



**RIIHAN305D Operate gantry or overhead crane
Assessor Instructions – Part 2**

To be read in conjunction with TAS

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future courses

Introduction

This unit describes a participant's skills and knowledge required to operate a gantry or overhead crane in the Resources and Infrastructure Industries.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories and industry sectors. Relevant information must be sourced prior to application of the unit.

This unit is designed by SITETRAIN for an industrial setting particularly relevant to the mining sector and those industries that service mining.

Unit Information

The unit of competency being assessed is RIIHAN305D Operate a gantry or overhead crane. This competency is drawn from the Resource and Infrastructure Industry training package RII30415.

This unit involves:

1. Plan and prepare for gantry/overhead crane operations
2. Operate gantry/overhead crane
3. Perform gantry/overhead crane operator maintenance

The unit can be accessed at training.gov.au at the following link:

<https://training.gov.au/Training/Details/RIIHAN305D>

The unit of competency is task orientated and the performance criteria expresses in detail the standard of performance and the sequence these tasks are usually performed. The RII30415 Training Package identifies the unit of competency as the benchmark for assessment.

Pre-requisites

The unit of competency has no pre-requisites units:

Co-requisites

The unit of competency has no co-requisites.

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Pre-assessment Brief/Candidate Instructions

It is very important that you as the assessor provide the students with crucial information on how the day's activities are going to be structured and what is expected of them during the assessment activities to achieve competence.

Use the following as a structure to base your engagement of the students and direct them to digest the information they are required to understand.

1. Meet and greet – Use this time to complete the student attendance sheet.
2. Explain the enrolment form, USI form, POI declaration form and the page where the student signs the declaration of understanding and inform them of the feedback section. Answer any questions about the forms and direct the answers to the entire class. Allow sufficient time for ALL students to complete these forms and ask if anyone has had issues completing. Provide assistance where required and do not move onto the next step until all students have indicated they are finished.
3. Provide a brief overview of the entire day's activities, use the following table as a guide.

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Assessment Overview

This unit of competency will be assessed using assessment methods including a knowledge assessment and a practical observation assessment. This allows for the discrete assessment of specific knowledge and the assessment of knowledge integrated with skills during practical simulated workplace tasks.

There are four activities for the assessment of unit RIIHAN305D Operate a gantry or overhead crane.

Number	Method	Description
RIIHAN305D Operate a gantry or overhead crane. Theory Assessment	Knowledge Assessment (20 minutes)	The candidate must provide a written or verbal response to short answer/ multiple choice questions which address the knowledge requirement of the unit. The candidate must answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 1 hour
RIIHAN305D Operate a gantry or overhead crane. Performance Assessment Task 2	Performance Assessment Tasks 1 and 2 (20 Minutes)	Perform 2 x load lift, traverse and place of loads selected by your trainer. <ul style="list-style-type: none"> • Complete a Take 5 (Hazard Identification) Identify and control lifting task and area hazards. • Complete a pre-start inspection of the overhead or gantry crane • Assess load weight • Check lifting gear • Identify suitable attachment points • Lift load • Follow instruction from another person
RIIHAN305D Operate a gantry or overhead crane. Performance Assessment Task 3	Performance Assessment Task 3 (5 Minutes)	Shutdown and park crane in appropriate area: <ul style="list-style-type: none"> • Correct parking area • Post operational checks • Raise hook out of harm's way • Return pendant to appropriate area • Stow attached pendant out of harm's way • A Frame (Secure for high wind event) • Conduct greasing requirements • Dispose of hydrocarbons accordingly

Please note: The Candidate must demonstrate a satisfactory result in all assessment activities in order to be assessed as competent in the unit. Final assessment results are to be recorded on the Practical Assessment corresponding with the scenario being carried out, for all scenarios.

Assessor Instructions - Theory Assessment

The Assessment Task

This task requires the candidate to complete a written or verbal response knowledge assessment involving short response questions. The questions within this assessment relate directly to the integrated knowledge contained within the units of competency and are fundamental to the candidate's ability to perform workplace tasks correctly.

Students may work on the theory assessment during the power point presentation with the learner guide as their resource; however, the classroom should be set up in order to prevent candidates from discussing questions or viewing each other's responses. The candidate must answer all questions correctly to satisfactorily complete this assessment.

Reasonable Adjustment

Candidates may provide verbal responses to questions as a method of reasonable adjustment where this is required according to the candidate's needs. It should be noted however that where calculations are required in the written response; the candidate must record these.

Where students have provided verbal responses to clarify their written answers, the student must write that answer down and place an initial next it. This indicates that reasonable adjustment has occurred for a question and is valuable data that can help Sitetrain improve its assessment tools and course delivery.

It is also not essential that the written responses provided by the candidate include correct spelling or grammar. The assessment seeks to assess the candidate's knowledge of entering and working in confined spaces. The candidate's ability to apply literacy skills is not being assessed. This requirement is consistent with how these tasks are performed in the workplace which do not usually involve higher writing skills.

Assessment Procedure

The candidate is to be provided with a briefing on the assessment and be provided 5 minutes to review the questions and to seek clarification on the conduct of the assessment. This is an opportunity to seek clarification about the assessment and the wording of questions contained within the assessment.

Questions should be responded to the entire group to ensure all participants have a shared understanding of the assessment requirement. Direct the students to review the questions after you have issued the assessment briefing. Candidates are to be provided 5 minutes to review the knowledge assessment and be requested not to talk and direct any questions to the assessor. During the assessment the assessor is to monitor candidates to ensure the integrity of the assessment and respond to any questions.

The assessor is to inform students that all questions must be answered in their own handwriting or be recorded in their own voice. Students are not to reference each other's work to answer questions.

When a candidate has completed the assessment, they are to leave the area and pass their completed assessment paper to the assessor. All candidates are to be monitored until the completion of the assessment or the allocated time has lapsed.

Following the assessment, the candidate's responses are to be assessed and marked as appropriate. Candidates who have provided incorrect responses are to be engaged in a one on one discussion to verbally moderate the student's knowledge. The assessor must have confidence that the candidate holds the required knowledge. The assessor should record their observations about the student's demonstrated knowledge and must retain the completed written assessment as evidence of the completed assessment activity.

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The Context Of Assessment

The assessment is to be conducted in a classroom setting or an appropriate open space which is free from distractions. Candidates should complete the knowledge assessment seated at a desk or an appropriate surface to allow them to record their responses.

Candidates should be seated with enough space to prevent candidates sharing responses or viewing each other's written work. Candidates will require a black or blue pen to record their responses. The classroom or area should display a clock to allow candidates to monitor their time, if no clock is present then you as the assessor must keep the candidates informed of the time remaining. The assessment area should allow for a separate area where candidates who have completed can go to allow those continuing to complete the assessment without distraction.

Limitations

The following limitations apply:

- The candidate will have 20 minutes of dedicated time to complete the assessment.
- Candidate's responses are to be recorded in writing or may be provided verbally (MP3 recorded format preferred).

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Benchmark For Assessment

1. Where on site are you able to get information regarding safe crane operation and documentation to ensure your work is compliant with site policies and procedures?
 - a) The cranes operations manual.
 - b) The training or OHS department.
 - c) Intranet or procedure storage.
 - d) All the above.**

2. What documents on site can you use to identify hazards with the crane and lifting area?
 - a) Annual leave and clothing request forms.
 - b) Work request and sampling procedure
 - c) Take 5, JSA and pre-start checklist.**
 - d) All the above.

3. A gantry or overhead crane that is operated from within a cabin or via control pendant where the powered modes of operation are more than 3, requires the operator to hold a high risk work licence class (CB)?
 - a) True**
 - b) False

4. Only the holder of a high risk work licence for dogging (DG) or rigger (RB) can make decisions about slinging techniques. As non-high risk licence holders, we can only attach the crane hook to a load where attachment points already exist and the load is centred, i.e. no slinging calculations need to be made?
 - a) True**
 - b) False

5. What do the following mean with regard to operating gantry or overhead cranes?
 - WLL – Working Load Limit**
 - SWL – Safe Working Load**
 - FSWR – Flexible Steel Wire Rope**
 - Bridle Sling - A sling that has two or more legs**

6. During a check of the work area you notice a person working directly under the travel path of your crane. As the operator of the crane, what is your responsibility?
 - a) Abuse them for being a moron.
 - b) Remember to report them to the safety department once your task is completed.
 - c) It doesn't matter you haven't started the lift yet so no harm done.
 - d) Inform the person you will be conducting a lift in the area and ensure adequate signage and barricades will demarcate the lifting area.**

7. Which of the following is not a pre-start check on a gantry or overhead crane?
 - a) Check the rope is running free on the spool and guides and inspect for damage.
 - b) Check the hydraulic tank level is sufficient.**
 - c) Check the collector wires or power cables are running free and connected properly.
 - d) Inspect the pendant for damage, buttons are working and clearly marked.

8. What is the maximum percentage of overall wear allowed on any lifting equipment??
 - a) 5%
 - b) 10%**
 - c) 15%
 - d) 20%

9. Give 3 examples of defects to look for in the equipment listed in the following table?

Equipment	Defect 1	Defect 2	Defect 3
Synthetic Flat Slings	Missing or unreadable SWL tag unless color coded, Damage to the stitching, Damage to the eye or any terminal attachments or end fitting, Any external wear such as abrasion or cuts and contusions, out of inspection date, chemical damage, heat damage, end of life span (greater than 10 years), internal wear, excessive dirt or grease build up, knots.		
FSWR Sling	Missing or unreadable SWL tag, Damage to the eye or any terminal attachments or end fitting, heat damage, end of life span (greater than 10 years), severe corrosion, kinks, knots, worn greater than 10%, mechanical damage, rotational damage, bending fatigue, high stranding, a single broken strand, rope less than 8mm diameter, end of life span (greater than 10 years)		
Chain Sling	Made from incorrect chain, stretched more than 10%, bent links, corroded more than 10%, Missing or unreadable SWL tag, end of life span (greater than 10 years), Damage to the eye or any terminal attachments or end fitting, heat damage, mechanical damage.		
Crane Hook	Inside of hook has cuts, missing swl, does not swivel correctly, corroded more than 10%, bent hook, faulty or missing catch, heat damage, throat has opened out more than 5%.		

10. Give two examples of methods you can use to assess the accurate weight of a load?

Weigh the load, transport dockets, stamped on load, manufacturers manual or info from manufacturer,

11. How can you determine the safe working load that a crane and slings can lift for any given lifting job?

- a) The WLL is marked on the side of the crane, as long as the weight does not exceed that is OK.
- b) All I need to do is look at the tag on the sling, if a tiny little sling can handle the weight then surely the crane can, after all is sitting on a huge beam.
- c) I need to look at the SWL of the crane beam, the hook and the sling; the lowest rated SWL is the SWL for the lift.**
- d) All the above.

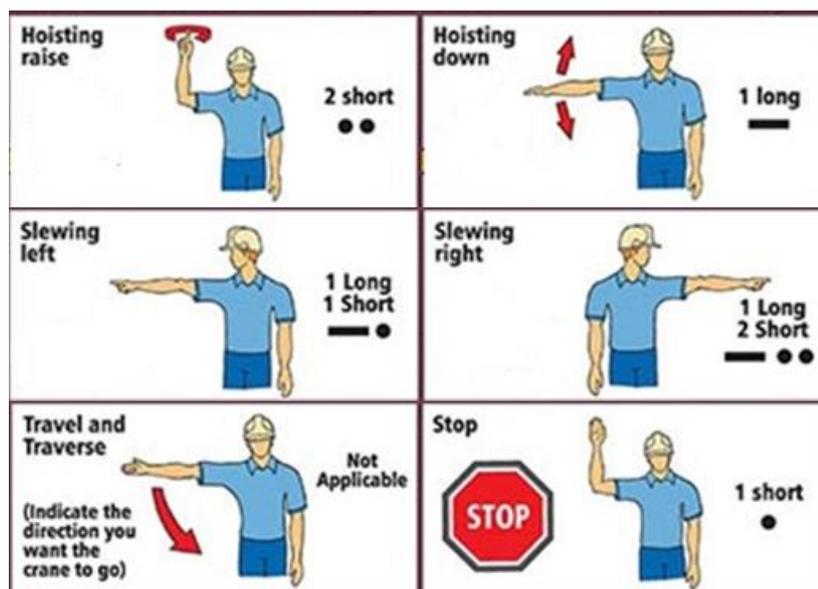
12. How can a spreader beam or equipment cage affect the weight of the load?

- a) It doesn't, those items are designed to be lifted and crane manufacturers know this.
- b) I need to take their weight into consideration so I do not exceed the SWL for the lift, their weight and SWL should be clearly marked.**
- c) It increases it but only by a little so it's not required to calculate its weight into the load.
- d) A) and b) are correct answers.

13. What is the difference between a **Dee** shackle and a **bow** shackle with regard to attaching hooks or slings?

**A dee shackle is for attaching a single sling or hook for a straight lift.
A bow shackle allows for the attachment of multiple loops, or eyes or slings and is shaped in such a way that it avoids the loops from fouling on top of each other.**

14. What should you do when first lifting a load to test the lifting brakes?
- Stop raising the load to see if the brakes hold the weight, if so then continue.**
 - It doesn't matter if they don't hold as you can simply keep pressing the raise button to compensate.
 - Place more weight on the load to just over the SWL of the crane and sling, if it holds near the ground, then you can remove the extra weight and safely continue the lift.
 - All the above.
15. What should you do if the lifting brakes don't hold the load?
- You can simply raise the load, as long as you don't let go of the raise button, its safe.
 - Lower the load to the ground, this is a serious defect and the crane needs to be tagged out of service and the defect reported.**
 - Lighten the load if possible and then lift, if the brakes hold then all is good to continue.
 - Open the lifting head gearbox and blow compressed air into the brake mechanism, its probably full of dust.
16. What is "catching the load"?
- If a sling breaks, you stand under the load and catch it.
 - It's where you latch or "catch" a load securely onto the hook using a minimum of 16mm diameter rope.
 - It's a technique to limit load swing when stopping the crane by waiting for the load to swing towards the direction of travel and then moving the crane head to catch up, thereby eliminating the swing.**
 - Inspect the pendant for damage, buttons are working and clearly marked.
17. What can be done to control swinging loads during a lift?
- Nothing, its going to swing, just ensure that there is enough travel room for the swing to occur without making contact with anything.
 - Use tag lines if required to stabilize loads, attached rope of at least 16mm diameter.
 - You can limit load swing during the lift by ensuring the hook is cantered directly above the load. This also prevents unnecessary strain on the lifting equipment.
 - Both b) and C) are correct answers.**
18. Label the following crane hand signals?



19. What must occur with take 5s, completed JHA's and the crane pre-start checklist?
- Information passed on or reported and filed in their correct locations.**

20. Where should any residual oils or greasy rags be stored to comply with environmental requirements?
- a) In the bin, its only a small amount.
 - b) It needs to be taken down to the rubbish tip so we can ensure its buried deep.
 - c) It must be burnt to ensure complete destruction of hydrocarbons.
 - d) **Designated hydrocarbon storage bins.**

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Assessor Instructions-Performance Assessment 2

Perform 2 x (different loads) load lift, manoeuvre and place (20 minutes combined timing)

The Assessment Tasks

This task requires the student to perform the lifting of 2 x different loads. Students are expected to the complete the following as part of these lifts.

This task must be completed at least twice. The Performance assessment record has multiple columns for the recording of this being completed at least twice. There are parts of the assessment that do not need to be completed multiple times, so they have single columns.

What's Expected

Complete a pre-start inspection of the overhead or gantry crane (site or Sitetrain supplied document).

Complete an FLRA or Take 5 of the lifting task and lifting area.

- Inspect structure of crane including
 - Foundations
 - Supports
 - All structural bolts
 - Over all condition of all crane structural parts
- Hook
 - Bends, cracks, latches working and installed
 - Free movement
 - Stretching of hook, signs of stress
- Ropes and guides
 - Lubrication, free running
 - No bird caging, kinks, broken strands (10% width strands indicates an unserviceable rope)
- Pendant
 - Clear control indicators
 - In good condition
 - Working (Battery charge on remotes)
- Isolation switch
 - Identified and checked to ensure the crane will work
- Bus bars for security and in place
 - Cleanliness
 - No sparking once the crane is in operation
- Hoist drum
 - Lubrication is adequate
 - Runs in line with guides
 - NO caging or unravelling
 - Drum moves freely and without noise or obstruction
- All movements to 100% to check limit switches and inspect travel and rope.
- The student should be able to identify each part of the crane and what it is called, technical names are preferred but not vital so long as the student can identify, verbalise and discuss what determines an OK status or a NOT OK Status.
- A Take 5 or FLRA assessment must identify and record hazards with controls implemented clearly recorded on the card.

Lift load and traverse at appropriate height, speed as determined by the lifting environment

- Complete a Take 5 (Hazard Identification)
- Secure the lift area
 - Chains, cones or bollards
 - Check travel path for obstructions
- Assess load weight
 - SWL
 - Calculate weight
 - Estimate the weight based on its contents (1 lt water = 1kg)
- Check lifting gear and inspect
 - Current tag (Site based requirements **RGBY**)
 - Shackles (Weight capacity, condition, pins, size)
 - Chains (Rating, hooks and keepers, stretching, cracks, hooks and master link)
- Identify suitable attachment points on load (Must be clearly labelled, useable, centre of gravity is pre-determined)
- Lifting frame inspected if using one (Chemicals and carbon bags, grinding media)
 - Specially designed for site-based loads and lifting requirements
 - Ensures all points secure before lift
- Checks crane brake
 - Lifts load slightly off ground and checks the brake before moving on with the load
- Lift load and manoeuvre into position to place or discharge contents
 - Agreed path used
 - Smooth confident control of the load during transportation
 - Uses the multi speed function correctly and deliberately
 - Lowers into place
 - Ensures the load does not have excessive swing
 - Can catch any slight load swing that may occur (Due to wind and external requirements)
 - Does not hit or strike any obstacles in the travel path
- Follow instruction from another person (obstructed view of controller and load) especially when a fixed pendant is used
 - Follows instruction from trainer at all times
 - Seeks clarification of instruction if required
 - Ensures other workgroups are aware of the movements of the crane

The assessments will reflect where possible an actual workplace task that is undertaken with the chosen gantry/ overhead crane. The task is designed to assess the fundamental aspects of overhead/ gantry crane use, it should build confidence in the use and application of the skills required and its execution in a comfortable assessment environment.

Some aspects of the assessment are required to be satisfied which may not be part of their everyday tasks such as:

- Maintaining a crane (Lubrication, tension of ropes etc).
- Assessing of the weight of a product not stamped with a weight.
- Choosing lifting equipment and attachment points for a safe lift.

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Benchmarks For Assessment

The Performance assessment record for this unit of competency outlines the expected performance for the successful completion of this unit. The performance requirements have been assessed from the unit of competency and performance requirements associated with this unit.

Crane number from site

Crane Number -----

Date: *-Training being performed-*

Shift: Day/Night.

Walk-Around Inspection

Tick indicates OK and usable
Cross indicates NOT ok and
Unserviceable

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Isolation switch-not tagged. 2. Emergency Stop switch for operation . 3. Pendant control for damage. 4. Beams and runways for obstructions or damages. 5. Electrical connections security. 6. Collectors and bus bars for security. 7. Pendant controls for function. 8. Limit switches for function (Upper & lower + directional if fitted). 9. Hoist drum and SWR for damage and security (Wedge & Socket). 10. Hook Block for damage and SWL. 11. Braking for Operation (Cross travel and long travel). 12. Check Lifting Gear. | <input type="checkbox"/>
<input type="checkbox"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Inspected by Name: --STUDENTS NAME- Date: _____

Crane OK/Needs Attention (If it needs attention and is not safe to use, place Tag on isolator and report to your supervisor)

Name: Joe Bloggs

Date: 23/04/19

Job Description: Conduct lift with overhead crane

Principal Hazard Standard

Controls in place?

		Yes	No
<input checked="" type="checkbox"/>	Classified Plant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Elevated Work Platforms	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Working at Heights	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Cranes and Lifting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Explosives	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Electrical Safety	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Ground Control	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Isolation and Tagging	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Permit to Work	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Plant and Equipment Guarding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Tooling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Tyre Management	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Vehicles and Driving	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Confined Space	<input type="checkbox"/>	<input type="checkbox"/>

If you ticked YES, write the control on the back of this sheet

If you ticked NO, complete a JHA before you start this task



***What Can hurt me?
What are the Controls?
Are They in Place?***

Principal Hazard	Controls in place	What Can hurt me? What are the Controls? Are They in Place?
Classified plant <hr/> Cranes and lifting <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Inspect compliance plate <hr/> Barricading <hr/> Remove obstacles <hr/> pre-start inspection of crane <hr/> Use sentry spotter <hr/> Take note of weather hazards and controls <hr/> Any other specific hazards and controls for day / site <hr/> <hr/>	



Assessor Instructions-Performance Assessment 3 Shutdown and park crane in designated area

The Assessment Tasks

This task requires the student to shut down, park the crane in a suitable area and perform a shutdown inspection of the crane after its use. (Generally, follow the Pre-start document).

What's Expected

Candidates must satisfy the following requirements within the assessment environment.

Performance Assessment Task 3 (5 Minutes allocated time)

Shutdown and park crane in appropriate area:

- Correct parking area
 - Access for maintenance
 - Pendant secured in appropriate area
 - Remote pendant returned to storage area and put on charge
- Post operational checks
 - Visually check all aspects of the crane (Generally a quicker check and not recorded on the pre-start) Candidates will know if they have impacted on the crane during their operation.
- Raise hook out of harm's way
 - Ensure it will not impact on personnel or equipment where it is left
 - Overhead cranes generally have a maintenance area to be parked in
- A Frame (Secure for high wind event)
 - Over leach tank cranes will have a securing pin for high wind events
 - Gantry cranes generally not pinned, parked in appropriate area
- Removes barricading erected at the start
- Communicates with other work groups at the end of operations

The assessments will reflect the shutdown procedures of your overhead/ gantry crane. It should build confidence in the use and application of the skills required and its execution in a comfortable assessment environment.

You must show an understanding of these requirements and be able to work within them for the purposes of assessment.

Assessor Note: Candidates must be able to identify the appropriate parking area and explain the importance of parking (especially overhead cranes and A Frame cranes) in the appropriate area. A post inspection should be completed after parking. The candidate can inspect the crane while moving the crane into the parking position. The parking area may not be easily deciphered, and you should check with the site before conducting the assessments if you are not sure of where the suitable parking position of the crane is.

Benchmarks For Assessment

The Performance assessment record for this unit of competency outlines the expected performance for the successful completion of this unit. The performance requirements have been assessed from the unit of competency along with the knowledge and performance requirements associated with this unit.

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