



MSMWS201 -Conduct hazard analysis *Training and Assessment Strategy*

This training and assessment strategy is intended to inform trainers and assessors involved in the delivery of training and the collection of assessment evidence. This may include trainers, students and employers or supervisors. The document provides a top down perspective of the course and the training and assessment methods to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. All persons involved in the course are encouraged to suggest improvements to the strategy at any time.

Quick summary:

Mode:	Operationally Based Training
Duration:	6 hours
Unit Structure:	Single unit
Training Method:	Classroom, Hands on, operationally based training and assessing
Assessment Method:	Direct Observation during practical assessment and procedural based activities, assignment based information gathering and application Written Theory Assessment
Target Group:	Persons employed within an operational mining operation.

Training Strategy

Course:	MSMWHS201 - Conduct hazard analysis
Training Package:	MSM Manufacturing Training Package
Units of competence:	MSMWHS201 - Conduct hazard analysis
Clients:	<p>The target learner for this course is an existing or potential worker in Construction, Industrial, Building, Mining or Local Councils.</p> <p>The target learner has completed industry and on-site induction training which provides the learner with many pre-existing knowledge and skills relating to but not limited to the use of PPE, safe work methods, hazards and application and procedures relating to isolation lockout and tagging.</p> <p>The target learner has been identified by the RTO to complete this training for a work requirement. This means that the target learner will already hold a foundation of the knowledge and skills required by the unit of competency being delivered.</p> <p>Where an applicant for this course is not an existing worker or has not completed relevant site and workplace induction training, these applicants may be offered an alternative program with a longer duration.</p>
Purpose:	<p>The program provides learners with skills and knowledge to undertake many aspects of conducting hazard analysis.</p> <p>As a result of this program, participants will be able to:</p> <ul style="list-style-type: none"> • 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
Entry requirements:	<p>The person entering this course must be an existing or potential worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise and on-site workplace health and safety induction training.</p> <p>Student will be required to sign attendance sheet which confirms they meet this requirement and also gives Sitetrain authorisation to check with employer.</p>
Pre-requisite requirements:	The units of competence selected do not contain pre-requisite requirements.
Licensing requirements:	There are no specified licensing requirements to undertake Conduct hazard analysis.
Language, literacy and numeracy requirements:	<p>The course is delivered using the English language. The course does not involve complex use of language or writing skills. Noting this, some participants will use English as their second language and care must be taken to ensure these students are supported in their learning.</p> <p>Sitetrain will assess a learner's LLN skills in the following ways:</p> <ul style="list-style-type: none"> • Ask the learner to self identify on the enrolment form • During the LLN interview (if required)

	<ul style="list-style-type: none"> • During LLN diagnostic assessment (if required)
Delivery arrangements:	<p>The course will be delivered using a combination of classroom based instruction and practical skills development sessions. Training will be co-ordinated from Sitetrain head office and delivered in the workplace.</p> <p>The program is delivered over a 6 hour period and is comprised of theory and practical sessions, also the requirement for the successful completion of some site based procedures. The program culminates with a theory assessment and two practical assessment activities.</p> <p>Students will participate in facilitated learning sessions using actual site based familiarisation, handouts on the theory aspects of conducting hazard analysis within a work environment, procedural instruction and explanation. During practical sessions, students will be assessed individually.</p> <p>Enrolments in any one course have a limitation of 20 students in any one program. Theory learning will be delivered using a ratio of 1:20 trainers/students. Practical sessions will be supported 1:20 trainers/students.</p> <p>A typical training program is attached.</p>
Safety during delivery	<p>Each delivery location must be risk assessed by a Sitetrain representative utilising the training venue checklist. This must be completed by the person delivering training.</p>
Evaluation:	<p>Sitetrain is committed to the continuous improvement of its training quality. This commitment has led to the development and implementation of a range of continuous improvement strategies. These include:</p> <ul style="list-style-type: none"> • Continuous improvement reporting by any Sitetrain staff or client reviewed by the Sitetrain Continuous Improvement Committee. • Training resource validation by trainers/assessors conducted on a selection of sample resources. Please refer to the Validation/Moderation Schedule to identify the next planned session. • Internal audit of Sitetrain training strategy against the Standards for RTO's 2015. • Application of a complaint handling system which allows the reception, recognition, consideration and response to all complaints from any stakeholder.
Overview:	<p>The assessment for MSMWHS201 Conduct hazard analysis is to be conducted using a combination of written theoretical assessment and practical assessment during actual workbased scenarios. The following assessment methods are to be applied to collect the required assessment evidence in accordance with training package requirements:</p> <p>Knowledge Assessment (30 Minutes allocated time)</p> <p>The student will be required to satisfactorily complete theory assessment comprising 18 multiple-choice questions. These will be marked on the spot in order to provide the student with immediate feedback and to allow them to identify areas for further development.</p>

	<p>Performance Assessment 1</p> <p>The student will be required to demonstrate their practical skills set integrated with their knowledge during practical assessment activities. This activity will be based on actual site procedures of theoretical learnings.</p> <p>Participation in a Practical Scenario</p> <p>Sitetrain provided or company supplied forms for hazard analysis will be used for performance assessment</p> <p>This assessment strategy must be read in conjunction with the assessment specifications for each assessment activity.</p>
<p>Recognition of Prior Learning:</p>	<p>Recognition of Prior Learning (RPL) will be offered.</p> <p>On enrolment, if a student claims prior knowledge and skills, they are directed to the RPL process. Detailed RPL process can be found in Student Handbook.</p> <p>Proof of active participation in working at heights in the last 12 months must be proven. Completion of the performance assessments and underpin knowledge assessment will be used as a verification of knowledge and practical application of skills. RPL package is available on request.</p> <p>Workplace/Employer Paid Courses</p> <p>It is a current industry standard within the mining and construction industry that employees sit a full course for many units offered by Sitetrain. This has been a driving force for Mining companies and construction companies to form relationships with Registered Training Organisations (Cost and timing flexibility). This is also feedback we have received from industry representatives.</p> <p>Due to this request by Industry to have staff fully trained RPL is often not an option offered to their employees. It is often very hard for employers to differentiate personnel between experienced and not experienced. Cost, manning and availability of personnel are usually the hurdles faced by them to offer their employees suitable training based on their experience. This can however have a beneficial effect on the training provided, as the experience of others can enrich and ultimately help the lesser experienced with actual real-world experiences and discussions focused on the application of the content contained within the classroom and practical instruction allowing a mix if students who have no experience and students who have previously attending training.</p> <p>We aim to meet the needs of our clients and students. This arrangement dose poses limitations for us and ultimately our students. However, as we are generally being requested to run courses for employers (and paid by employers) we are required to meet their needs, unfortunately this leaves students/employees being training as per the request of employers which can result in unhappy students/employees.</p> <p>Public Courses</p> <p>Where an applicant for this course is not an existing worker or has not completed relevant site and workplace induction training, these applicants may be offered an alternative program with a longer duration of training.</p>

<p>Volume of Learning:</p>	<p>Industry Engagement In determining the volume of learning, Sitetrain have consulted with industry representatives. This feedback indicated the current VOL is adequate and meets the requirements of the training package while ensuring learners have adequate time for training and assessment. Particular discussion around the duration of course was necessary. 10 hours is a long day however this is the standard shift length in industry and therefore is acceptable for students.</p> <p>Resource Development The development of training and assessment resources has been done in consultation with industry. Written and developed by industry trainers and assessors. Sitetrain' s trainers have over 20 years' experience, this package has been dismantled and developed to meet the requirements of the training package, while remaining relevant to industry and ensuring learners have adequate time for training and assessment.</p> <p>Please see Session Plan and Timing/Class Numbers at the end of this TAS for detailed hours.</p> <p>Rationale for The Amount of Training The target learner has completed industry and on-site induction training which provides the learner with many pre-existing knowledge and skills relating to the use of PPE, safe work methods, application and procedures relating to area hazards identification, risk reduction, evacuation procedures, chemicals, traffic management, Isolations, Job Hazard Analysis, Emergency Procedures, Confined Spaces, working at Heights and on-site practice. The target learner will already hold a foundation of the knowledge and skills being delivered in this training.</p> <p>Efficiencies have been created by the allocation of a generous student and trainer supervision ratio. One of the potentially more time-consuming aspects of this delivery, is the delivery of performance assessment. In this course, student/trainer ratios are to ensure that performance assessment components can be completed whilst not sacrificing the level of supervision and the quality of training and assessment. Due to this there is significant spare time for students which we have used wisely and allocated specific lunch time for students. Students can also use this time to review and prepare for assessment.</p>
<p>Reasonable adjustment</p>	<p>The student's individual needs must be determined during the enrolment process. If the student has individual needs, the assessor is to make suitable adjustment to the assessment to allow for these differences whilst maintaining the integrity of the evidence gathering process. The student's individual needs and the adjustment applied are to be recorded within the assessment agreement.</p> <p>Students may provide verbal responses to questions as a method of reasonable adjustment where this is required according to the Student's needs. It should be noted however that where calculations are required in the written response; the Student must record these.</p> <p>Where students have provided verbal responses to clarify their written answers, the student or assessor 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.</p> <p>It is also not essential that the written responses provided by the Student include correct spelling or grammar. The assessments seek to assess the Student's knowledge of gas testing atmospheres.</p>

	<p>The Student'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.</p> <p>Flexibility is encouraged, ensuring that candidates get the opportunity to demonstrate their ability to meet the competency.</p>
<p>Assessment Process</p>	<p>The assessor is to ensure that the assessment process is flexible, fair, valid and reliable. The following assessment process is to be applied:</p> <p>Step 1: Prepare for assessment. The assessor is to:</p> <ul style="list-style-type: none"> • Establish the context and purpose of the evidence to be collected; • Review the Sitetrain assessment specification to identify the evidence requirements; and • Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence. <p>Step 2: Prepare the Candidate. The Assessor meets with the candidate to:</p> <ul style="list-style-type: none"> • Explain the context and purpose of the assessment and the assessment process; • Explain the units of competency to be assessed and the evidence to be collected; • Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions; • Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes; • Seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process; and • Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment. <p>Step 3: Plan and Prepare the Evidence-Gathering Process. The assessor must:</p> <ul style="list-style-type: none"> • Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision; • Source assessment materials to assist the evidence-gathering process; • Organise resources required to support the evidence-gathering process; and • Co-ordinate and brief other personnel involved in the evidence-gathering process. <p>Step 4: Collect the Evidence and Make the Assessment Decision. The assessor must:</p> <ul style="list-style-type: none"> • Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility; • Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency; • Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills; • Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; • Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; • Record details of evidence collected; and • Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide Feedback on the Assessment.

The assessor must provide advice to the learner about the outcomes of the assessment process.

This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision;
- Information on ways of overcoming any identified gaps in competency revealed by the assessment;
- The opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals process if applicable.

Step 6: Record and Report the Result.

The assessor must:

- Record the assessment outcome according to Sitetrain policies and procedures;
- Maintain records of the assessment procedure, evidence collected and the outcome according to Sitetrain policies and procedures;
- Maintain the confidentiality of the assessment outcome; and
- Organise the issuance of statements of attainment according to the Sitetrain policies and procedures.

Step 7: Review the Assessment Process.

On completion of the assessment process, the Assessor must:

- Review the assessment process;
- Report on the positive and negative features of the assessment to the CEO; and
- If appropriate, raise a Continuous Improvement Report for the Sitetrain Continuous Improvement Committee.

Step 8: Participate in the Reassessment and Appeals Process.

The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
- Provide the candidate with information on the reassessment and appeals process;
- Report any assessment decision that is disputed by the candidate to appropriate Sitetrain personnel; and
- Participate in the reassessment or appeal according to the policies and procedures of Sitetrain.

Benchmark of 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.

An assessor of these units must satisfy the requirements of the NVR/AQTF or their successors; and industry regulations for certification and licensing; and best assessed in the context of this sector's work environment where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to safely working 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.

	<p>To support reliability in the assessment, model answers have been developed. Where assessment is performance based Observational performance, guidelines have been developed for trainer</p> <p>Knowledge Assessment To support reliability in the theory assessment, model answers have been produced for theory assessment and should be used as the benchmark for assessment.</p> <p>These can be found in the Assessor instructions</p> <p>Performance Assessment 1 Model JHA's have 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.</p> <p>Model confined space entry and working at heights JHA's with detailed description of what must be included has been provided.</p> <p>These can be found in the Assessor Instructions.</p>
<p>Recording assessment evidence</p>	<p>It is mandatory that Assessors record detailed evidence of the student's demonstrated knowledge and skills.</p> <p>Where comments fields have been provided, these are to be used to record detailed commentary on the knowledge and skills demonstrated by the student.</p> <p>Where assessment is performance-based guidelines have been developed for the Trainer and must be completed as assessment takes place to ensure assessment decision are Reliable, Valid, Fair & Flexible the rules of evidence are Valid, Sufficient, Authentic, and Current.</p> <p>The Assessment Summary Record is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>Due to the nature of JHA development it is possible that students have provided different answers and descriptions. As per Assessor Instructions it is critical that a discussion be had regarding these differences to ascertain the rationale behind the answers provided. The Trainer must record any discussions and decisions on the Assessment Summary Record.</p> <p>To ensure quality control, a co-assessment process is used to ensure assessment decisions and paperwork are of a high standard. This co-assessment will be completed to CEO. This document can be found in the Assessor Performance Assessment and Results Document, this is for office use only.</p> <p>This completed assessment record will be retained by Sitetrain in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by Sitetrain relating to this unit of competence or as part of a general audit.</p>

<p>Resources</p>	<p>The following resources will be available for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • Qualified trainers in both training and assessing who also have competencies being trained and relevant knowledge and experience in conducting hazard analysis within an operational mining area. • A training room equipped with display, whiteboard and room for practical demonstrations. • All relevant presentation material including notes, PowerPoint presentation and all other teaching materials such as question and answer sheets. • All equipment required for practical displays, demonstrations, challenge tests and assessments. <p>The following specific equipment is required for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • Projector in case • Speakers in case • Computer in laptop bag with power cord • Instructor compendium • Extension cord and power board • Presenter remote • Operational Internal computer system for document management • Site Hazard Analysis documentation • Australian Standards • Enrolment forms • Assessment booklets • Relevant regulatory requirements that inform codes of practice and applicable legislation (WA or NSW). • Actual work environment • Printed Student Assessment Packs one per student • Printed Assessor Performance assessments and results one per student • Printed Assessors Instructions one only • Suitable classroom or open area, which is suitable to conduct the theory assessment. • Each student requires a Blue/black pen to record their responses. • Student Handbook one per student • Suitable classroom furniture to accommodate all participants. • Analogue/ digital wall clock. • JSA to review and update by the individual for each task • Simulated/ Actual work environment
<p>Insufficient evidence</p>	<p>If the full scope of evidence can not be gathered during a module, the assessment should be held open until suitable evidence can be gathered. This may require the assessor to re-schedule a supplementary assessment to maintain the progress of the training program. It is critical that assessments are not concluded when there is insufficient evidence to make a valid assessment decision.</p>
<p>Re-assessment</p>	<p>If the student does not demonstrate satisfactory skills and knowledge in all assessments, the student must be assessed as not-yet-competent. Discuss the need for additional training sessions and the requirements for Re-Assessment of the assessment not met during the initial assessment.</p> <p>Agree on a time you are able to conduct the re assessment/training of JUST the requirements NOT met during the initial assessment. The student is to be given up to three opportunities to undertake the additional assessments and training before extraordinary arrangements are required. You will be required to complete the re-assessment form for each re-assessment which can be found in Assessors Instructions.</p>

	<p>You may will also be required to compete Performance Assessment documents that corresponds with any performance assessment to be reassessed. These can be found in Assessor Performance Assessments and Results document.</p>
<p>Assessment Validation and Moderation</p>	<p>Sitetrain is committed to the continuous improvement of its assessment strategy. This commitment has led to the development and implementation of strategies that are applied to the validation and moderation of our assessment strategy.</p> <p>Assessment Validation is a quality review process. It involves checking that the assessment tools produced valid, reliable, sufficient, current and authentic evidence to enable suitable judgements of competence relevant to the requirements of the training package or accredited course. It includes reviewing and making recommendations for improvements to the assessment tool, process and/or outcomes.</p> <p>Assessment Moderation is a quality review process designed to promote valid, reliable, fair and flexible assessment. It is the process where assessors compare and evaluate their assessment methods, assessment tools, assessment procedures and assessment decisions. Above all else, it seeks to ensure that our assessors are interpreting assessment evidence at the same (or very close) standard.</p> <p>Validation and Moderation form part of Sitetrain review of assessment strategies in accordance with the requirements of the Standards for Registered Training Organisation (RTO's) 2015 and industry training package. The process of validating our assessments will also serve to moderate assessment decisions made by assessors.</p> <p>Trainers/assessors are to review the Sitetrain Validation and Moderation policy and procedure. Trainers/assessors should also review the Validation and Moderation schedule to identify the next planned validation and moderation session. Depending on unit to be reassessed and assessment within the unit, it may be practical to provide student with a new Student Pack and only complete necessary sections. If you are unsure of any requirements, please contact the head office. All forms are to be complete fully and returned to head office.</p>
<p>Student Assessment Brief:</p>	<p>In accordance with the assessment process, students are to be fully briefed about the assessment. Prior to the assessment, the student is to be provided with a detailed briefing on all aspects of the assessment activity. See Assessor Guide for some extra suggestions for this unit and individual assessments.</p> <p>The Assessor is to meet with the student to:</p> <ul style="list-style-type: none"> • Explain the purpose of the assessment and the assessment process; • Explain the consequence of not meeting the requirements of the assessment; • Explain the process of the Competency Interview and the type of knowledge areas that questions will be drawn from; • 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 the Trainer or by contacting Sitetrain directly or by downloading a copy form our website. www.sitetrain.com.au • Outline the specific tasks (in detail) listed within this assessment specification and

	<p>how these will be facilitated; Students may receive some of this brief as a group. Assessors are to discuss an individual student's needs one-on-one in a private setting. If a group briefing is provided, the assessor is to be available after the brief for individual students to approach and seek clarification.</p>
<p>Assessment Validation and Moderation</p>	<p>Sitetrain is committed to the continuous improvement of its assessment strategy. This commitment has led to the development and implementation of strategies that are applied to the validation and moderation of our assessment strategy.</p> <p>Assessment Validation is a quality review process. It involves checking that the assessment tools produced valid, reliable, sufficient, current and authentic evidence to enable suitable judgements of competence relevant to requirements of the Training Package or accredited course. It includes reviewing and making recommendations for improvements to the assessment tool, process and/or outcomes.</p> <p>Assessment Moderation is a quality review process designed to promote valid, reliable, fair and flexible assessment. It is the process where Assessors compare and evaluate their assessment methods, assessment tools, assessment procedures and assessment decisions. Above all else, it seeks to ensure that our Assessors are interpreting assessment evidence at the same (or very close) standard.</p> <p>Validation and Moderation form part of Sitetrain review of assessment strategies in accordance with the requirements of the Standards for registered training organisations (RTO's) 2015 and industry training package. The process of validating our assessments will also serve to moderate assessment decisions made by assessors.</p> <p>Trainers/Assessors are to review the Sitetrain Validation and Moderation policy and procedure. Trainers/Assessors should also review the Validation and Moderation schedule to identify the next planned validation and moderation session.</p>

Conduct hazard analysis - Training Plan

Timing	Topic	Key Points and Methods	Resources
7.00-7.30	Introduction	<ul style="list-style-type: none"> - Personnel introductions - Systems needed for conducting hazard analysis - Introduction to site based procedures 	<ul style="list-style-type: none"> - PowerPoint Presentation - Site Procedures - Computer access to site network
7.30-8.30	PowerPoint Presentation: Slides 1-21	<ul style="list-style-type: none"> - Legislation and duty of care - What are and why use hazard analysis techniques - Hazard analysis processes - Hazard identification 	<ul style="list-style-type: none"> - PowerPoint Presentation - Site based procedures - Site based documentation
8.30-10.00	PowerPoint Presentation: Slides 22-34	<ul style="list-style-type: none"> - Hierarchy of controls - Risk Matrix - Authorisation - Definitions - Tabletop exercises 	<ul style="list-style-type: none"> - PowerPoint Presentation - Site based procedures - Site based documentation
10.00-13.00	Assessment	<ul style="list-style-type: none"> - Assessment of ALL required procedures - Theoretical assessment conducted - Practical assessment completed 	<ul style="list-style-type: none"> - Theory and practical assessments - ALL site based procedures - Review and critique of assignments

*Breaks to be conducted when required

Timing/Class Numbers - Confirmation of Assessment/Training Hours

Task	Time	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20
Theory presentation	7.30am to 9.30am																				
Written Assessment	9.30am to 10.00am																				
Performance Assessment 1	10.00am to 10.30pm	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Performance Assessment 1 – Complete Concurrently </div>																			

Assessment Overview

The completion of a knowledge assessment and a practical assessment will assess the units of competency. This allows for the discrete assessment of specific knowledge and the assessment of knowledge integrated with skills during practical tasks.

Number	Method	Description
MSMWHS201 Conduct hazard analysis	Knowledge Assessment	The candidate must provide a written or verbal response to 18 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 30 minutes.
MSMWHS201 Conduct hazard analysis Practical Assessment 1	Performance Assessment	<p>Complete a Sitetrain provided JSA or company supplied equivalent form, using an industry relevant task for the students being trained.</p> <p>The candidate will also be required to :</p> <ul style="list-style-type: none"> • 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. <p>The assessment is directly supervised by the assessor and conducted over 30 minutes</p>

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.