



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. This strategy should be read alongside the Assessor instructions and Assessor Performance Assessment and Results Document.

Quick summary:

Mode:	Classroom Based Training
Duration:	One day - 10 Students – 10 hours
Unit Structure:	Single unit
Training Method:	Trainer led, face-to-face
Assessment Method:	Direct Observation during practical assessment activities Written Theory Assessment Workplace documentation
Target Group:	Persons employed with the potential requirement for the need to use and control Gantry or Overhead cranes. Construction, Industrial, Building, Mining and Local Councils.

Training Strategy

Course:	Operate a gantry or overhead crane
Training Package:	RII15 Resources and Infrastructure Industry Training Package
Units of Competence:	RIIHAN305D Operate a gantry or overhead crane
Clients:	<p>The target learner for this course is an existing worker in Construction, Industrial, Building, Mining or Local Councils.</p> <p>The RTO has identified the target learner 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>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>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 facets of Gantry or Overhead crane operations.</p> <p>As a result of this program, participants will be able to:</p> <ul style="list-style-type: none"> – Identify work and OSH requirements associated with Gantry and Overhead crane usage – Identify, manage and report potential risks and hazards associated with Gantry or Overhead crane usage – Select and check crane and auxiliary equipment – Inspect and record inspection details regarding the crane to be used – Ensure SWL, WLL's are visible and easily identifiable on the equipment or material to be lifted – Establish safe access to work area, correct manual handling procedures and placement of tools and materials when utilising, preparing and completion of work with crane. – Safely park crane away from used thorough fares, park in a position easily accessed by maintenance personnel – Return remote pendants to charging area
Entry Requirements:	The person entering this course must be an existing worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise

	<p>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 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 Gantry crane operation
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) – 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 coordinated from Sitetrain head office and delivered in the workplace.</p> <ul style="list-style-type: none"> • The program is delivered over 10 hours and is comprised of theory and practical sessions. • The program culminates with a theory assessment and performance assessments. • Students will participate in facilitated learning sessions using PowerPoint presentations, handouts, and practical demonstration and practice sessions. • Enrolments in any one course will not exceed 10. • Theory learning will be delivered using a ratio of 1:10 trainers/students. • Written Knowledge Assessment will be assessed using at ratio of 1:10 trainers/students. • Performance assessments will be supported as follows: <p>Assessment 1 First Occasion - 1:1 Trainer /students</p> <p>Assessment 2 Second Occasion - 1:1 Trainer /students</p> <p>Assessment 3 1:1 Trainer / Students</p> <p>These ratios of trainers/students allow for greater supervision, interaction and challenge testing.</p> <p>Please see Session Plan and Timing/Class Numbers at the end of this TAS for detailed hours.</p>
Safety During Delivery:	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 in conjunction with a site representative before delivery of each course.

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.
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Assessment Strategy

Overview:	<p>The assessment for RIIHAN305D Operate a gantry or overhead crane is to be conducted using a combination of written theoretical assessment, Performance assessment tasks and the completion of workplace documentation. The following assessment methods are to be applied to collect the required assessment evidence in accordance with training package requirements:</p> <p>Knowledge Assessment (20 Minutes allocated time) The student will be required to satisfactorily complete theory assessment comprising multiple-choice and short answer 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 Assessments All students take part in 3 performance assessments to complete the course.</p> <p>Performance Assessment 1 Task 1 (10 Minutes allocated time) – Operate overhead crane Individual Activity Operate the overhead crane in the first instance.</p> <p>Performance Assessment 2 Task 2 (10 Minutes allocated time) – Operate overhead crane Individual Activity Operate the overhead crane in the second instance.</p> <p>Performance Assessment 3 (5 Minutes allocated time) – Shutdown overhead crane Individual Activity Rest in designated area, shutdown, and complete post operational requirements.</p>
Recognition of Prior Learning:	<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 Gas testing and Enter and work in confined spaces 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 does 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</p> <p>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</p> <p>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</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 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, overheads crane use 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 operating a gantry or overhead crane.</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

	<p>criteria, range statement and evidence guide in the relevant units of competency;</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Step 6: Record and report the result. The Assessor must:</p> <ul style="list-style-type: none"> • 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. <p>Step 7: Review the assessment process. On completion of the assessment process, the Assessor must:</p> <ul style="list-style-type: none"> • 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. <p>Step 8: Participate in the reassessment and appeals process. The Assessor must:</p> <ul style="list-style-type: none"> • 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.
<p>Benchmark of Assessment</p>	<p>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.</p> <p>Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to site specific lifting tasks. 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> <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</p> <p>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 – Task 1 - 10 Minutes Individual Observational Performance guidelines have also been provided to ensure trainer is aware of expected performance.</p> <p>This can be found in Assessor Performance Assessments and Assessment Results document.</p> <p>Performance Assessment 2 – Task 2 - 10 Minutes Individual Observational Performance guidelines have also been provided to ensure the Trainer is aware of expected performance.</p> <p>Performance Assessment 3 - 5 Minutes Individual Observational Performance guidelines have also been provided to ensure the Trainer is aware of expected performance</p> <p>This can be found in Assessor Performance Assessments and Assessment Results document.</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 subjective nature of risk assessment 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 information 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 the operation of overhead or gantry cranes. • 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 • Assessor instructions • Extension cord and power board • Presenter remote • Crane pre-start checklists • Site procedures for area entry or load specific lifting tasks. • Enrolment forms • Assessment booklets • Organisational policies and procedures, standard operating procedures • Relevant regulatory requirements that inform codes of practice and applicable legislation (WA or NSW). • Actual work environment including overhead or gantry crane and lifting equipment • Printed Student Assessment Packs one per student • Printed Assessor Performance assessments and results one per student • Printed Assessors Instructions one only • Learner Guides for RIIHAN305D one each 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. • Student Handbook one per student • Suitable classroom furniture to accommodate all participants. • Analogue/ digital wall clock. • Site based or trainer supplied FLRA or Take 5 to review and update by the individual for task • Simulated or Actual work required lifting tasks x 2. <p>Checked in date equipment such as but not limited to:</p> <ul style="list-style-type: none"> • Lifting slings depending on tasks and site requirements. • Signs and barricades (cones, bollards, caution tape) • PPE as per FLRA model answers (minimum for an industrial site, covered in boots, long pants, shirt, glasses) • Equipment used for rescue (tripod, retrieval gear)
<p>Insufficient Evidence</p>	<p>If the full scope of evidence cannot 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. 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. You may will also be required to complete Performance Assessment documents that corresponds with any performance assessment to be reassessed these can be found in Assessor Performance Assessments and Results document. Depending on unit to be reassessed and assessment within 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 how these will be facilitated; <p>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>

RIIHAN305D Operate a gantry or overhead crane - Session Plan			
Timing	Topic	Key Points and Methods	Resources
0700 - 0730	Introduction.	<ul style="list-style-type: none"> - 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. - Instructions for filling out enrolment forms. 	<ul style="list-style-type: none"> - Classroom discussion - Student Handbook - Learner Guide
0730 - 0800	Planning and preparing for overhead crane operations.	<ul style="list-style-type: none"> - Types of overhead cranes. - Documentation required. - Basic risk assessment for crane job and area. - Terminology. - Work planning. - Applying PPE and basic controls. 	<ul style="list-style-type: none"> - Power point. - Leaner Guide
0800 - 0820	Legislation	<ul style="list-style-type: none"> - Limitations with what types of cranes can be operated. - Legislation and high-risk work licence requirements 	<ul style="list-style-type: none"> - Power point. - Learner guide.
0820 - 1000	Operation of overhead gantry cranes	<ul style="list-style-type: none"> - Pre-start checks - Determining weight. - Types of slings, their attributes and common defects. - Hooks and common defects and poor hooking practices. - Shackles, type and use. - Eye bolts, type and use. - Lifting clamps and spreader bars. - Inspection requirements of all slinging equipment. - How to conduct safe crane lifts. - How to catch the load. - Tag lines - Stacking loads - Hand signals and communication. - Shutting down the gantry or overhead crane. 	<ul style="list-style-type: none"> - PowerPoint - Learner guide. - Pre-start forms
1000 – 1015	Morning Tea		

RIIHAN305D Operate a gantry or overhead crane - Session Plan			
Timing	Topic	Key Points and Methods	Resources
1015 - 1100	Conduct Pre-start and pre-lift risk assessment	<ul style="list-style-type: none"> - Complete a thorough pre-start of the crane to be used - Conduct a pre-lift and area risk assessment 	<ul style="list-style-type: none"> - Crane per start form and FLRA or Take 5 (Site or Sitetrain provided) - Overhead or Gantry crane - Pens
1100-1120	Theory assessment finalisation.	<ul style="list-style-type: none"> - Complete theory questionnaire 	<ul style="list-style-type: none"> - Power Point - Learner guide - Student assessment pack.
1120-1150	Lunch Break		
1150-1210	Performance assessment 1 and 2	<ul style="list-style-type: none"> - Complete 2 x lifting, traversing and placing of loads - Complete a Take 5 (Hazard Identification) - Assess load weight - Check lifting gear - Identify suitable attachment points - Lift load - Provide or follow hand signals to traverse obstacles 	<ul style="list-style-type: none"> - Overhead crane. - 2 different loads or two different cranes. - Slings and shackles. - Take 5 book sheets. - Pre-start checklists. - Danger lock and tag. - Two-way radio.
1210-1215	Performance Assessment 3	<ul style="list-style-type: none"> - Shutdown and park crane in appropriate area - Lubrication requirements (Frequency and type of lubricants required) - Hydrocarbon disposal methods and locations 	<ul style="list-style-type: none"> - Crane per start form (Site or Sitetrain provided) - Overhead or Gantry crane - Pens
1215-1225	De-brief and feedback	<ul style="list-style-type: none"> - Provide feedback to each student. - Ask students to provide feedback on your delivery and the training material. 	<ul style="list-style-type: none"> - Classroom. - Student assessment pack.



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
Theory presentation	0700-1100												
Theory questionnaire	1100am – 1120am												
Lunch Break	1120pm – 1150pm	Lunch break											
Performance Assessment 2 tasks 1 & 2 Conduct 2 x lifts 20 minutes	1150-1210												
	1210-1230												
	1230-1250												
	1250-1310												
	1310-1330												
	1330-1350												
	1350-1410												
	1410-1430												
	1430-1450												
	1450-1510												
	1510-1530												
1530-1550													
Performance Assessment 3 Shutdown, park and complete inspection 5 minutes	1550-1555												
	1555-1600												
	1600-1605												
	1605-1610												
	1610-1615												
	1615-1620												
	1620-1625												
1625-1630													



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
	1630-1635												
	1635-1640												
	1640-1645												
	1645-1650												
Course Wind up	1650-1700												

Assessment Overview

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

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

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

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