnes, 2005</li> <li data-bbox="416 1749 1476 1800">2. Network Protection and Automation Guide, Alstom Grid, 2011</li> <li data-bbox="416 1800 1476 1852">3. S.H. Horowitz and A.G. Phadke, Power System Relaying, Wiley, 2014</li> <li data-bbox="416 1852 1476 1904">4. J.L. Blackburn and J. Domin, Protective Relaying: Principles and Applications, CRC Press, 2014</li> <li data-bbox="416 1904 1476 1955">5. A.T. Johns and S.K. Salman, Digital Protection for Power Systems, IEE Power Series, 1995</li> <li data-bbox="416 1955 1476 2007">6. Advancements in Microprocessor Based Protection and Communication – IEEE Tutorial Course, Publication No. 97TP120-0, 1997</li> <li data-bbox="416 2007 1476 2058">7. Power System Protection, Vol. 1, 2, &amp; 3, The Electricity Training Association, 1995</li> </ol>   |   |          |   |   |   |                                   |             |   |  |  |  |                    |         |   |   |   |              |                |     |   |   |                             |   |  |                |     |   |   |         |   |  |             |                        |         |   |   |  |                            |  |     |  |   |   |  |   |       |      |  |  |  |  |  |