

# ELEC6089 High Voltage Insulation Systems Assignment 1

## HV AC 275kV Bushing Design

Thomas J. Smith, David Mahmoodi, Brendan Hickman, Patrick P. L. Fong

University of Southampton

March 3, 2014

### Abstract

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## 1 Introduction

The design of electrical equipment always involves an aspect of insulation design. For the safe and efficient operation of electrical equipment it is necessary to have an electrical circuit and a means of isolating this circuit from the surrounding environment [1]. Power systems contain a complex structure of generators, transmission lines, transformers, switchgear and more. All of these different devices require an appropriately selected insulation material in order to isolate the mechanical casings and support structures from the high voltage components [2].

The purpose of this report is to describe the design and simulation of a high voltage bushing. Bushings are an integral part of power system insulation. IEEE standard C57.19.00 describes a bushing as “an insulating structure, including a through conductor or providing a central passage for such a conductor, with provision for mounting on a barrier, conducting or otherwise, for the purpose of insulating the conductor from the barrier and conducting current from one side of the barrier to the other.”[3]. Bushings are required for situations such as connecting the external conductor to the internal windings of a transformer through the walls of the metal oil tank. The walls of the transformer housing will be grounded, but need to be shielded from the incoming high voltage conductor, hence the use of an insulating bushing [1]. An example of this application can be seen in figure 1, as 400kV grid conductors enter an oil filled transformer casing. The shedding on the outer cylinder can be seen in figure 1 which helps increase electrical strength in wet conditions [1].



Figure 1: High Voltage Bushings on the 400kV Transformers at Staythorpe CCGT Power Station, Newark, UK (Taken by TJS)

## 2 Overview of Grading Methods

Electric field stress control is important in the design of many power system elements, especially cable terminations and bushings [2]. Failure of a bushing can damage the power transformer it is protecting, which can be an expensive mistake [1]. Bushings are required to withstand Electrical, Mechanical and Thermal stresses as defined in the IEEE standard C57.19.00 [3]. The design of the bushing is largely determined by the insulation material chosen and the resolution of these conflicting sources of stress. A good bushing design has insulation that can withstand the applied voltage and thermal characteristics appropriate for the current carried by the conductor [4].

The problem grading methods attempt to resolve is laid out in figure 2. The grounded transformer casing is shown in light grey which is perpendicular to the the bushing insulation shown in dark grey and the high voltage conductor in white. The top of the bushing is exposed to air, while the other side is exposed to transformer oil. Conducting a numerical analysis or simulation would show that the conductor surface within the plane of the transformer casing and at the points marked by red crosses would experience high electric field stress. The bushing insulation is designed to withstand the high electric field between the conductor and the transformer casing, however at the points marked with crosses the interface between the solid insulation and the air/transformer oil would cause surface discharge leading to relatively low flashover voltages [5]. It is therefore necessary to develop methods of reducing electric field stress to a more uniform distribution for both functional purposes and the economic use of space and materials [2].

### 2.1 Low Voltage and DC Solutions

There are several methods that can be used dependant upon the application. Low voltage solutions include internal and external screening electrodes, while resistive stress control can be used for DC applications.

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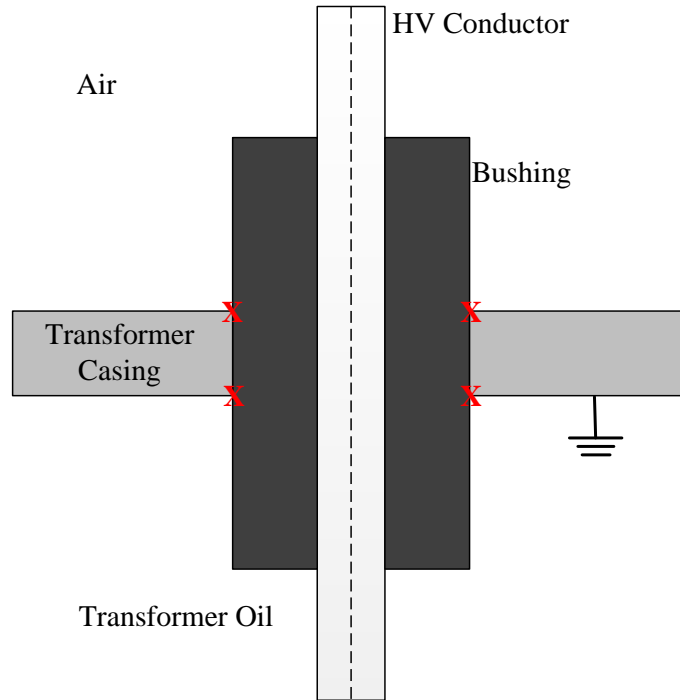


Figure 2: The Bushing Problem

## 2.2 Capacitive Grading

Capacitive grading was first proposed by R.Nagel of Siemens in a German paper published in 1906 [4]. The value of this type of arrangement was quickly recognised, and is now industry standard practice for AC bushing designs for 25kV - 1500kV applications [2]. The general concept of the design is illustrated in figure 4, showing the isolated foils inserted inside the solid bushing insulation. Shown in red in figure 4 is the potential field with no grading, and in blue with the isolated conductive foils inserted. It shows that the whole dielectric is much more evenly stressed with the capacitive grading method.

The insulation is stressed in both a radial and axial direction, which sum to give the tangential field. The radial component  $E_r$  can cause breakdown of the insulating material, while the axial component  $E_z$  can cause surface discharge along the boundary [6]. These can be seen in green in figure 4. These sum up to give the tangential field  $E_t$ .

The most widely used method used to choose the dimensions and locations of the foils is double sided capacitive grading, of which there are two variants [6]. Before the distinction is made between the two, it is first necessary to introduce some terms. Firstly, The radius of the foil referenced from the centre of the conductor is termed  $r_n$ . The spacing between each foil is defined in equation 1.

$$S_n = r_n - r_{n-1} \quad (1)$$

Additionally, the length of each foil is referred to as  $l_n$  and the difference in length on the right and left side between each foil is termed  $b_{ln}$  and  $b_{rn}$ . Symmetric double sided capacitive grading is achieved

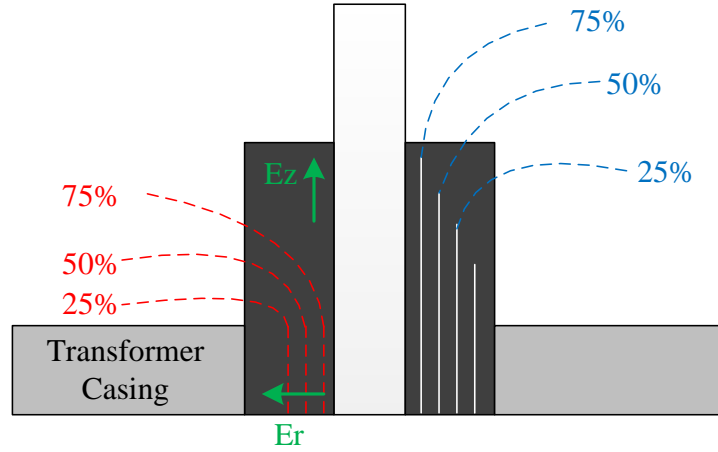


Figure 3: Field Distribution both without capacitive grading (shown in red) and with capacitive grading (shown in blue), modified from [2]

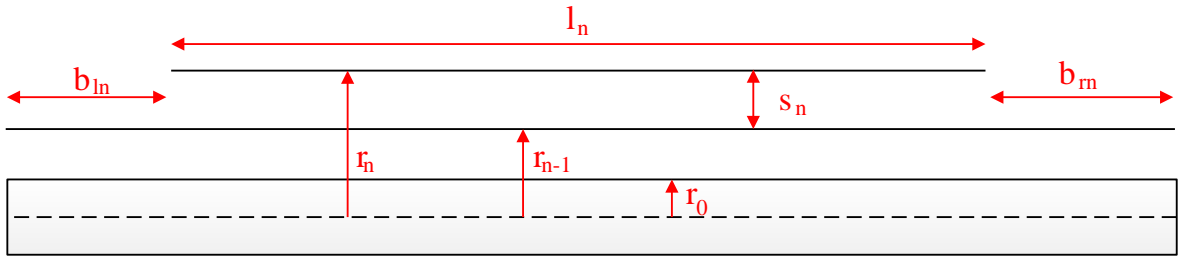


Figure 4: Symbols for calculating capacitive grading, modified from [6]

when  $b_{ln} = b_{rn}$  [6]. The total number of foils in the system is  $N$ . Also note that subscript  $n$  denotes the outermost foil.

The radial spacing and dimension of each foil is determined in the following derivation, which has been verified and modified from [5]. When a conductor is surrounded by concentric foils of dielectric constant  $\epsilon$  that is much greater than  $\epsilon_0$ , the system can be treated as a set of coaxial cylindrical capacitor units connected in series. In this derivation, the simplest boundary condition is assumed, that is the mean value of the radial field  $E_r$  remains constant within the foils. The foils are assumed to be of equal thickness, denoted by  $\delta$ . Each of the foils forms a coaxial capacitor stressed by the equal voltage  $\Delta V = E_r \delta$  providing all capacitances are equal. The capacitance of each foil is equal providing  $C_n = C_{n-1} = C_0$  where equation 2 gives the value of each capacitance.

$$C_n = \frac{2\pi\epsilon l_{n-1}}{\ln\left(\frac{r_{n-1}}{r_n}\right)} \quad (2)$$

This can be expanded as in equation 3.

$$\frac{l_n}{\ln(\frac{r_{n-1}}{r_n})} = \frac{l_{n-1}}{\ln(\frac{r_{n-2}}{r_{n-1}})} = \frac{l_1}{\ln(\frac{r_0}{r_1})} \quad (3)$$

An approximate solution for thin foils can then be found. Under the thin foil assumption,  $r_1 = r_0 + S_n$  and  $\frac{\delta}{r_n} \ll 1$  even for the smallest radii of the inner conductor. Equation 4 allows the simplification of equation 3 to equation 5.

$$\ln(\frac{r_n}{r_{n-1}}) = \ln \frac{1}{1 - (\frac{\delta}{r_n})} \approx \frac{\delta}{r_n} \quad (4)$$

$$l_n r_n \approx l_{n-1} r_{n-1} \approx \dots \approx l_0 r_0 \quad (5)$$

The two methods for solving the recursive equation in equation 5 is through either radial or axial grading [6]. In radial grading, the spacing of the foils  $S_n$  is assumed to be constant. This means the length of the foils decreases as it approaches the outer foils of the bushing. Equation 7 gives the method to calculate  $S_n$  which can then be used in the recursive equation ??, which is a simple form of equation 5.

$$S_n = \frac{OuterDiameter - ConductorDiameter}{N - 1} \quad (6)$$

$$l_{n+1} = l_n \frac{r_n}{r_n + S_n} \quad (7)$$

In the axial grading method, the length of each foil is assumed to decay by a constant value with each foil, and the radius at which it is placed is determined by a similar iterative formula. Radial grading better suits the purposes of this paper, since there is no requirement to assume the length of the final foil.

### 3 Design Details

Actual design details for 275kV AC bushing.

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Table 1: Radial Grading Calculations Results

Radius(mm)	Length(mm)
52.00	5000.00
56.80	4577.46
61.60	4220.78
66.40	3915.66
71.20	3651.69
76.00	3421.05
80.80	3217.82
85.60	3037.38
90.40	2876.11
95.20	2731.09
100.00	2600.00
104.80	2480.92
109.60	2372.26
114.40	2272.73
119.20	2181.21
124.00	2096.77
128.80	2018.63
133.60	1946.11
138.40	1878.61
143.20	1815.64
148.00	1756.76

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## 4 Modelling Results

Electric field modelling.

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## 5 Discussion of Results

Comparison and discussion (Suggestions on improvement).

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## 6 Conclusions

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## References

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## A Individual Contributions

Team Member	Contribution
Thomas J. Smith 23914254	-
David Mahmoodi 99999999	-
Brendan Hickman 99999999	-
Patrick P. L. Fong 99999999	-

## B Meeting Minutes

### B.1 Meeting 1 - Kick-off Meeting

<b>Purpose</b>	ELEC6089 Bushing Design Kick Off Meeting
<b>Date and Time</b>	Thursday 20th February 13:30
<b>Venue</b>	GDP Lab Zepler Building, Highfield Campus
<b>Participants</b>	TS (Thomas Smith), DM (David Mahmoodi), BH (Brendan Hickman), PF (Patrick Fong)
<b>Apologies</b>	None
<b>Agenda</b>	Review what we understand of the project so far. Understand the tasks required. Agree expectations of work and schedule. Agree date and agenda of next meeting.

#### B.1.1 Minutes of the Meeting

ID	Subject	Notes and Discussion	Action
1.0	Research prior to the meeting	BH uploaded the course text to the Facebook working group which has a section on stress control by floating screens. TS uploaded a project from KTH university that had similar guidelines and had a useful description to compound the lecture notes for the module. All agreed to research the topic further and read these sections by the next meeting	<b>ALL A1.0</b>
2.0	Current understanding of task	The group discussed the task at hand. We need to design the bushing using the iterative formulas from the lectures and then build a COMSOL model. The design must be either radial or axial in grading method.	-
3.0	Work Breakdown	The group tried to identify the work to complete. This includes research into field design and grading methods, calculating the bushing design, simulating and report writing. None of these tasks can be completed in parallel, and all need the previous in order to complete the task. Hence each member needs to research, and have knowledge of the design and simulation process. It will become clearer who will be assigned responsibility for what shortly. Currently, remain with all needing to complete research	-
4.0	Next Meeting	First meeting with G. Chen in 2 weeks, Tuesday 4th March. Before then have a first model and have begun verification. Have group Latex template for collaboration, good layout and presentation marks. Use Github. Next meeting on Wednesday 26th.	-

### B.1.2 Action List

ID	Action	Comments	Status
A1.0	Research	All to start research. Make notes of all sources. At least reviewed the lecture notes and Kuffel.	Open 20th Feb

*Next Meeting: 26th Feb 2014, Location & Time TBA*

## B.2 Meeting 2 - Progress Meeting

<b>Purpose</b>	ELEC6089 Bushing Design Progress Meeting
<b>Date and Time</b>	Wednesday 26th February 11:30
<b>Venue</b>	GDP Lab Zepler Building, Highfield Campus
<b>Participants</b>	TS (Thomas Smith), DM (David Mahmoodi), BH (Brendan Hickman)
<b>Apologies</b>	PF (Patrick Fong)
<b>Agenda</b>	Review research progress. Clarify project understanding. Start design task. Identify further work.

### B.2.1 Minutes of the Meeting

ID	Subject	Notes and Discussion	Action
1.0	Research update	The present team members discussed the task in the context of Kuffel and KTH research. Agreed on bushing definitions and the theory behind capacitive grading. Also took time to verify that the lecture notes matched the explanation in Kuffel. Kuffel pages are 235-241. Also discussed why the capacitors were added, and established the iterative formula to use. All should continue to gain a firmer grounding of the required theory	<b>ALL A1.0</b>
2.0	Github and $\text{\LaTeX}$	TS ran the present through the report template, what was required and how to use the distributed revision control system Git as hosted on GitHub. This should make collaboration much easier than using just our facebook group page.	-

ID	Subject	Notes and Discussion	Action
3.0	Grading Methods	DM left the meeting at this point to read the lecture notes. DA will also perform the grading and we can then use this to independently verify the design. TS and BH started on axial grading method. Both wrote matlab code to calculate spacings. The results were the same, hence reasonable level of confidence of validity.	<b>PF &amp; DM A2.0</b>
4.0	Remaining work	BH and TS identified the remaining work for actioning. The report has an introduction which requires review. Sections on Grading methods (why grade? LV solutions using electrodes, DC solution using resistivity, AC capacitive grading), AC grading types (discussion of axial and radial components of tangential fields, radial and axial derivation) and section on the design details (iterative formula, Matlab calculations, visio diagrams). The design must be built in COMSOL which represents significant work to understand COMSOL. Probably want to simulate a non-graded bushing as a baseline for discussion. Aiming to do both radial and axial grading simulations. Then discuss.	-
5.0	Assignment of work	BH and PF have a key deadline on tuesday 4th March hence largely unavailable until then. TS and DM to get started on tasks. Try and get simulations done before meeting with GC.	<b>TS &amp; DA A3.0 A4.0</b>
4.0	Next Meeting	First meeting with G. Chen Tuesday 4th March. Before then have a first model and have begun verification. Next meeting on Prior to this meeting.	-

### B.2.2 Action List

ID	Action	Comments	Status
A1.0	Research	All to start research. Make notes of all sources. At least reviewed the lecture notes and Kuffel.	Open 20th Feb
A2.0	Grading	Other members to perform axial grading calculations seperately so that the results can be verified independently	Open 26th Feb
A3.0	COMSOL	Gain an understanding of COMSOL and attempt some simulations.	Open 26th Feb
A4.0	Reporting	Continue to document progress in the report.	Open 26th Feb

*Next Meeting: 4th March 2014, Preceeding meeting with GC*

## C Code Listings

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```

%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
%% ELEC6089 High Voltage Insulation Design - Bushing Design
%% Calculates the lengths of each foil layer - Radial grading
%% Author - TJS and BH
%% date - 26/02/2014
%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

N = 21                %Number of foils
length = zeros(N, 1) %initiate vectors
radius = zeros(N, 1)
radius(1) = 52        %set inner radius
length(1) = 5000      %first foil length
radius(N) = 148       %outer foil radius
spacing = (radius(21)-radius(1))/(N-1) %even spacing of foils

%calculate each foil radius and length - from Kuffel and Lecture Notes
for i=2:N
    radius(i) = radius(i-1)+spacing
    length(i) = (length(i-1)*radius(i-1))/radius(i)
end

%Plot a graph to indicate validity
lengthhalved = length/2 %half lengths to index from center
bar(radius, lengthhalved) %plot bars with radius

%Write values to .tex file for reference in text.
FID = fopen('RadialVals.tex', 'w');
fprintf(FID, '\\begin{table}[!htb]\n');
fprintf(FID, '\\caption{Radial Grading Calculations Results}\n');
fprintf(FID, '\\label{table:radialvals}\n');
fprintf(FID, '\\begin{center}\n');
fprintf(FID, '\\begin{tabular}{cc}\n');
fprintf(FID, '\\toprule\n');
fprintf(FID, '\\textbf{Radius(mm)} & \\textbf{Length(mm)} \\ \\ \\ \\ \\toprule\n');
for k=1:N
    fprintf(FID, '%4.2f & %4.2f \\ \\ \\ ', radius(k), length(k));
    fprintf(FID, '\\n');
end
fprintf(FID, '\\bottomrule\n');
fprintf(FID, '\\end{tabular}\n');
fprintf(FID, '\\end{center}\n');
fprintf(FID, '\\end{table}\n');
fclose(FID);

%For easy plotting in COMSOL
z = zeros(N, 1)
r = zeros(N, 1)
zoffset = 1000
roffset = 0
r = radius + roffset
z = zoffset + ((length(1) - length)/2)

```

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