



Clustered Units

**RIIWH202E Enter and work in confined spaces,
MSMWH217 Gas test atmospheres
MSMWH201 Conduct hazard analysis**

Assessors Instructions PT 2

The Assessor Instructions must be read in conjunction with the Training and Assessment Strategy!

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Introduction – 3 Clustered Units of competency

This Assessment Package outlines the requirements for the assessment of RIIWHS202E Enter and work in confined spaces, MSMWHS217 Gas test atmospheres and MSMWHS201 Conduct hazard analysis holistically.

These units of competency are a requirement for any person who will be exposed to confined spaces during their workday and who are required to conduct gas testing of atmospheres or use gas detectors for monitoring purposes while working in potentially hazardous atmospheres and conducting hazard analysis as part of permitting systems and identifying hazards for confined space entry.

These units are designed by Sitetrain for an industrial setting particularly relevant to the mining sector , industries that service mining, local councils, and heavy industry.

Unit 1 Information

The first unit of competency being assessed is **RIIWHS202E Enter and work in confined spaces**. This competency is from the Resource and Infrastructure Industry training package **RII**.

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

<https://training.gov.au/Training/Details/RIIWHS202E>.

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 **RII** Training Package identifies the unit of competency as the benchmark for assessment.

This unit involves:

1. Plan and prepare for working in confined space.
2. Work in confined space.
3. Exit confined space.
4. Clean up.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- enter and work in confined spaces on at least two occasions, including:
- obtaining the required entry permit and instructions for performing work in confined spaces
- interpreting and applying workplace procedures
- applying tagging and lock out procedures
- selecting, wearing and caring for personal protective equipment
- using atmospheric monitoring devices prior to entering the confined space
- entering the confined space
- working in the confined space
- using atmospheric monitoring devices during confined space activity
- applying safe materials handling methods
- exiting the confined space
- removing tagging and lock out.

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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key legislation relevant to enter and work in confined spaces
- key policies, procedures and documentation required to enter and work in confined spaces, including:
- entry and exit procedures, risks and regulations
- site and equipment safety requirements
- site isolation and site control responsibilities and authorities
- safety data sheets
- incidents and emergency response documentation
- principles and techniques for identifying and responding to:
- areas that constitute confined spaces
- types of air contaminants and toxic gases
- limitations of breathing apparatus
- relevant hazards and emergencies
- equipment types, characteristics, technical capabilities and limitations
- principles and techniques for using confined space and industry terminology
- techniques for coordinating and communicating job activities with others.

Entry Requirements

The person entering this course must be an existing worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise and on-site workplace health and safety induction training.

Pre-requisites

The unit of competency has no pre-requisites units.

Licensing requirements

There are no specified licensing requirements to undertake this unit.

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Unit 2 Information

The second unit of competency being assessed is **MSMWHS217 Gas test atmospheres**. This competency is drawn from the Manufacturing training package **MSM**.

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

<http://training.gov.au/Training/Details/MSMWHS217>

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 **MSM** Training Package identifies the unit of competency as the benchmark for assessment.

This unit involves:

1. Prepare for gas testing.
2. Test gas.
3. Maintain equipment.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and must include the ability to:

- recognise and assess conditions that require testing.
- identify the appropriate action according to procedures and within scope of responsibility, including:
- selecting, preparing, and using gas testing equipment.
- applying testing regime.
- selecting and using personal protective equipment (PPE).
- identifying hazards and applying control measures.
- cleaning and maintaining equipment.
- take readings and interpret, report/record relevant data.
- apply known solutions to routine problems; and
- communicate clearly and unambiguously with a range of personnel on safety conditions and procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- organisational procedures, including:
- work permit systems
- safety, hazards, and hazard control
- incident, fire, and accident
- PPE
- organisation standard operating procedures (SOPs)
- common atmospheric hazards and contaminants
- explosive range, upper and lower explosive limits
- exposure standards (time-weighted average, short-term exposure limits, peak limitation values, and examination of toxic effect at the level of a range of flammable gases)
- conditions under which atmospheres become hazardous; and
- units of measurement used to express concentration of atmospheric contaminants (mg/cubic m. ppm, % v/v)

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Entry Requirements

The person entering this course must be an existing worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise and on-site workplace health and safety induction training.

Pre-requisites

The unit of competency has no pre-requisite units.

Licencing Requirements

There are no specified licensing requirements to undertake this unit.

The three (3) units listed above are very commonly trained in succession in the Construction, Industrial, Building, Mining, and manufacturing industries.

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Unit 3 Information

The third unit of competency being assessed is **MSMWHS201 Conduct hazard analysis**. This competency is from the Resource and Infrastructure Industry training package **RII**.

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

<http://training.gov.au/Training/Details/MSMWHS201>

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 **RII** Training Package identifies the unit of competency as the benchmark for assessment.

This unit involves:

1. Define the context for the hazard analysis.
2. Identify hazards.
3. Assess risks.
4. Control risks
5. Monitor and review risk controls.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:

- complete a hazard analysis.
- specify risk controls to bring risks to ALARP.
- identify relevant personnel.
- complete appropriate hazard analysis forms (paper or electronic)
- monitor and review effectiveness of risk controls.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- the significance of the analysis context
- how the identified hazards may cause harm.
- purpose and use of the risk matrix.
- monitoring and review of risk controls.

Entry Requirements

The person entering this course must be an existing worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise and on-site workplace health and safety induction training.

Pre-requisites

The unit of competency has no pre-requisite units.

Licensing Requirements

There are no specified licensing requirements to undertake this unit.

The three (3) units detailed above have many similar criteria that students will be trained to understand, perform, and be assessed on. These units have been clustered together for training efficiency and

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effectiveness when compared to training these units separately which would entail a significant volume of repetition and are consummate with the processes industry use for Confined space entry permits.

Control risks Pre-assessment Brief/Student 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 unit's activities, use the Session Plan and Timing/Class Numbers at the end of the TAS for detailed hours.
4. Inform the students of how the assessments are structured and a brief overview of what is expected of them using the assessment summary table on next page.
5. After you have read the summary, instruct students to read each set of Student Assessment Instructions for each assessment activity and again answer any questions by directing your answers to the class.
6. You may now begin the course.

Please ensure you cover the following:

- Explain the purpose of the assessment and the assessment process.
- Explain the consequence of not meeting the requirements of the assessment.
- Explain the units of competency to be assessed and the evidence to be collected.
- Ensure explanation of Identify individual needs of the student encouraging students to identify as and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes.
- Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process.
- Explain the Students Handbook and where students can get a copy. The Student Handbook is available from you the trainer, or by contacting Sitetrain directly or by downloading a copy from our website. www.sitetrain.com.au.

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Assessment Overview

The completion of a knowledge assessment and 4 x practical assessments will assess the units of competency.

There are five assessment activities for the assessment of these three (3) units. These are:

Number	Method	Description
RIIWHS202E, MSMWHS217 & MSMWHS201 Theory Assessment 1	Knowledge Assessment 40 minutes	The student must provide a written or verbal response to short answer/ multiple choice questions which address the knowledge requirement of the unit. The student must answer all questions correctly. The assessment is supervised in a classroom setting.
RIIWHS202E, MSMWHS217 & MSMWHS201 Document preparation	Performance assessment 1 30 Minutes	Complete workplace documentation (JHA, JSA, Confined space entry permits, personal danger tags) in preparation for confined space entry for the performance assessments 3 and 4. Group Activity (<i>No more than 5 per group</i>)
RIIWHS202E, MSMWHS217 & MSMWHS201 Performance Assessment	Performance Assessment 2 3 minutes	1. Prepare gas detector required for performance assessments 3 and 4. Individual Activity
RIIWHS202E, MSMWHS217 & MSMWHS201 Performance Assessment	Performance Assessment 3 25 minutes	2. Enter confined space and install a hose for cleaning. Pair Activity
RIIWHS202E, MSMWHS217 & MSMWHS201 Performance Assessment	Performance Assessment 4 15 Minutes	3. Enter confined space, remove hose, conduct inspection, exit, and return space ready for service. Pair Activity

Please note: An assessment of (Not Yet Satisfactory) for any performance/knowledge criteria will prevent a verdict of **competent** for this unit until the student can demonstrate competence in assessment activities. All final assessment results are to be recorded in the Assessor Performance Assessment and Results Document.

Benchmarks for Assessment

In accordance with the appropriate training packages, the endorsed units of competency are the benchmarks for assessment. The unit of competency being assessed has been unpacked to identify the required knowledge and skills to be demonstrated by the student.

Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to Enter and work in confined spaces/Gas test atmospheres. Each workplace may also have its own specific requirements which must also be considered. In planning the assessment, training staff must liaise with the workplace supervisor to determine any specific requirements.

Model answers have been developed. Where assessment is performance based, observational performance guidelines have been developed for Trainer/Assessor to ensure reliability.

Knowledge Assessment – 40 minutes

To support reliability in the theory assessment, model answers have been produced for knowledge assessment and should be used as the benchmark for assessment.

Model answers are provided in the Assessor Instructions.

Performance Assessment 1 – Workplace Documentation - 30 Minutes (Group activity to meet workplace expectations)

Model JHA has been provided as a guide for the Trainer when marking JHA which the student completes. Detail description of what information is to be included has been provided.

Model confined space permit with detailed description of what must be included has been provided. Please note gas results recorded are a sample only and students will be required to record their own results when completing Assessment 3.

Students must be separated into groups of 3-4 based on attendance numbers. A class of 5 people can be grouped together. This is the highest group number we can accept.

Model danger tag has been provided to ensure Trainer is aware of what a complete danger tag includes.

These can be found in the Assessor Instructions.

Performance Assessment 2 – Prepare gas detector for use - 3 Minutes Individual

Observational Performance guidelines have been provided to ensure the Trainer is aware of expected performance.

This can be found in Assessor Performance Assessments and Assessment Results document.

Performance Assessment 3 – Enter Confined Space – 25 Minutes (Complete in Pairs)

Observational Performance guidelines have been provided to ensure Trainer is aware of expected performance.

This can be found in Assessor Performance Assessments and Assessment Results document.

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Assessor Instructions – Course details.



Performance Assessment 4 - Exit Confined Space - 15 Minutes (Complete in Pairs)

Observational Performance guidelines have been provided to ensure Trainer is aware of expected performance.

This can be found in Assessor Performance Assessments and Assessment Results document.

Recording Assessment Tasks in the Performance Assessment

Assessor Performance Assessments and Results Document

This document provides detailed benchmarks for Assessor for performance assessments. The performance requirements for Assessment 2, 3 & 4 must be completed during practical assessments to ensure the Trainer is using the performance benchmarks for each skill/behaviour is being demonstrated during practical assessments. This ensures reliability of assessment decisions.

Assessment Summary Report can be completed as the students complete the assessments and you have made a determination on results of assessment is either Satisfactory or Not Satisfactory.

Not Yet Competent/Re-Assessment

See TAS.

Resource Requirements

See TAS.

Reasonable Adjustment

See TAS.

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Assessor Instructions – Knowledge Assessment

The Assessment Task

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

Assessment Procedure

The student is to be provided a briefing on the assessment and be provided 5 minutes to review the question and seek clarification on 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 in order to ensure all participants have a shared understanding of the assessment requirement. The knowledge assessment paper should be issued once all students are seated and after the Assessor has issued the assessment briefing. Students are to be provided 5 minutes to review the knowledge assessment, be requested not to talk and direct any questions to the Assessor. During the assessment the Assessor is to monitor students to ensure the authenticity of the assessment and respond to student questions. When a student has completed the assessment, they are to leave the area and pass their completed assessment paper to the Assessor. All students are to be monitored until the completion of the assessment or the allocated time has lapsed.

Following the assessment, the student's responses are to be assessed and marked as appropriate. Students 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 student 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. Students are expected to achieve 100% on knowledge assessment.

The Context of Assessment

The assessment is to be conducted in a classroom setting or an appropriate open space which is free from distractions. Students should complete the knowledge assessment seated at a desk or an appropriate surface to allow them to record their responses. Students should be seated with enough space to prevent them sharing responses or viewing each other's written work. Students will require a blue/black pen to record their responses. The classroom or area should display a clock to allow students to monitor their time. The assessment area should allow for a separate area where students who have completed can go to allow those continuing to complete the assessment without distraction.

Limitations

The following limitations apply:

- The students will have 40 minutes to complete the assessment.
- The assessment is to be completed without access to references.
- Student's responses are to be recorded in writing or may be provided verbally (MP3 recorded format preferred).

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Benchmark for Assessment

Knowledge Assessment ANSWERS

The student must answer all questions correctly to complete this assessment with the satisfactory result.

1. What is the definition of a confined space according to the Australian Standard?

An **enclosed** or **partially enclosed space that is not intended or designed primarily for human occupancy, within which there is a risk of one or more of the following:**

- a) An **Oxygen** concentration outside the safe range.
- b) A concentration of **airborne contaminant** that may cause impairment, loss of consciousness or asphyxiation.
- c) A concentration of a **flammable** airborne contaminant that may cause injury from fire or explosion.
- d) **Engulfment** in a stored free-flowing solid or a rising level of liquid that may cause suffocation or drowning.
Australian and New Zealand Standards – Safe Work in a confined Space AS 2865 2009

2. Select the best answer to finish this sentence “The PCBU at a workplace must.....?”

- a) **manage risks to health and safety associated with a hazardous atmosphere at the workplace, in accordance with Part 3.1.**
- b) Ensure gas detection equipment is on ORDER.
- c) It is up to employees to manage hazardous atmospheres.
- d) All the above

3. Identify the relevant Legislation and documentation required to develop company policies and procedures?

- a) Miners right
- b) **Acts, Regulations, Codes of practice, AS/NZS 2865 Confined spaces**
- c) OSHA Policies and procedures in America
- d) Working at heights Australian Standard ONLY

4. A Supervisor can help with coordination of tasks among other things?

YES

NO

5. Select the best answer to finish this sentence “A risk assessment must be completed for Confined spaces by a”?

- a) need to enter the confined space? Can the job or part of the job be done outside?
- b) limiting exposure by reducing the number of people who go in?
- c) identification of all the hazards associated with the space and put in place controls to manage those hazards?
- d) **Competent person or persons BEFORE conducting any tasks associated with the space.**

6. Risk =?

- a) Confined Space Entry Permit.
- b) **Hazard vs Likelihood vs Consequence**
- c) What people perceive to be risk?
- d) Safety Data Sheets and other documents referenced for controls.

7. Select the best answer to finish this sentence “Written Authority is a.....” ?

- a) It's not required – I can pump it straight to tails without asking, no one has ever said anything against it before.
- b) None of the computers are working, my hands are tied, into the process water it goes!
- c) **A document that gives permission for entry into a confined space and the conducting of tasks associated with the confined space.**
- d) The acid storage tank is nearly empty and is close by; we can pump it in there using some mining hose.

8. A Hazard is something with the potential to cause?

- a) You harm physically or mentally.
- b) Damage or destroy machinery and plant.
- c) Impact adversely on the environment
- d) **All the above**

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9. The Risk Matrix is used for?

- a) **Determining the Likelihood and consequence of an identified hazard**
- b) Making our job harder and slowing it down
- c) Using it for shutdown documentation
- d) All the above

10. What are the major risks in a confined space? (Select all appropriate answers)

- a) **Oxygen outside the Safe Range**
- b) **Atmospheric Contaminates**
- c) **Explosives Atmospheres**
- d) **Chance of engulfment**

11. Are risk assessments required to obtain a Written Authority?

YES

NO

12. The written authority should follow the logical steps of the task starting with.

- a) The location of the task
- b) The task itself
- c) Control measures including barricading and signage.
- e) **All the above**

13. What other documentation may be required to gain a Written Authority?

- a) Work procedures
- b) Safety Data sheets
- c) Rescue Plans
- d) **All the above**

14. PPE for any Confined space is determined by what?

- a) The number of persons in the space
- b) The HR Manager
- c) The Supervisor from Night shift
- d) **The risk assessment**

15. The purpose of a Confined space rescue harness is.

- a) **Aid in the rescue of personnel within a space during an emergency**
- b) Make the job harder
- c) Used as a fall arrest harness
- d) Used during a Free fall arrangement

16. What must emergency response personnel be made aware of prior to entry?

- a) **Conditions and the number of persons in the space**
- b) Names of entrant's partners
- c) The emergency number for site
- d) Who made the emergency call and their address

17. What is the Safe Range of Oxygen as per the AS/NZS 2865:2009 Australian Standard?

- a) 17.8% -25.8%
- b) **19.5% – 23.5%**
- c) 20.9% - 21%
- d) There is no safe range of oxygen

18. What is the risk if the Oxygen content is above the Safe Range of 23.5%?

- a) The job will not get completed as required
- b) There is no risk, makes us work better
- c) **Increased chance of fire**
- d) Makes it harder to light an oxy torch for hot works

19. What does the acronym PPM stand for?

- a) Parts Per Machine
- b) **Parts Per Million**
- c) Parts Per Milkman
- d) Parts Per Month

20. From the list select 2 common atmospheric contaminates.

- a) **Carbon Dioxide (CO₂)**
- b) Water (H₂O)
- c) **Sulphur Dioxide (SO₂)**
- d) Hydrogen (H)

21. What is the significance of Sg in relation to gases?

- a) **Gases have different densities and are either heavier or lighter than the atmosphere.**
- b) Gases can be called Sg or gases.
- c) Some gases don't like Sg.
- d) None of the above

22. What does the acronym SDS stand for?

- a) None of the below
- b) Safety Distance Stance
- c) **Safety Data Sheet**
- d) Safety Driver Six

23. What are three exposure routes of atmospheric contaminates?

- a) Inhalation.
- b) Ingestion
- c) Absorption
- d) **All the above**

24. What does T.W.A. stand for and what is its definition?

- a) Try **Waiting A** while; until you can no longer detect any undesirable gases in the confined space, exposure should be OK for up to 8 hours after that.
- b) **Time Winded Aggregate**: the average time it takes for a gas to disperse depending on the strength of the wind until exposure is allowed.
- c) **Time Weighted Axiom**: The average airborne concentration of a particular substance that should not cause harm to the average person if exposure is calculated over a 6-hour day, 52-hour week.
- d) **Time Weighted Average: The average airborne concentration of a particular substance that should not cause harm to the average person if exposure is calculated over an 8-hour day, 5-day week. The exposure concentration level is reduced if a person works 12-hour days.**

25. STEL stands for.

- a) Short term Expired Limit
- b) Short term Exposure Levee
- c) **Short Term Exposure Limit**
- d) None of the above

26. PEAK limitation means?

- a) **Highest levels of a chemical you can be exposed to at any time, which does not exceed 15 minutes E.g., HCN 10ppm.**
- b) The highest part of a mountain
- c) The highest chemical composition you can have in a confined space.
- d) The highest revs on a motorbike

27. Select the terms which are the expanding explanations of the following acronyms:

(LEL), (ER) and (UEL).

- a) **Lower Explosive Level**
- b) **Upper Explosive Level**
- c) Explosive Limitations
- d) **Explosive Range**

28. At what % of the LEL is a confined space considered unsafe for entry?

- a) **5%**
- b) 55%
- c) 20%
- d) 40%

29. Identify 2 DISADVANTAGES of a Gas detector Tube.

- a) **Single gas detection**
- b) Has an Audible alarm to identify faults?
- c) **NO Audible Alarm**
- d) Makes a great door stop.

30. Identify 2 ADVANTAGES of an Electronic Gas detector.

- a) Requires calibration.
- b) **Can do continuous monitoring.**
- c) **Multiple gases, sensors are interchangeable.**
- d) Batteries require recharging.

31. What two checks must occur before using an electronic gas detector for the first time each day?

- a) **Fresh air calibration**
- b) 12 month manufactures check.
- c) **bump test**
- d) All the above.

32. Where do the Atmospheric Monitoring results go?

- a) Have to remember them for later.
- b) Tell your supervisor.
- c) **Record on the Atmospheric Testing area on the written authority**
- d) Is electronically recorded by the monitor immediately at all times.

33. What is one aspect of an electronic monitor that will make it shutdown without you selecting it to turn it off?

- a) **Low Battery**
- b) Fully charged battery.
- c) Voice activation of unit
- d) None of the above

34. What are some limitations of breathing apparatus (self contained and filtered air respirators)?

- a) Failure to maintain a seal on your face.
- b) Run out of air.
- c) Equipment malfunction
- d) **All the above**

35. What are 2 pieces of equipment required for ISOLATION of equipment or devices in the field?

- a) **Personal Danger Lock**
- b) Car keys
- c) **Personal DANGER tag**
- d) Hard hat and Safety glasses

36. What must be located within the proximity of a confined space while working is being conducted?

- a) **Sentry or stand by person.**
- b) Workshop vehicle
- c) Stereo
- d) Water bottle

37. What must be done if there is an identified failure of a control used for Confined space entry?

- a) All worked stopped.
- b) Personnel removed from the space.
- c) Review of the JHA/JSA
- d) **All the above**

38. What must happen to the Written Authority to complete the work task?

- a) **Sign off of the written authority.**
- b) Placed in the bin after work.
- c) Taken home for your personal records.
- d) Nothing is required to complete the task.

39. If an incident has happened in a Confined space what document must be completed?

- a) Risk assessment documentation
- b) **Company Incident/ Accident report**
- c) Confined space gas testing schedule
- d) All the above

Theory Assessment – ANSWER SHEET

Q1 – See Q1 pg. 12

Q	A	B	C	D	Q	A	B	C	D
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	22	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	YES	<input type="radio"/>	NO	<input type="radio"/>	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	25	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	26	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	27	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	29	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11	YES	<input type="radio"/>	NO	<input type="radio"/>	30	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	31	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	32	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	33	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	36	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	38	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	39	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Performance Assessments

These assessments require the student to demonstrate their skills and knowledge when Entering and Working in Confined Spaces with potentially hazardous atmospheres including, hazard identification and prevention, pre-and post-safety inspection of all safety equipment and structures, preparing documents for control of entry and preparation and use of electronic gas detectors.

Context of Assessment - The assessments are conducted in an actual or simulated area that requires a JHA/JSA developed for the simulation or actual entry, following permitting requirements which at a minimum require the atmosphere to be tested prior to personnel entering the area.

You are expected to supervise the students during all assessments.

Performance Assessment 1 – Workplace Documentation - 30 Minutes (Group activity to meet workplace expectations)

Complete workplace documentation (JHA, JSA, Confined space entry permits, personal danger tags) in preparation for confined space entry for the performance assessments 3 and 4.

Performance Assessment 2 – Prepare gas detector for use – 3 Minutes (Individual)

Prepare the gas monitor and ready gas testing equipment required for performance assessments 3 and 4.

Performance Assessment 3 – Enter Confined Space - 25 Minutes (Complete in Pairs)

Enter confined space and install a hose for cleaning.

Students must prepare the all the required equipment and associated Confined Space Documentation for the safe and efficient entry to the space.

Consider the following attributes for safe work in the confined spaces: isolation, type of gas detection equipment required, calibration and bump testing requirements of electronic detectors, testing regime based on work task and previous contents of the vessel being entered, rescue plan.

Students must identify and prepare all required documentation to ensure the safe and efficient entry, work and exit of the confined space. Students will be assessed on their identification of these requirements along with their completion.

Performance Assessment 4 - Exit Confined Space – 15 Minutes (Complete in Pairs)

Enter confined space, remove hose, conduct inspection, exit, and return space ready for service.

Students must prepare the all the required equipment and associated Confined Space Documentation for the safe and efficient entry to the space.

Consider the following attributes for safe work in the confined spaces: isolation, type of gas detection equipment required, calibration and bump testing requirements of electronic detectors, testing regime based on work task and previous contents of the vessel being entered, rescue plan.

Students must identify and prepare all required documentation to ensure the safe and efficient entry, work and exit of the confined space. Students will be assessed on their identification of these requirements along with their completion.

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Assessor Instructions - Performance Assessment 1 (30 Minutes)

The Assessment Task

This task requires the student to demonstrate their skills and knowledge locating, identifying, and preparing the documentation required when workers have to Enter and Work in Confined Spaces including identifying hazards, preparing documents for control of entry and pre- and post-safety inspection of all safety equipment and structures. The assessment is conducted in a designated area which simulates a realistic workplace. The Sitetrain supplied documentation can be substituted for real workplace documentation when this course is run with a specific client. If real client JHA/Permit/ Danger tags are used Assessor must complete a copy of these forms fully to ensure a benchmark for assessment is available. As the Assessor you should also ensure the documentation is current and in line with site and Australian Standards.

The assessment is directly supervised by you (the Assessor) and conducted over a 30-minute period. Workplace documentation that must be supplied as a minimum is:

- Job Hazard Analysis or similar (JSA/ JSEA) – Completed within a group (no less than 2 no more than 5).
- Each individual student should complete and submit for evidence a Personal Danger Tag (Supplied).
- Confined Space Entry Permit (1 between 2 students) this permit should be used for both performance assessments 3 and 4.

This assessment is to be conducted as a group. Preparation of documentation for Entry and work in a confined space work is conducted in the workplace by a group; to ensure the assessment is realistic this must be conducted as a group. Minimum 2 students, maximum 6 students per group. You are required to put students into appropriate groups.

Context of Assessment

The assessment is conducted in an actual or simulated area that requires the students to prepare a simulated or actual confined space to allow personnel to conduct work within the space.

The assessment is directly supervised by you and conducted over a 30-minute period.

Workplace Documentation (30 Minutes)

- Complete JHA for the tasks in Practical assessment 3-4 (a pre-populated JHA is available, some of the squares have been left blank which the student is expected to complete. You should help and guide the students; however, they should use their own work to complete the JHA).
 - Complete CSE in preparation for performance assessment tasks (see performance assessment task 3).
 - Complete Isolation “Danger Tag”.
1. Take the group to the actual or simulated confined space.
 2. Instruct the group to assess the confined space for hazards related to the space and the work that will occur inside the space.
 3. Either at the site or, if more practical, back in the classroom; instruct the students to review and modify the JHA in preparation for the completion of practical assessments.
 4. All students must sign onto the JHA.
 5. Instruct the students to complete the confined space entry permit.

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Assessor Instructions – Course details.

- 6. Instruct the students to complete a personal isolation danger tag. Each student must submit a danger tag.
- 7. Review the JHA, entry permit, all personal danger tags and any other documentation that may be required (site requirements). If the space is simulated, you must authorise the JHA as if you are the workgroups actual workplace supervisor.

If there are any critical or other important aspects you think the students have failed to address in the JHA or permit/s, you must inform the students of the nature of the omission **without** providing them instructions on how to remedy the omission, they must problem solve and plan the work themselves.

If an actual workplace confined space is being used, follow site procedure for authorisation of the JHA and permits but ensure you still review all documentation before its presented to the workplace supervisor for approval. Ensure copies of all permits, the JHA and danger tags are obtained and submitted with the student assessment packs.

Students must identify and prepare all required documentation to ensure the safe and efficient entry, work and exit of the confined space. Students will be assessed on their identification of these requirements along with their completion. It is expected workplace documentation will be used where possible.

See – BENCHMARK JHA/Permit/ Danger Tag models for the expected level of detail required. This assessment is marked against the models which is are used as the benchmark for assessment. A satisfactory result is recorded in the Assessor Performance Assessments and Assessment Results Document.

BENCHMARK - Model Danger Tag/Instructions

Front



An example of a Personal Danger tag is pictured. The student must complete the following areas and must be done clearly so the student can be identified.

Name: Full name NO nicknames

Date: Date training is being conducted

Expected Completion: Date training is being conducted.

This booklet must be returned to Sitetrain.

Model JHA - PART 1 Team and APPROVALS - BENCHMARK – Model JHA/Instruction

(A) ALL PERSONNEL INVOLVED IN THE CREATION OF THE JHA SHALL ENTER THEIR NAMES BELOW AND SIGN TO CONFIRM THE CONDITIONS OF THE JHA. THE JHA TEAM LEADER MUST ENSURE ALL NAMES AND SIGNATURES ARE OBTAINED.

TEAM MEMBER	NAME	SIGNATURE
JHA Team Leader		
JHA Team Member		
JHA Team Member		
JHA Team Member		
JHA Team Member		
JHA Team Member		

Note: JHA's are completed as a group in the workplace and for this reason the JHA assessment is completed as a group. All students taking part in the JHA development must sign onto JHA.

(B) All personnel involved in performing work listed the JHA shall enter their names below and sign to confirm they have read and approved the JHA.

NAME	SIGNATURE	DATE	NAME

By signing the JHA you are confirming the students have completed JHA correctly. You are also approving the JHA for use. Which is important for Practical Assessment 3. You will notice name of trainers below.

JHA Team Leader
Signature:
(Final Approval)

Supervisor Name: D. Palazzi / M. O'Donahue
(Final Approval)

DATE:	JHA REFERENCE NUMBER#: SITETRAIN W@H STANDARD JHA
DESCRIPTION OF WORK: Conduct Gas testing of actual confined space	

Students must provide a description of what activity is being completed. This will not change.

(C) IDENTIFY POTENTIAL HAZARDS FOR THE JOB

Hazards List						Potential hazard exposure mechanisms																																												
(Review the job steps and identify any of the following hazards are applicable)						<input type="checkbox"/> Struck – by, against <input type="checkbox"/> Contact with <input type="checkbox"/> Contacted by <input type="checkbox"/> Caught – in, on, under, between, against <input type="checkbox"/> Exposure – temperature, chemicals, noise, dust <input type="checkbox"/> Slip, Trip or Fall – from heights, same level. <input type="checkbox"/> Overexertion – lifting, pushing, pulling, manual handling. <input type="checkbox"/> Escape of Product – oil spill, gas release <input type="checkbox"/> Human Factors <ul style="list-style-type: none"> ○ incorrect use of tools or equipment ○ repetitive work ○ perceived pressure, haste ○ arduous tasks ○ uncomfortable work position ○ mundane work ○ training ○ communications, instruction <input type="checkbox"/> Weather conditions <ul style="list-style-type: none"> ○ hot/dry, wet, windy, cold 																																												
<p><i>For Confined Space Entry work, AS/NZ 2865:2009 should be referred to. In particular, are the following items of PPE or other safety equipment required:</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Eye / Face protection <input type="checkbox"/> Safety/Rescue line <input type="checkbox"/> Hand protection </div> <div style="width: 30%;"> <input type="checkbox"/> Hearing protection <input type="checkbox"/> Safety harness <input type="checkbox"/> Body protection </div> <div style="width: 30%;"> <input type="checkbox"/> Head protection <input type="checkbox"/> Foot protection <input type="checkbox"/> Gas detector </div> </div>																																																		
<table border="1" style="width:100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th colspan="2"></th> <th colspan="5" style="background-color: #00728f; color: white;">Consequences</th> </tr> <tr> <th colspan="2"></th> <th style="background-color: #ffff00;">Insignificant (1) No injuries / minimal financial loss</th> <th style="background-color: #ffcc00;">Minor (2) First aid treatment / medium financial loss</th> <th style="background-color: #ff9900;">Moderate (3) Medical treatment / high financial loss</th> <th style="background-color: #ff6600;">Major (4) Hospitalable / large financial loss</th> <th style="background-color: #ff0000;">Catastrophic (5) Death / massive financial loss</th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="background-color: #00728f; color: white; text-align: center; vertical-align: middle;">Likelihood</td> <td style="background-color: #ff0000;">Almost Certain (5) Often occurs / once a week</td> <td style="background-color: #ffff00;">Moderate (5)</td> <td style="background-color: #ffcc00;">High (10)</td> <td style="background-color: #ff9900;">High (15)</td> <td style="background-color: #ff6600;">Catastrophic (20)</td> <td style="background-color: #ff0000;">Catastrophic (25)</td> </tr> <tr> <td style="background-color: #ff0000;">Likely (4) Could easily happen / once a month</td> <td style="background-color: #ffff00;">Moderate (4)</td> <td style="background-color: #ffcc00;">Moderate (8)</td> <td style="background-color: #ff9900;">High (12)</td> <td style="background-color: #ff6600;">Catastrophic (16)</td> <td style="background-color: #ff0000;">Catastrophic (20)</td> </tr> <tr> <td style="background-color: #ff9900;">Possible (3) Could happen or known it to happen / once a year</td> <td style="background-color: #c6efce;">Low (3)</td> <td style="background-color: #ffff00;">Moderate (6)</td> <td style="background-color: #ffcc00;">Moderate (9)</td> <td style="background-color: #ff9900;">High (12)</td> <td style="background-color: #ff6600;">High (15)</td> </tr> <tr> <td style="background-color: #ffcc00;">Unlikely (2) Hasn't happened yet but could / once every 10 years</td> <td style="background-color: #c6efce;">Low (2)</td> <td style="background-color: #ffff00;">Moderate (4)</td> <td style="background-color: #ffcc00;">Moderate (6)</td> <td style="background-color: #ff9900;">Moderate (8)</td> <td style="background-color: #ff6600;">High (10)</td> </tr> <tr> <td style="background-color: #c6efce;">Rare (1) Conceivable but only on extreme circumstances / once in 100 years</td> <td style="background-color: #c6efce;">Low (1)</td> <td style="background-color: #c6efce;">Low (2)</td> <td style="background-color: #c6efce;">Low (3)</td> <td style="background-color: #ffff00;">Moderate (4)</td> <td style="background-color: #ffff00;">Moderate (5)</td> </tr> </tbody> </table>								Consequences							Insignificant (1) No injuries / minimal financial loss	Minor (2) First aid treatment / medium financial loss	Moderate (3) Medical treatment / high financial loss	Major (4) Hospitalable / large financial loss	Catastrophic (5) Death / massive financial loss	Likelihood	Almost Certain (5) Often occurs / once a week	Moderate (5)	High (10)	High (15)	Catastrophic (20)	Catastrophic (25)	Likely (4) Could easily happen / once a month	Moderate (4)	Moderate (8)	High (12)	Catastrophic (16)	Catastrophic (20)	Possible (3) Could happen or known it to happen / once a year	Low (3)	Moderate (6)	Moderate (9)	High (12)	High (15)	Unlikely (2) Hasn't happened yet but could / once every 10 years	Low (2)	Moderate (4)	Moderate (6)	Moderate (8)	High (10)	Rare (1) Conceivable but only on extreme circumstances / once in 100 years	Low (1)	Low (2)	Low (3)	Moderate (4)	Moderate (5)
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Hazard Identification

The above standard hazards highlighted in red are in all confined spaces and must be selected by students. These hazards are to be use as the benchmark for assessment, some hazards may/ may not exist based on the scenario the student is facing at the time.

Due to the nature this assessment there may be hazards that cannot be known until the day off assessments. You as the trainer must discuss all hazards prior to assessment.

PPE

Selected PPE above must be used during Practical Assessment 3/4.

This booklet must be returned to Sitetrain.

This list of steps is to be used as the benchmark for this assessment.

No	(D) JOB STEPS (Sequence of Events)	(E) POTENTIAL HAZARD (Refer to Checklist Part 2)	(F) HAZARD CONTROL	Risk Ranking	Effective Yes/ No
			Type – Elimination, Substitution, Engineering, Administration, PPE	From Risk Matrix	
1	ISOLATE AND BARRICADE AREA	POOR HOUSEKEEPING, AREA SPECIFIC HAZARDS	FOLLOW SITE ACCESS PROCEDURES, CLEAN AS YOU GO, ENSURE YOU HAVE MINIMUM PPE FOR AREA THAT THE WORK IS BEING CONDUCTED IN.	LOW	YES
2	AUTHORISE PAPERWORK	NON-COMPLIANCE TO SITE POLICIES/ PROCEDURES	ENSURE SITE POLICY AND PROCEDURE IS FOLLOWED, PAPERWORK COMPLETED CORRECTLY HAVE AUTHORISED AND CHECKED BY SUPERVISOR	LOW	YES
3	SELECT AND PREPARE GAS DETECTION EQUIPMENT	WRONG MONITOR SELECTED, INCORRECT MONITORS INSTALLED FOR GASES TO BE CHECKED, MACHINES NOT ZEROED	CHECKED AGAINST SDS FOR SPACE, TRAINED PERSONNEL, CORRECTLY PREPARED EQUIPMENT	LOW	YES
3	OPEN AND ASSESS THE AREA TO BE TESTED	HAZARDOUS AREAS, VESSEL STILL FULL, NOT EMPTIED, UNEVEN GROUND, CHEMICALS AND FUELS AROUND THE WORK AREA	ENSURE SPACE HAS BEEN EMPTIED, CHECK AREA FOR CHEMICALS, CHECK GROUND AND ACCESS	MEDIUM	YES
4	ENTER THE CONFINED SPACE	EXPOSURE TO THE CONFINED SPACE UN AUTHORISED ACCESS TO SPACE POORLY MAINTAINED GAS MONITOR MONITOR NOT TESTING FOR ALL EXPECTED GASES	GAS DETECTION, TRAINED AUTHORIZED PERSONNEL, AUTHORIZED WRITTEN AUTHORITY	HIGH	YES
5	CONDUCT WORK IN THE CONFINED SPACE	HAZARDOUS ENERGIES, HAZARDOUS ATMOSPHERES, CHEMICAL INTERACTION, MANUAL HANDLING, BODY POSITIONING, WORK RELATED HAZARDS, PROCEDURAL BREACHES, NON-COMPLIANCE TO SITE REQUIREMENTS	ADMINISTRATION, FOLLOW GAS TESTING REQUIREMENTS, BUMP TEST GAS MONITOR, CONDUCT FRESH AIR ZERO BEFORE USE, FOLLOW CSE REQUIREMENTS	HIGH	YES
6	COMPLETE WORK AND CLEAN UP AREA	SLIPS, TRIPS, FALLS, POOR HOUSEKEEPING, MANUAL HANDLING, POOR BODY POSITIONING	HOUSEKEEPING, CLEAN AS YOU GO,	LOW	YES
7	REMOVE BARRICADING AND ISOLATION	POOR HOUSEKEEPING, AREA SPECIFIC HAZARDS	FOLLOW SITE ACCESS PROCEDURES, CLEAN AS YOU GO	LOW	YES
8	RETURN MACHINE	MACHINE CONDITION NOT CHARGED EQUIPMENT NOT CLEANED AND CHECKED BEFORE STORAGE	POST CHECK, ENSURE MACHINES GOES TO THE CORRECT LOCATION, USE OF OUT OF SERVICE TAGS IF MACHINE IS BROKEN, UNSAFE TO USE	LOW	YES

The above are suggested as hazards, controls, risk rankings and effectiveness. These are subjective and the assessor will need to determine the process used to get to the outcomes. Monitoring the students during this task is imperative in assuring an effective risk management approach has been used.

This booklet must be returned to Sitetrain.



The Confined Space Permits - BENCHMARK – Model JHA/Instruction

Confined space permits are required under the Australian Standard and can be referred to as a Written Authority. Many sites have their own permits and if they request their students use their site permits that is allowable so long as they are allowed to be used for evidence (Taken with you after the course has been completed and submitted as part of evidence for the training.)

A Model Permit (Sitetrain Confined Space Permit) is used as the benchmark for completion requirements. Please ensure the students complete all required sections of the permit and they have signed onto and out of the permit when required.

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STEP 1	CONFINED SPACE ID NUMBER CS001	PERMIT # 001					
STEP 2	LOCATION OF JOB Area where the performance assessment is being carried out	DATE: Training date					
STEP 3	SCOPE OF WORKS – Enter confined space to perform cleaning requirements.						
STEP 4	JHA OR PROCEDURE AVAILABLE? Yes No	REQUIRED FOR ALL CONFINED SPACES					
STEP 5	ATMOSPHERICAL TESTING TO BE CONDUCTED PRIOR TO ENTRY					AUTHORISED GAS TESTER PRINT NAME AND SIGN	TIME
	O2	HCN	NH3	CO	H2S		
	%	ppm	%	%	%	%	
	OTHER ATMOSPHERIC CONTAMINANTS						
	CONTINUOUS VENTILATION REQUIRED						
	PERSONAL MONITOR REQUIRED						
	RETESTING REQUIRED						
STEP 6	THE LISTED CONTROL MEASURES SHALL BE IMPLEMENTED PRIOR TO ENTRY TO ANY CONFINED SPACE						
	VENTILATION:	NATURAL	FORCED	MECHANICAL			
	ISOLATIONS: Where is the isolation being placed (Trailer, UTE, drive motor, chemical inputs etc.)						
	STANDBY SENTRY:	MUST HAVE A SENRTY (BOTH participants names should appear here)					
	ADDITIONAL PERMITS:	HOT WORK	RADIATION	OTHER:			
	COMMUNICATION EQUIPMENT: <i>Verbal,</i>						
	SIGNAGE: On the space						
	BARRICADES: YES Bollards/ caution tape, cones						
	SAFETY HARNESS: Site dependant – Not nescearry but should be considered						
	PPE: Minimum requirements (Covered in shoes, long pants, shirt, Gloves for entrant)						
STEP 7	EMERGENCY RESCUE PLAN AVAILABLE YES / NO						
STEP 8	AUTHORITY TO ENTER A CONFINED SPACE The control measures for safe working within a confined space are in accordance with AS: 2865 and as such require authorisation from qualified competent persons acting in the capacity of permit controller and permit holder to endorse entry by permit workers entering such spaces. Permits issued have a validity of one working shift only. New permits will need to be raised if at any time the conditions of the permit change or at the commencement of a shift coming on duty. <ul style="list-style-type: none"> Any changes to control measures are to be authorised by the permit controller prior to implementation. Permits along with any other supporting documents are to remain at the job site while work is in progress and then be returned to the permit controller to be retained for auditing purposes. 						

<p>PERMIT CONTROLLER AUTHORISATION The confined space permit has been discussed with the acceptor (permit holder) PRINT NAME: YOUR NAME (Trainer) SIGNED: _____</p>	<p>PERMIT HOLDER (ACCEPTOR) ACKNOWLEDGEMENT The conditions of the confined space permit have been discussed with the permit controller and I accept the permit. PRINT NAME: _1 of the students need to be the HOLDER_ SIGNED: _____</p>
---	---

DO NOT sign the permit and give authorisation until the students have supplied you with the JHA, their lock out/tag out equipment and the area has been barricaded ready for entry.

Students must identify and prepare all required documentation to ensure the safe and efficient entry, work and exit of the confined space. Students will be assessed on their identification of these requirements along with their completion. It is expected workplace documentation will be used where possible.

Assessor Instructions - Performance Assessment 2 (5 minutes)

The Assessment Tasks

This task requires the student to demonstrate their skills and knowledge in the selection, zeroing and bump testing operations of the gas monitors in their workplace or the units supplied by Sitetrain. This assessment task is completed individually.

Gas Monitor Preparation (5 minutes)

1. Instruct the student to turn on the gas monitor and explain what checks are occurring as they are occurring.
2. Check TWS alarm levels High/Low
3. Check STEL alarm levels High/Low
4. Instruct the student to complete a fresh air calibration (if required by manufacturer).
5. Respond to any alarms on the machine.
6. Ensure all installed monitors are identified by their chemical names.
7. Confirm monitor is ready for use and will perform checks required for the space to be entered.

Please note: Some worksites have automated docking stations which do the above automatically. Once the machine is placed onto the docking station it will complete a dump of the information from the machine and then complete the bump test. Students will still have to complete the above regardless of their workplace arrangement and must show a good understanding of these requirements.

Observational Performance guidelines have also been created ensure the Trainer is aware of expected performance. This can be found in Assessor Performance Assessments and Assessment Results document. **Record the achievements of the student with corresponding form.**

Assessor Instructions - Performance Assessments 3 & 4

The Assessment Tasks

This task requires the student to demonstrate their skills and knowledge when workers must enter and work in confined spaces including hazard identification, documents relating to safe entry and exit, pre- and post-safety inspection of all safety equipment and structures and gas testing/monitoring of the atmosphere. The assessment is conducted in a designated area which simulates a realistic workplace or an actual confined space. The assessment is directly supervised by you and conducted over a 40-minute period.

What's expected.

Students are expected to demonstrate the application of the steps involved in entering and working in a confined space. A simulated or actual confined space is to be used combined with a person to act as a stand-by to allow for signing in and signing out on the permit. These assessments must be done in pairs, you are required to pair up students.

You must observe the student performing the following:

1. Plan And Prepare for Working in Confined Space

Obtains the confined space risk assessment and the confined space entry permit and any other associated site required permits / documentation and reviews the hazards and risks identified on the documentation.

Confirms the stand-by person understands what to do in the event of an emergency, (call 000 or site emergency number and give location, what the incident involves, number of casualties and possible condition).

Students must erect barriers and signage around the confined space to stop unauthorised entry to space, select the tools required for the task in the confined space and position the rescue equipment outside the confined space with stand-by person.

2. Work In Confined Space

Students must apply their personal Lock and Tag on the lockout box, gas test the atmosphere for hazards identified on the risk assessment and record results on the entry permit.

Students must enter the confined space and maintain communication with the stand-by at entry point, install the cleaning hose and exits the confined space if directed by the stand-by person.

3. Exit Confined Space

Once the task is completed the student must exit the confined space, account for any equipment taken into the confined space, sign out on the permit as directed by the stand-by person, remove their personal Lock and Tag from lockout box and complete the confined space permit.

4. Clean Up

Students must then remove barriers, signage and dispose of any materials in the identified waste bins.

Following the completion of Practical Assessment 3 they must then complete Practical Assessment 4 referring to the previous risk assessment, a previously used CSE permit may be used if it is relevant and still valid. This needs to be determined by the student.

Observational Performance guidelines have also been created ensure the Trainer is aware of expected performance. This can be found in Assessor Performance Assessments and Assessment Results document. **Record the achievements of the student with corresponding form.**

Performance Assessment 3

1st Entry Practical Assessment 3 (25 minutes)

Enter confined space and install a hose for cleaning.

1. Instruct the group to move over to the simulated or actual confined space.

2 x students are to be assessed simultaneously; one student will conduct the gas testing and the second will enter the space to install a hose. Once the space has been exited, the roles are reversed, and the entrant plays the role of sentry and vice versa for the second entrance.
2. Instruct students to set up the requirements they have identified for entry into the confined space. Inform students; once they are ready for the first person to enter, they are to stop for you to check their set-up.

Check

- All energy sources associated with the confined space have been isolated. Personal danger tags applied for simulated space, tags, and locks for an actual space.
- All equipment required for the job is prepared and the emergency rescue equipment is ready as per documentation.
- Gas testing has been conducted as per the required sampling regime as determined by permit and assessment of the space.
- Gas results are recorded, and any adjustments required to sampling regime recorded on the permit and JHA.
- Adjustments have been made to any associated documentation (if required) to reflect additional hazards or requirements picked up during gas testing.

If there is any element the students have not put in place as specified by the JHA and permit or required by referenced documentation or site requirements, inform the group there is an inadequacy in their setup and they cannot continue until they identify and rectify the issue. Record this in the comments section of the assessment.

Inform the last two students that once the last person has entered, has set up the hose and exited, the space must be temporarily closed and the permit suspended, ready for the next assessment.

3. Each person must conduct a gas test and perform the role of sentry.
4. Each person must sign onto the permit before entering.
5. Each person enters space and sets up a mining hose ready for cleaning the internals of the confined space.

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6. Each person exits and signs out of the space.
7. Any materials are removed and dispose of accordingly for any equipment and materials that can be removed at this point.

Check

- Each person has removed their danger tag / lock.
- No PPE has been removed and left in the space or other materials have been unnecessarily left in the space.
- Temporary signage and barricades have been erected over the space entrances.
- The permit indicates the space is suspended.

Performance Assessment 4

2nd Entry Practical Assessment 4 (15 minutes)

1. Inform the students that they will repeat the assessment 3 scenario, however this time they need to remove the hose and close the confined space ready to be put back into service. Ensure the students understand that the confined space is to be considered as being closed for **2 ½ hours**.

Check

- Personal danger tags applied for simulated space, tags, and locks for an actual space.
 - Gas testing has been conducted as per the required sampling regime as determined by permit and assessment of the space. Full gas test must be conducted for second entry as it is past the maximum time of 2 hours between testing as per AS.2685.
 - Gas results are recorded, and any adjustments required to sampling regime recorded on the permit and JHA.
 - Adjustments have been made to any associated documentation (if required) to reflect additional hazards or requirements picked up during gas testing.
 - Once each person has performed the task in the space and signed off, the space is properly closed and de-isolated.
 - Rescue equipment and materials have been put away / disposed of accordingly.
 - All documentation is closed accordingly.
 - Gas monitors are retuned, cleaned, and charged if required.
2. Provide debrief and feedback to students.

Permit Completion

CONFINED SPACE STANDBY SENTRY				
I agree to accept responsibility as a sentry.				
PRINT NAME	SIGNATURE	DATE	TIME	
			ON	OFF
Student 1		Of Training	24hr	24hr
Student 2		Of Training	24hr	24hr

A signature is required for the incoming confined space sentry if hand over of authority is required.

EMPLOYEES ASSIGNED					
This section is to be used each time a person enters or leaves the confined space during the life of this permit. I/We understand the procedures required for entry and work in the confined space and the protective measures and equipment to be used.					
PRINT NAME	SIGNATURE	TIME IN	INITIAL	TIME OUT	INITIAL
Student 2					
Student 1					

One student is Sentry and the other the entrant. On the second performance assessment these roles are reversed

WORK COMPLETION AND SIGNING OFF	
<i>I accept that the work as defined in this permit has been COMPLETED/SUSPENDED (delete as appropriate).</i>	<i>All persons have left confined space and further entry is not permitted unless a new entry permit is completed.</i>
Permit Controller Print Name: <u>YOUR NAME (Trainer)</u> Signature: _____ Date _____	Permit Holder Print Name: <u>The same student who signed it in the first place</u> Signature: _____ Date _____

The above information is ONLY completed once the second entrance is ready, this is designed to signal the completion of the performance assessments of the entrants.

This is typically the part of a permit usually missed or not completed on sites. It should be used to reinforce the requirements of completing the permit, thus signalling that as the workgroup they have completed the work in the space, and it is ready to be handed back to the workgroup responsible for its reinstatement back into the process.

Performance Assessment / Challenge Testing - Answers

- Q1 What would you do if the machine failed a Fresh air test?
Tag machine Out of Service – report to supervisor.
- Q2 What is the Australian Standard relevant to Confined spaces?
AS/NZS 2865 Confined Spaces.
- Q3 If the task changes what must be changed to reflect that change?
JHA/JSEA/ JSA changed to reflect the changes.
- Q4 What do you need to do if the machine has an alarm while the work is being carried out?
ALL entrants removed from the space immediately, check monitor, bump test and zero and start work again.

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