RIIWHS204E Work safely at heights
Assessors Instructions – Part 2

To be read in conjunction with the TAS

Do not return to Sitetrain – retain for re-use on future courses

Introduction

This Assessment Package outlines the requirements for the assessment of RIIWHS204E Work safely at heights. This unit of competency is a requirement for any person who will be exposed to height during their work day. This unit is designed by SITETRAIN for an industrial setting particularly relevant to the mining sector and those industries that service mining.

This assessment concerns itself with the assessment of competency using RIIWHS204E Work safely at heights.

This unit involves:

1. Choice of suitable equipment for working at heights.
2. Conducting safety checks of equipment.
3. Assessing the area for unidentified hazards and controlling them (JHA).
4. Donning equipment and correct safe selection of anchor points.
5. Conducting work within the limitations of the equipment and the JHA.
6. Ensuring the area is left safe after conducted work.
7. Placement and return of clean, safe (checked) equipment to the required area.

It is important to note that this Assessment Package is a supporting document to the Training and Assessment Strategy RIIWHS204E Work safely at heights. This Assessment Package should be read in conjunction with the training and assessment strategy and our policy and procedure relating to the conduct of assessment. Higher related information that supports the quality of assessment is contained in these documents.

Unit Information

The unit of competency being assessed is RIIWHS204E Work safely at heights. This competency is drawn from the Resource and Infrastructure Industry training package RII30420. The unit can be accessed at training.gov.au at the following link: https://training.gov.au/Training/Details/RIIWHS204E. 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.

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/ or on-site workplace health and safety induction training.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures;
- demonstrates completion of working safely at heights that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
    - accessing, interpreting and applying technical and safety information for working at heights;
    - assessing hazards and risk associated with working at heights and implement control methods;
    - selecting wearing and caring for personal protective equipment;
    - identifying required safety systems including fall protection and associated equipment;
    - checking that fitting, adjusting and anchoring of fall protection and associated equipment is correct; and
    - performing work safely at heights.

Knowledge Evidence

The candidate must demonstrate knowledge of the following when working safely at heights:

- Names and functions of equipment, components and materials.
- Complying with equipment manufacturer's instructions and specifications.
- Safe shifting and handling of tools and materials.
- Adhering to statutory and regulatory authority requirements.
- The nature of work undertaken at heights.
- Complying with heights safety systems.
- The processes of providing for safe working practices.
- Using safety equipment/systems and considerations to facilitate working safely at heights.
- Complying with safe work methods.

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 form our website. www.sitetrain.com.au.

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 five assessment activities for the assessment of RIIWHS204E Work safely at heights.

Number	Method	Description
RIIWHS204E Work safely at heights Theory Assessment	Knowledge Assessment **(60 minutes)**	The candidate must provide a written or verbal response to 42 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
RIIWHS204E Work safely at heights Document preparation	Performance assessment 1 **(30 Minutes)**	Complete workplace documentation (JHA, JSA, working at heights permits, personal danger tags) in preparation for Practical assessment tasks 3-4 **Group Activity**
RIIWHS204E Work safely at heights Practical Assessment tasks	Performance assessment task 2 **(5 Minutes)**	Identification, inspection and selection of the appropriate "Working at Heights" PPE for each of the following safe work at heights arrangements. • Total Restraint • Restrained Fall • Limited Free Fall • Free Fall **Individual activity**
	Performance assessment task 3 **(5 Minutes)**	Select, Inspect and don a harness. Your assessor will conduct the "Hanging in a Harness" practical exercise. The equipment inspection checklist must be completed as part of this assessment task. **Individual activity**
	Performance assessment task 4 **(10) Minutes**	Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point. A simulated work environment must be used and applied to all aspects of the practical. i.e. JHA's, take 5s etc. where necessary. **Paired Activity**

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.

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 working safely at heights. 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 – 60 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 Working at Heights permit with detailed description of what must be included has been provided.

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 – Identification, inspection and selection of the appropriate "Working at Heights" PPE - *5 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 – Select, Inspect and don a harness – *5 Minutes Individual*

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.

Performance Assessment 4 - Using an approved simulated Underground/ open pits/ roof access / training trailer scenario- *10 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.

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.

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, privacy statement 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. Aid 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.

Timing	Topic	Key Points and Methods	Resources
0700 - 0730	Introduction.	– Intro yourself. Your background on the subject. – Encourage and motivate participants to be involved. – Why are we here and what we want to achieve at the end of the session?	– Power point. – Classroom discussion – Learner Guide

Timing	Topic	Key Points and Methods	Resources
		– Definition of what is working at heights and introduction to key terms and areas	
0730 - 0745	Legislation.	– What legislation, standards and codes of practice apply to working at heights – Employer and employee responsibilities also include manufactures. – Strategies for implementation of working at heights legislation using site documentation. – Accessing external and internal information and personnel who can assist. – Environmental considerations.	– PowerPoint. – Australian standards – codes of practice. – Work Health and Safety Act 2011 / mining regulations.
0745 - 755	Hazards when working at heights.	– Identify workplace hazards and hazards associated with working at heights. – Medical conditions to consider before working at heights.	– PowerPoint.
0755 - 0815	Understanding risk.	– Understanding what risk is. – Determining level of risk. – The hierarchy of controls.	– PowerPoint
0815 - 850	Risk assessments.	– Using basic risk assessments for initial assessment and control. – Using basic risk assessment to recognise in-depth assessment and controls required. – Conducting JHA's	– PowerPoint – Site field level risk assessment tool. – Sitetrain or site JHA.
0850-0905	Morning Tea		
0905 - 0910	Controls – Elimination	- Aspects to think about when assessing a working at heights task that can eliminate working at heights or reduce the exposure.	– PowerPoint
0910 – 0915	Controls – Substitution	– Scaffolding. – Elevated work platforms. – Working from ladders.	– PowerPoint
0915 – 0920	Controls – engineering / isolation	– Open holes. – Hard barricading. – Falling objects.	– PowerPoint
0920-0925	Controls – Administration	– Signage requirements. – Permits and authority.	– PowerPoint – Work at heights permit
0925 – 0940	Controls – PPE	– Fall arrest harnesses. – Inspection requirements – Correct fitting of harness	– PowerPoint – Harness inspection video. – Fall arrest harness. – Working at heights video.
0940 – 1000	Equipment selection	– Understanding the four types of falls. – Anchor point ratings. – Suitable equipment for each type of fall arrangement.	– PowerPoint – Adjustable total restrain lanyard (rope lock). – Inertia reel.
1000 – 1020	Anchor points	– The pendulum effect. – Static lines. – Anchor straps. – Karabiners. – Unacceptable anchor points.	– PowerPoint – Karabiners – Anchor straps
1020 – 1030	Lanyards	– Shock absorbing lanyards (including free fall arrangement) – Twin tailed lanyards	– PowerPoint – Shock adsorbing lanyards
1030 – 1040	Emergency preparedness.	– Response plans considerations. – Sentry requirements.	– PowerPoint
1040 – 1100	Suspension trauma	– Why suspension trauma happens. – Signs and symptoms.	– PowerPoint

Timing	Topic	Key Points and Methods	Resources
		– What occurs when suspension trauma is in effect. – Preventing suspension trauma. – Regulation for rescue requirements.	
1140 – 1150	Completing working at heights	– Housekeeping. – Closing permits. – Equipment storage requirements.	– PowerPoint
1150 – 1250	Theory assessment	– Dedicated time to complete theory assessment.	– Class room
1250 - 1320	JHA / Permit review Group activity	– Review and update the risk assessment for practical assessments 2 and 3. – Complete the working at heights permit and other site required permits for assessments 2 & 3.	– Sitetrain or site JHA. – Sitetrain or site working at heights permit. – Other site permits.
1320 – 1325	Performance assessment 2 Individual activity	– Identification, inspection, and selection of the appropriate “Working at Heights” PPE.	– Working at heights equipment. – Equipment Checklist
1325 – 1330	Performance assessment 3 Individual activity	– Hanging in a harness. – Task based work at heights scenario.	– Required paperwork – All equipment including signs and barricades. – Practical training assessment facility. Eg: area or trailer.
1330-1340	Performance assessment 4 Paired activity	– Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point.	– Required paperwork – All equipment including signs and barricades. – Practical training assessment facility. I.e. area or trailer.
1340-1350	De-brief	– Scenario de-brief. – Feedback to students. – Student feedback.	– Student assessment packs.

The above schedule is based on 2 persons only, for a true reflection of the entire course based on the maximum number of personnel please refer to the training and assessment strategy

Assessment Overview

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Please note: The Candidate must demonstrate a satisfactory result in all assessment activities to be assessed as competent in the unit. Final assessment results are to be recorded on the Assessment Summary Report.

Resource Requirements

The following facilities and recourses are to be available specifically for the assessment for the successful completion of the course:

- Approximately 10 hours of scheduled course time to facilitate all training and assessment requirements.
- Student Handbooks available.
- Printed RIIWHS204E Work safely at heights (Student assessment pack).
- Suitable classroom or open area, which is suitable to conduct the theory assessment.
- Each student requires a Blue/black pen to record their responses.
- Printed RIIWHS204E Work safely at heights (Assessor Instructions).
- Suitable classroom furniture to accommodate all participants.
- 1 x qualified assessor.
- Organisational policies and procedures, standard operating procedures:
  - Working at Heights permit;
  - Danger Tags;
  - JHA completed by the individual for task;
  - Equipment Checklist;
  - Site approved Permits/ PTW/ Checklists.
- Checked in date equipment such as but not limited to:
  - Harness (SML, Med, Lrg and or XL) depending on group requirements;
  - Shock absorbing lanyard;
  - 2 x Karabiners (min 2 action open);
  - Anchor beam strap (2t + Sling is suitable if beam strap not supplied);
  - 6 in 1 Rope arrangement;
  - Ladder Platform style.
- Simulated/Actual work environment.
- Allocated timing for each practical task.

Assessor Instructions - Knowledge Assessment
RIIWHS204E Theory Part 1

The Assessment Task
This task requires the candidate to complete a written or verbal response knowledge assessment involving 42 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.

The assessment is conducted over a 1-hour period in a classroom setting directly supervised by the assessor. Students may work on the theory assessment during the power point presentation with the prevention of falls code of practice as their resource, however, the classroom should be set up 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 safe work at heights. 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 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 conduct of 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 the students own handwriting or recorded MP3 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.

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. 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.

Resource Requirements

To complete this assessment task the following resources are required:

- Printed Candidate Response – RIIWHS204E Student assessment pack - 1 per student
- Suitable classroom or open area, which is suitable to conduct the theory assessment.
- Each student requires a blue/black pen to record their responses.
- Printed Assessor Instructions (model answers) - RIIWHS204E Theory Assessment ANSWERS – 1.
- Suitable classroom furniture to accommodate all participants.
- Analogue wall clock.
- Whiteboard or blackboard with markers/chalk.
- 1 x qualified assessor.

Limitations

The following limitations apply:

- The candidate will have 1 hour to complete the assessment.
- Candidate's responses are to be recorded in writing or may be provided verbally (MP3 recorded format preferred).

Student Questionnaire - Answers

1. What is the definition of working at heights?
"Whenever there is a risk of falling from, into, or through, from one level to another, or being hit by falling objects"

2. Before starting a task that involves working at heights, what is the **first** question we need to ask?
a) What equipment am I going to use?
b) Where does the anchor point need to be?
c) Is my harness in date?
d) Do I really need to work at Heights? Can the whole job, or part of the job be done from the ground?

3. What percentage of falls from height 3.35 meters and above will result in death?
a) 10%
b) 30%
c) 50%
d) 95%

4. What are the three stages of a fall?
a) Falling, impact, bounce
b) Onset, freefall, deceleration
c) Freefall, extension, deflection
d) Slipping, swing, acceleration

5. What are the 4 main types of legislation broken into? (Select all appropriate answers)
a. Codes of Practice
b. Acts
c. Regulations
d. Australian Standards

6. What is the Australian Standard title for the series covering Working at Heights?
a) AS/NZS 2865:2009 Confined spaces.
b) AS/NZS 1891 Series
c) AS 1418 Series
d) All the above.

7. If you needed advice about any aspect of planning and control for safe working at heights, who can you ask.
a) Your supervisor.
b) Safety Advisor.
c) Training Advisor.
d) All the above.

Working at Heights Hazards

8. What is the definition of a hazard?
a) Anything that has the potential to cause physical harm.
b) Anything with the potential to release energy in an uncontrolled way, where people can be potentially exposed to the release of energy.
c) Anything that has the potential to cause damage to the environment or an economic loss
d) All the above.

9. What tools do workers have to help identify hazards in the workplace? (select only one answer)

a) Shifter and Hammer
b) Australian Standards
c) Take 5 and JHA/JSA
d) None of the above

10. Give 4 examples of any specific hazard or type of hazard that you could find in and around a working at heights task?

- **Open edges not protected.**
- **Hand grip is lost.**
- **Inadequate foot wear.**
- **Wet slippery conditions.**
- **Moving from one surface to another.**
- **Struck by moving objects.**
- **Fragile surface.**
- **Dropped objects.**
- **High winds (weather conditions).**
- **Uneven surfaces.**
- **Spotter sentry, not up for the task.**
- **Obese**

11. When looking for hazards and thinking of ways to control them, why is more than one person involved better?

a) That's not true, those guys are on a different section of the plant and I don't need them anyway.
b) Because people have different experiences and thus have different approaches to assessing something, which means there is a much better chance to pick up hazards and put in place better controls.
c) Because it means we can justify why we are all hanging out in the crib room.
d) Because I'll be able to slip away and re-fuel the genset as everyone will be occupied.

12. Which of the following below is **not** an example of a medical condition that could introduce extra risk into a working at heights task.

a) Vertigo
b) Sprained ankle
c) Fungal infection around toes
d) Damage or infected inner ear

Determine Risks for working at heights

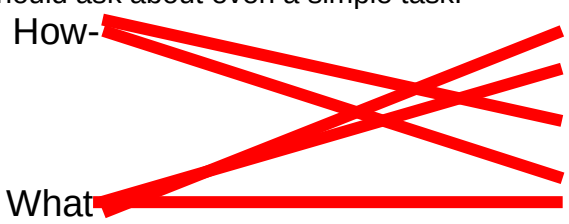
13. What is the definition of risk?

a) Risk is the likelihood that a hazard will cause harm.
b) Risk is the feeling you get when "your stars" say something bad is going to happen.
c) Risk reduction is a term to describe when a hazard has been made less of a hazard.
d) Any chemical that will cause damage to the environment.

14. Label the table of the "hierarchy of controls" below in the order of most effective to least effective, with the number 1. Being the most effective and 5. being the least effective.

5	*1*	*4*	*2*	*6*	*3*
Administration	Elimination	Engineering	Substitution	PPE	Isolate

15. Match the most suitable words from the list on the left to the statements on the right to complete the 5 questions we should ask about even a simple task.



- am I doing and why?
- could go wrong?
- could it affect me and others?
- likely is it to happen?
- can I do about it?

16. What steps do we use to write and work with an effective JHA / JSA?

1. Identify the job that needs to be performed.
2. Break the job down into individual steps.
3. Identifiy the **HAZARDS** involved with each step.
4. Calculate the **RISKS** associated with each identified hazard.
5. Put in place the required **CONTROLS** to manage each hazard.
6. Start the job, continually monitor, review, communicate stop if something changes that will affect safety.

17. What is the purpose of a JSA/JHA?

a) To make a job longer than it needs to be
b) To cover the company from litigation
c) To help break a job down into logical steps and identify the hazards with each of those steps
d) Enable workers time to drink coffee on a cold day

The Equipment

18. What is the purpose of a Fall Arrest harness? (Select all appropriate answers)

a. Distrbute fall forces to the legs
b. Make the wearer uncomfortable
c. Keep the body upright
d. All of the above

19. What should each harness have to identify the appropriate attachment points?

a. Clear labelling, identifying the point and it use.
b. Hardware appropriate for the task
c. Australian Standard AS2865:2009
d. Spray painted arrows

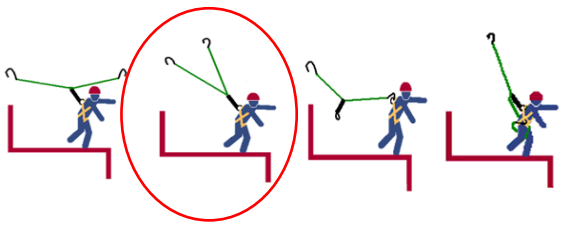
20. List six defects to look for when inspecting a fall arrest harness?

1. **Check webbing and stitching for signs of wear, UV damage weld splatter or failure.**
2. **Check buckles and "D" rings for damage, distortion or corrosion.**
3. **Check its not more than 10 years old.**
4. **Ensure harness is fit for purpose; (must be for fall arrest).**
5. **No paint or marking pen on the webbing.**
6. **Any defective equipment is to be tagged out of service and to be taken to the Safety Dept. or supervisor for inspection.**

21. What are the three different types of Lanyards? (Select all appropriate answers)

a. Fixed length lanyard
b. Adjustable lanyard
c. Triple action lanyard
d. Twin tailed lanyard

22. Draw a circle around the picture that illustrates the correct way to use a twin tailed lanyard.



23. What is the main difference between a Type 2 and Type 3 fall arrest device?

a. There is no major difference

b. Type 3 has a winching mechanism
c. Type 2 is lighter
d. Type 1 is the best option when selecting fall arrest devices

24. What is the maximum allowable force a fall arrest harness and lanyard is allowed to subject the human body to?
a) 1kN or 100kg
b) 10kN or 1000kg
c) 12kN or 1200kg
d) 6kN or 600kg.

25. What angle should not be exceeded when placing anchor straps in the field?
a. 360 Degrees
b. 270 Degrees
c. 120 degrees
d. 90 Degrees

26. What is the minimum locking actions a Karabiner must have as per the Australian Standard?
a) 1
b) 2
c) 3
d) 4

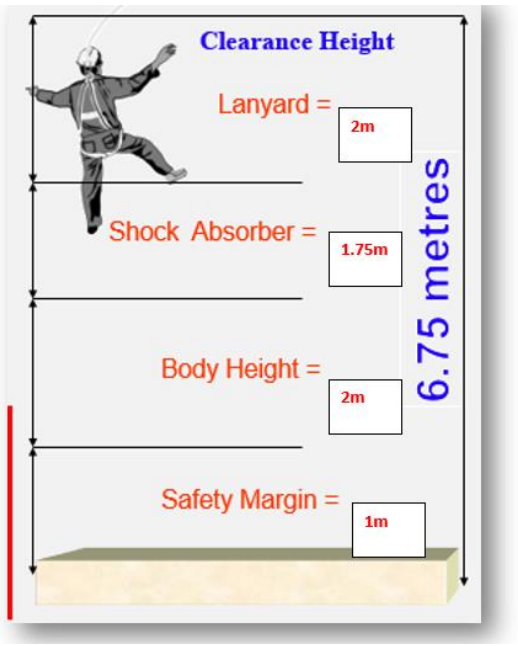
Fall Systems

27. **What are the three-different type of fall arrangements?** (Select all appropriate answers)
a. Total Fall
b. Restrained Technique
c. Free Fall
d. Limited Free fall

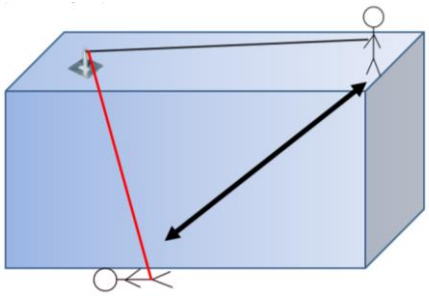
28. What vital piece of equipment is required for Limited Free Fall arrangement?
a. Twin tailed lanyard
b. Anchor point of 15kN
c. Retractable Lanyard (Type 2 or 3)
d. Lower body harness

29. What are 2 critical elements of a Free Fall arrangement? (Select all appropriate answers)
a. Anchor Point of 15kN
b. Retractable Lanyard
c. Detailed Rescue Plan
d. Good weather during the task

30. Label the picture to suit the length of each identified section?



31. Illustrate the pendulum effect by completing the drawing below.



Safe Work at Heights Standard Controls

32. What are three safety aspects to look for before using a scaffold platform?

a) In date scaffold tag.
b) It's no higher than 1.8m
c) It's rated to carry the required weight.
d) The ladder access, decking and handrails are secure and clean.

33. When using an EWP to conduct a task at heights, the sentry's role is to provide assistance or notify emergency services in the event of an emergency situation. You need to show the observer how to use the ground controls of the EWP to get you down, and the auxiliary decent controls.

a) True
b) False

34. What is the pitch ratio required to position a ladder at its most stable angle?

a) 4:1
b) 3:1
c) 2:1
d) 6:2

35. What is the minimum weight a hole cover must withstand?

a) 220 kg
b) 160 kg
c) 350 kg
d) 275 kg

36. Name <u>two</u> ways other than tool lanyards in which you can prevent objects and materials from falling on personnel below?

Debris nets, tarps, hard barricading, danger tape, caution tape, sentries, signs, kick boards, communicaiton with location, catch duct, ropes, cable tie

37. Who can issue working at heights permits?

a) Someone who is authorised by site to do so.
b) Someone who is trained in safe work at heights and understands a site permit.
c) Someone who is familiar with the area and task (site employee).
d) All the above.

38. Why are handrails unacceptable anchor points?

a) They only need to withstand 200kg of force.
b) They only need to withstand 100kg of force.
c) They only need to withstand 55kg of force.
d) They only need to withstand 15kg of force.

Emergency Rescue Plans

39. Provide examples of <u>two</u> things we need to consider when establishing an emergency rescue plan?

- **Is a written emergency/rescue planned required?**
- **Has it been planned, established and rehearsed?**
- **Is all necessary equipment maintained & available?**
- **Have emergency response personnel are made aware of the conditions prior to the job, do they know they may need to be called upon?**
- **Has "non-rope rescue" or remote controlled rescue techniques / systems been considered?**
- **Access to area.**

40. What is suspension trauma and why does a rescue from suspension need to occur quickly?

a) Its where the webbing will fatigue due to the weight of the occupant, if not rescued quickly, the harness can fail.
b) It's when hanging in suspension can cause the ligaments between joints to stretch, of not rescued quickly, weeks of physiotherapy may be needed to recover.
c) It's the trauma experienced by the sentry and bystanders when a person is suspended in a harness, if not rescued quickly, post-traumatic stress can occur for multiple people.
d) Its where a person in suspension will become unconscious due to lack of blood flow to the brain, if not rescued quickly, death is certain.

41. Provide examples of <u>two</u> things we can do while suspended to stave off or prevent suspension trauma?

- **Keep your legs moving as much as you possibly can.**
- **Lift your knees into a sitting position.**
- **Stay calm, panic makes things worse.**
- **If you can, every few minutes swing yourself upside down.**

42. Provide examples of <u>two</u> requirements for correctly storing fall arrest harnesses and associated equipment.

- **Must be stored out of the weather.**
- **Not left laying in back of vehicles, or on workshop floors.**
- **Can be cleaned/washed before storing (NO SOLVENTS).**
- **Inspected before storage.**
- **Preferably stored hanging by "D" ring.**
- **Preferably stored in an enclosed space (cupboard).**

Answer Cheat Sheet

43. Risk into level hit objects

Q	a)	b)	c)	d)
2.	○	○	○	●
3.	○	○	●	○
4.	○	●	○	○
5.	●	●	●	●
6.	○	●	○	○
7.	○	○	○	●

Working at Heights Hazards

Q	a)	b)	c)	d)
8.	○	○	○	●
9.	○	○	●	○

10. Give 4 examples of any specific hazard or type of hazard that you could find in and around a working at heights task?

- Open edges not protected.
- Hand grip is lost.
- Inadequate footwear.
- Wet slippery conditions.
- Moving from one surface to another.
- Struck by moving objects.
- Fragile surface.
- Dropped objects.
- High winds (weather conditions).
- Uneven surfaces.
- Spotter sentry, not up for the task.
- Obesity.

Q	a)	b)	c)	d)
11.	○	●	○	○
12.	○	○	●	○

Determine Risks for Working at Heights

Q	a)	b)	c)	d)
13.	●	○	○	○

14.

5	***1***	***4***	***2***	***6***	***3***
Administration	Elimination	Engineering	Substitution	PPE	Isolate

15.

How-

What-

- am I doing and why?
- could go wrong?
- could it affect me and others?
- likely is it to happen?
- can I do about it?

16. What steps do we use to write and work with an effective JHA / JSA?
    3. **HAZARDS**
    4. **RISKS**
    5. **CONTROLS**

Q	a)	b)	c)	d)
17.	○	○	●	○

The Equipment

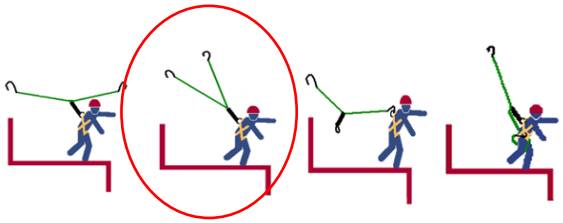
Q	a)	b)	c)	d)
18.	●	○	●	○
19.	●	○	○	○

20.

7. Check webbing and stitching for signs of wear, UV damage weld splatter or failure.
8. Check buckles and “D” rings for damage, distortion or corrosion.
9. Check it’s not more than 10 years old.
10. Ensure harness is fit for purpose; (must be for fall arrest).
11. No paint or marking pen on the webbing.
12. Any defective equipment is to be tagged out of service and to be taken to the Safety Dept. or supervisor for inspection.

Q	a)	b)	c)	d)
21.	●	●	○	●

22.



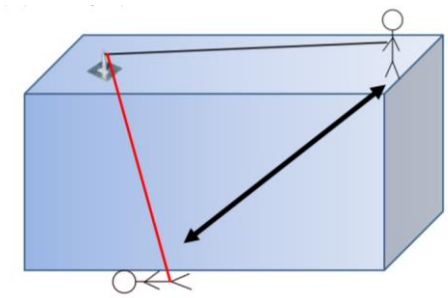
Q	a)	b)	c)	d)
23.	○	●	○	○
24.	○	○	○	●
25.	○	○	●	○
26.	○	●	○	○

Fall Systems

Q	a)	b)	c)	d)
27.	○	●	●	●
28.	○	○	●	○
29.	●	○	○	○

30. Lanyard = 2m
Shock Absorber = 1.75m
Body Height = 2m
Safety Margin = 1m

31.



Safe Work at Heights Standard Controls

Q	a)	b)	c)	d)
32.	●	○	●	●

33. TRUE

Q	a)	b)	c)	d)
34.	●	○	○	○
35.	○	●	○	○

36. Debris nets, tarps, hard barricading, danger tape, caution tape, sentries, signs, kick boards, communication with location, catch duct, ropes, cable tie

Q	a)	b)	c)	d)
37.	○	○	○	●
38.	○	○	●	○

Emergency Rescue Plans

39.

- Is a written emergency/rescue planned required?
- Has it been planned, established and rehearsed?
- Is all necessary equipment maintained & available?
- Have emergency response personnel are made aware of the conditions prior to the job, do they know they may need to be called upon?
- Has “non-rope rescue” or remote controlled rescue techniques / systems been considered?
- Access to area.

Q	a)	b)	c)	d)
40.	○	○	○	●

41.

- Keep your legs moving as much as you possibly can.
- Lift your knees into a sitting position.
- Stay calm, panic makes things worse.
- If you can, every few minutes swing yourself upside down.

Completing Operations

42.

- Must be stored out of the weather.
- Not left laying in back of vehicles, or on workshop floors.
- Can be cleaned/washed before storing (NO SOLVENTS).
- Inspected before storage.
- Preferably stored hanging by “D” ring.
- Preferably stored in an enclosed space (cupboard).

Assessor Instructions - Performance Assessment – RIIWHS204E Practical Assessment Tasks

The Assessment Tasks

These tasks require the candidate to demonstrate their skills and knowledge in setting up, using and packing away working at heights equipment including pre-start procedures involving hazard identification and prevention, pre and post operational checks, selection and identification of required working at heights equipment. The assessments are conducted in a designated area which simulates a realistic workplace (please refer to the context of assessment).

The assessments are directly supervised by the assessor and conducted over the allocated timing for each practical assessment task. The assessment can be conducted in most weather conditions if there does not exist an unacceptable risk to safety from lightning, rain, hail, wind, temperature extremes or UV radiation. The workplace scenario can be changed to suit the industry or area for the assessment although the critical steps outlined in the assessment tool cannot change (refer to Deviation from Scheduled Practical Assessment Scenario Request).

Candidates must identify and prepare all required documentation for each task to ensure safe and efficient work at heights. Candidates will be assessed on their identification of these requirements along with their completion. It is expected work place documentation will be used where possible or SITETRAIN material will be used on public courses.

Prepare Workplace Documentation For Practical Assessments (30 Minutes)

- Complete JHA for the tasks in Practical Assessments 3 & 4.
- Complete working at heights permit in preparation for Practical Assessment Tasks 3 & 4.
- Complete Isolation “Danger Tag” (if required).
- Complete any site required documentation eg: hand-over permit, permit to work or any other as required.

1. Take the group to the scenario area or fabricated training facility.
2. Instruct the group to assess the area for hazards related to the scenario and the work that will occur while working at heights. Instruct them to discuss controls amongst themselves.
3. Instruct the group to assess rescue requirements in preparation for formulating a plan or basic response requirements (*depending on the nature of scenario*).
4. Either at the site or, if more practical, back in the classroom; instruct the candidates to review and modify the JHA in preparation for the completion of Practical Assessments 2 & 3. All candidates must sign onto the JHA.
5. Instruct the candidates to complete the working at heights permit.
6. Instruct the candidates to complete an isolation danger tag each or as many as required for an actual for the area/scenario.
7. Review the JHA, work at heights permit, all personal danger tags and any other documentation that may be required (site requirements). You, the assessor, must authorise the JHA as if you are the workgroup’s actual workplace supervisor.

If there are any critical or other important aspects you think the candidates have failed to address in the JHA or permit/s, you must inform the candidates 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 working at heights scenario 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.

Candidates must identify and prepare all required documentation to ensure the safe and efficient execution of the scenarios for Practical Assessments 2 & 3. Candidates will be assessed on their identification of these requirements along with their completion. It is expected work place documentation will be used where possible.

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

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 CONFI... 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			

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

NAME	***SIGNATURE***	DATE	NAME

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: **Using an approved simulated Underground/ open pits/ roof access / ~~training trailer~~ scenario**	

(C) IDENTIFY POTENTIAL HAZARDS FOR THE JOB

Hazards List (Review the job steps and identify any of the following hazards are applicable)			**Poten... s**
☐ Electricity	☐ Weather	☐ Chemicals	☐ Struck – by, against
☐ Hot/Cold Objects	☐ Insect/Animal Bites	☐ Excavations/Earthworks	☐ Contact with
☐ Rotating Equipment	☐ Lighting	☐ Fire	☐ Contacted by
☐ Vehicles	☐ Driving Hazards	☐ Introduced Animals/Plants	☐ Caught – in, on, under, between, against
☐ Muscular Stress	☐ Falling Objects	☐ Historical Sites	☐ Exposure – temperature, chemicals, noise, dust

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.

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:

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

☐ Mental Stress ☐ Noise ☐ Bush Clearing ☐ Heights ☐ Radiation ☐ Spills/Leaks ☐ Depths ☐ Hydrocarbon/Gas Release ☐ Other Mobile/Stationary Equipment ☐ Lone Worker ☐ Surfaces ☐ Pressure (Stored Energy) ☐ Vibration ☐ Tools/Equipment ☐ Fumes/Vapour/Dust ☐ Moving Objects ☐ Human Factors ☐ Confined Spaces ☐ Off Road ☐ Other For Confined Space Entry work, AS/NZ 2865:2001 should be referred to. In particular, are the following items of PPE or other safety equipment required: ☐ Eye / Face protection ☐ Hearing protection ☐ Respiratory protection ☐ Head protection ☐ Safety/Rescue line ☐ Safety harness ☐ Foot protection ☐ Hand protection ☐ Body protection ☐ Gas detector	☐ Slip, Trip or Fall – from heights, same level ☐ Overexertion – lifting, pushing, pulling, manual handling ☐ Escape of Product – oil spill, gas release ☐ Human Factors ○ incorrect use of tools or equipment ○ repetitive work ○ perceived pressure, haste ○ arduous tasks ○ uncomfortable work position ○ mundane work ○ training ○ communications, instruction ☐ Weather conditions ○ hot/dry, wet, windy,cold

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.

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 hazard prior to assessment.

PPE

Selected PPE above must be used during Practical Assessment 3.

PPE
The standard PPE identified during this assessment is listed above and must be available for students to select and use when completing performance assessments.

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 Type – Elimination, Substitution, Engineering, Administration, PPE
1	ISOLATE AND BARRICADE AREA	POOR HOUSEKEEPING, AREA SPECIFIC HAZARDS	FOLLOW SITE ACCESS PROCEDURES, CLEAN AS YOU GO
2	SECURE WORK AREA AND SET UP	OTHER WORK GROUPS, AREA HAZARDS (CHECMICALS, UNGUARDED EDGES, FALLING OBJECTS)	**Work within barricaded areas, remove any unwanted chemicals etc, ensure other work groups know that we are in the area**
3	INSTALL AND CHECK EQUIPMENT INSTALLATION	POOR CONDITION, NOT INSPECTED, INADEQUATE ANCHOR POINT SELECTION	CHECKLISTS, TRAINING AND W@H PERMITS
4	CONDUCT WORK	FALLING FROM HEIGHT, DROPPED OBJECTS BELOW/ ABOVE, POOR BODY POSTIONING, MUSCLE STRAINS AND INJURY	**Barricading, spotters**
5.	COMPLETE WORK AND CLEAN UP AREA	**Manual handling, poor body positioning, damaging tools and equipment during transit and storing**	HOUSEKEEPING, CLEAN AS YOU GO,
6.	DISMANTLE EQUIPMENT CLEAN AND PREPARE FOR STORAGE	DAMAGED EQUIPMENT, POOR STORAGE PRACTICES, CHEMICAL DAMAGE, WELDING SPATTER, TORN FRAYED EDGES	**Check equipment before storing, tag OOS if faults have been found**
7.	REMOVE BARRICADING AND ISOLATION	POOR HOUSEKEEPING, AREA SPECIFIC HAZARDS	FOLLOW SITE ACCESS PROCEDURES, CLEAN AS YOU GO

The Permits - BENCHMARK (Sitetrain supplied permit)

A Model Permit (Sitetrain Working at Height Permit) is used as the bench mark 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.

Permit to Work – Working at Heights

Activity/ Task	**Using an approved simulated Underground/ open pits/ roof access / training trailer scenario**		
Location of work	**Where the training is taking place**		
Person in Charge/ Acceptor of Permit	Name – **Student name**	Signature: **Student signature**	
Date of Permit Start	**Date of training**	Date of Permit completion	**Date of training**

Hazards associated with Activity/ Task			
Falling Objects		Overhead electric cables	
Risk of falling objects		Lack of space for task	
High Winds		Uneven floor surfaces	
Unguarded edges		Manual handling of loads	
Unsecured ladders		Fragile roofs	
Height from ground work is being conducted		Weather considerations	
ACCESS			
Ladders			
Ladder in good condition?		Secured and adequate length	
Base is mounted on good footing		Ladder can be extended past 2 rungs for secure access	

Hazards as per the task being completed.
If the hazards listed are Not Applicable then N/A should be written into the empty field

Scaffolding			
Kickboards in place		Weight of installation	
Scaff tag in place		Checked in the last 30 days	
General Precautions			
a. Fall prevention			
b. Safety harnesses			
c. Fall arrest			
d. Supervision			
e. Rescue plan prepared and known			
f. All persons trained in Working at Heights			
Work Authorisation	– Name	Signature	

Hazards as per the task being completed.
If the hazards listed are Not Applicable then N/A should be written into the empty field

The above is an example of the Sitetrain supplied Working at Heights permit, a permit is associated with a task and therefore only 2 x permits will be generated per course. During the paperwork generation it is expected all students participate in the generation of this permit and is then associated with the JHA completed for each task.

If a site uses their own permit then it must be completed generally the same as the example, names, hazards, not applicable when they are not applicable and signatures.

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.

Practical Assessment Task 2 (5 Minutes allocated time)

Identification, inspection and selection of the appropriate "Working at Heights" PPE for each of the following safe work at heights arrangements.

- *Total Restraint*
- *Restrained Fall*
- *Limited Free Fall*
- *Free Fall*

1. Arrange the following equipment out in order:
   2 x fall arrest harnesses with at least 1 having a defect, 1 x fall arrest lanyard, 1 x karabiner, 1 x beam strap non-choking, 1 x beam strap choking configuration, 1 x adjustable total restraint lanyard (rope lock), 1 x inertia reel, 1 x shock adsorbing lanyard. Note: (*If you do not have any defective working at heights equipment you can use non-defective equipment. Students must still be able to tell you what defects they are inspecting for during their assessment).*

2. Brief the candidates on the following process - do not provide answers to supporting questions during the brief.

3. Instruct the group to obtain their equipment checklists and inform them of the requirement to complete the checklist with this performance assessment.

4. Instruct the candidate to pick up the first harness and conduct an inspection to look for the defect. Do the same for the second and third harnesses. If using equipment with no defects than one single harness will suffice, however the candidate must explain thoroughly what the components of the harness are as they are checking it and, what defects they are looking for with those components.

5. Move onto the beam's straps, the candidate must also demonstrate how to use both types.

6. Move onto the karabiner, candidate must inform you that they are to be double actuating as a minimum and the physical defects they are looking for and, the safest configuration to be used if the karabiner you are using utilises a screw gate locking mechanism.

7. Move onto the adjustable (rope lock) total restraint lanyard. After inspection, ask the candidate what type of fall arrangements it is used for and what the anchor point rating must be for one person. Ask the candidate to demonstrate running the rope lock out to a line in the sand or some other suitable simulated edge to safely approach the edge.

8. Move onto the inertia reel; in addition to defects, the candidate needs to inform you of the additional inspection requirements and the maximum degree of angle for use. Note: if you are using an inertia reel rated for use at any angle, the candidate must still check for the angle of use on the device and be able to inform you that inertia reels limited to 30 degrees of arc are still commonly used at this time. Ask the candidate what type of fall arrangement the device is used for and what the minimum rating of the anchor point is for the arrangement.

9. Move onto the shock adsorbing lanyard; in addition to defects, the candidate needs to inform you of what fall type arrangement it is used for, the rating of the anchor point, how much force is required to activate the shock absorber, the additional length the lanyard will extend if fully activated and, the minimum length from the ground the user needs to be to use the arrangement.

10. Check the checklist is complete and defects found are noted. Note: If harnesses are used that do not have defects, no defects will be cited. Sign the checklist to prove you have reviewed the candidates work.

11. Record assessment results and comments in the performance assessment and assessment results document provided for each student.

Practical Assessment 3 (5 Minutes allocated time)

Select, Inspect and don a harness in preparation for the "Hanging in a Harness" practical exercise. Workplace documentation should be completed as part of this assessment task

Note: for assessors who are utilising a SITETRAIN training trailer where working at heights is required to set the tailer to conduct the "hanging in a harness" practical exercise, run practical assessment scenario #3 before #2.

1. At a pre-assessed location which utilises a suitable structure or the SITETRAIN training trailer, set up the 6:1 pully system.

2. Brief the candidate on the assessment process to follow.

3. Ask the candidate to inspect and don a harness. A second candidate may assist in adjusting but you the assessor cannot.

4. Inspect the harness for correct fitting, the candidate must be able to demonstrate how to check the leg straps are correctly adjusted.

5. Hook the 6:1 pully system onto the rear "D" ring of the candidate's harness.

6. Inform the candidate they are to inform you immediately if there is any serious pain.

7. Lift the candidate just off the ground.

8. Ask the candidate how much discomfort they are experiencing; their response will range from comfortable to very uncomfortable which depends on many factors, one of which is how well they have adjusted their harness. If they are in serious pain, they most likely have an undeclared medical condition, let them down immediately. Ask the candidate to demonstrate or tell you what they would do to prevent the onset of suspension trauma.

   By this time; Approx. 40 seconds, the candidate is not as comfortable as when their feet first left the ground. Ask the candidate to imagine what it would be like to fall 6.75 meters, together with other potential injuries and having to wait for rescue. The uneasy experience of hanging just off the ground, coupled with the candidate imagining the scenario you just gave them, is meant to provide a small insight into why we train to avoid freefall working at heights arrangements where possible.

9. Record assessment results and comments in the performance assessment and assessment results document provided for each student.

Component	Condition or Fault to be checked	OK
Information Tag/ Data	Readable in good condition Complies with AS/NZS 1891 DOM within the last 10 years Suitable for fall arrest	
Webbing	Cuts or tears Abrasion damage especially where there is contact with hardware Excessive stretching Damage due to contact with heat, corrosives, or solvents Deterioration due to rotting, mildew, or ultraviolet exposure Activation of fall indicators where fitted	

If its OK, then a tick or insert OK in the field.
If its not OK then say why it is not. Out of date, damage to hardware, rust, weld spatter etc

Snap hooks and Karabiners	Distortion of hook or latch Cracks or forging folds Wear at swivels and latch pivot pin Open rollers Free movement of the latch over its full travel Broken, weak or misplaced latch springs (compare if possible with a new snap hook) Free from dirt or other obstructions, eg: rust	
D-Rings	Excessive 'vertical' movement of the straight portion of the D-ring where it is retained by the webbing, so that the corners between the straight and curved sections of the D become completely exposed. Cracks, especially at the intersection of the straight and curved portions Distortion or other physical damage of the D-ring Excessive loss of cross-section due to wear *NOTE: Excessive vertical movement of the ring in its mounting can allow the nose of larger snap hooks to become lodged behind the straight portion of the D, in which position the snap hook can often accidentally 'roll out' of the D under load.*	
Buckles and Adjusters	Distortion of other physical damage Cracks and forging laps where applicable Bent tongues Open rollers	
Sewing/ Stitching	Broken, cut or worn threads Damage or weakening of threads due to contact with heat, corrosives, solvents or mildew	
Ropes	Cuts Abrasion or fraying Stretching Damage due to contact with heat, corrosives, solvents, etc Deterioration due to ultraviolet light or mildew	
Inertia Reels, Retractable Lanyards	Cuts Abrasion or fraying Stretching Damage due to contact with heat, corrosive, or solvents Excessive dirt or grease impregnation Anchorage of the anchorage line to the anchorage point (Type 1 devices) Anchorage of the rope end to the drum when the rope is fully extended (Type 2/3 devices)	
Hardware	Condition and locking action of snap hooks, links and joiners	

Ensure students have placed their name on the bottom of it and as the trainer you are expected to sign the document and ensure it has been completed and completed correctly

Practical Assessment 4 (10 Minutes allocated time)

Using a simulated Underground/ open pits/ roof access scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point.

A simulated work environment must be used and applied to all aspects of the practical, eg: JHA's, take 5s etc. where necessary.

The assessments need to reflect the procedure commonly used for safe work at heights.

This booklet must be returned to Sitetrain

The tasks are designed to assess the fundamental aspects of safe work at heights, it should build confidence in the use and application of the procedures and comfort in the assessment environment.

The tasks fit with the job description of the personnel on sites and are tasks that they will be expected to carry out as part of their normal duties on site. However, some aspects of the assessment are required to be satisfied which may not be part of their everyday tasks such as:

- Isolation identification
- Signing and approving Isolation sheets or permits
- Activating permit to work procedures

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

Candidates must carry out some form of work while suitably restrained in working at heights equipment relevant to their work environment.

Record assessment results and comments in the performance assessment and assessment results document provided for each student.