

SITETRAIN

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.

Mode: Classroom Based Training

Clustered unit delivery model. In accordance with Clause 1.2 of the RTO Standards, this mode of delivery has led to a reduced course duration. Clustering units of competency together according to their common work function, shared knowledge and skills means that these items can be trained and assessed more efficiently.

Duration: One Day (12 hrs)

Unit Structure: Three units clustered together.

Training Method: Trainer led, face-to-face.

Assessment Method: Direct Observation during performance assessment activities
Workplace Documentation
Written Theory Assessment

Target Group: The target learner for this course is an existing worker in Construction, Industrial, Building, Mining or Local Councils.

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Training Strategy

Courses:	RIIWHS202E Enter and work in confined spaces, MSMWHS201 Conduct hazard analysis and MSMWHS217 Gas test atmospheres.
Training Packages:	RII Resources and Infrastructure Industry Training Package & MSM Manufacturing Training Package; respectively
Units of competence:	RIIWHS202E Enter and work in confined spaces, MSMWHS201 Conduct hazard analysis and MSMWHS217 Gas test atmospheres.
Clients:	<p>The target learner for this course is an existing 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 required to work within accepted procedures aimed at:</p> <ul style="list-style-type: none"> • Planning and preparing for entry to a confined space. • Working with permitting systems • Identifying hazards and controlling them to be ALARP • Placing Isolations to ensure a safe entry. • Selecting and Preparing gas testing equipment • Ensure the safety of the space before entry. • Conducting work safely within a confined space • Completing work • Closing and confirming completion of work within a space • Closing permits • Returning equipment, clean, serviced, and usable • Document retention <p>The units have been mapped and contextualised based on their units of competency and the associated Assessment Requirements for each unit.</p>
Entry requirements:	<p>The person entering this course must be an existing worker in Construction, Industrial, Building, Mining or Local Councils and has completed enterprise and on-site workplace health and safety induction training.</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 Confined space entry and work.

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 12 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, breakout sessions and discussion. • Enrolments in any one course will not exceed 12. • Theory learning will be delivered using a ratio of 1:12 trainers/students. • Written Knowledge Assessment will be assessed using at ratio of 1:15 trainers/students. • Performance assessments will be supported as follows: Assessment 1 - 1:12 trainers/students. Assessment 2 - 1:12 Trainer /students Assessment 3 - 1:2 Trainer/students Assessment 4 - 1:2 Trainer/students <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:	<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 in conjunction with a site representative before delivery of each course.</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.

Assessment Strategy

<p>Overview:</p>	<p>The assessment for RIIWHS202E Enter and work in confined spaces, MSMWHS201 Conduct hazard analysis and MSMWHS217 Gas test atmospheres is to be conducted using a combination of written theoretical assessment and Performance assessment tasks. The following assessment methods are to be applied to collect the required assessment evidence in accordance with training package requirements:</p> <p>Knowledge Assessment (40 Minutes allocated time)</p> <p>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</p> <p>All students take part in four performance assessments to complete the course.</p> <p>Performance Assessment 1 (30 Minutes allocated time) – Document preparation - Group Activity</p> <p>Preparation of workplace documentation</p> <p>The student will be required to demonstrate their practical skill set while completing actual or supplied workplace documentation to prepare for the gas testing of a simulated or actual confined space. The documentation will include:</p> <ul style="list-style-type: none"> • JHA/JSA for the identified task • Isolation Tag (Personal Danger Tag) • Complete an actual or supplied Confined Space Entry permit (<i>Where a client requests a different permit to be used, it must require participants to record the results of gas testing performed and mirror site-based documentation being used in the workplace</i>) <p>Performance Assessment 2 (3 Minutes allocated time) – Prepare gas detector – Individual Activity</p> <p>Select and prepare a gas detector for use during performance assessments 3/4.</p> <p>Performance Assessment 3 (25 Minutes allocated time) – Enter confined space - Complete in Pairs.</p> <p>Enter confined space and install a hose for cleaning.</p> <p>Performance Assessment 4 (15 Minutes allocated time) – Enter confined space, exit confined space - Complete in Pairs.</p> <p>Enter confined space, remove hose, conduct inspection, exit, and return space ready for service.</p> <p>This assessment strategy must be read in conjunction with the Assessor instructions.</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 Hazard identification through a JHA/JSA/ SWMS, Gas testing and enter and work in confined spaces in the last 12 months must be proven. Completion of the</p>

	<p>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</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. 12 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 and on-site practice. The target learner will already hold a foundation of the knowledge and skills being delivered in this training.</p> <p>The units of competency being delivered within this course have many common requirements in</p>

	<p>regard to specified skills and knowledge. Local mining organisations have specifically requested these units of competency to be delivered together to meet safety and regulatory requirements. Whilst the units have common aspects, the combination of these units of competency provides for a broader level of competency in performing the tasks across different context. The overlapping knowledge and skills mean that efficiencies have been created in the delivery by not duplicating the delivery of these knowledge and skills in both the learning and the assessment. These units complement each other, and together make for higher quality course as per industry requests.</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.

Step 3: Plan and prepare the evidence-gathering process. The Assessor must:

- 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.

Step 4: Collect the evidence and make the assessment decision. The Assessor must:

- 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.

	<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>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.</p> <p>Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to Enter and work in confined spaces/Gas test atmospheres. Each workplace may also have its own specific requirements which must also be considered. In planning the assessment, training staff must liaise with the workplace supervisor to determine any specific requirements.</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 – Workplace documentation - 30 Minutes (Group activity to meet workplace expectations)</p> <p>Model JHA has been provided as a guide for the Trainer when marking JHA which student completes. Detail description of what information is to be included has been provided.</p> <p>Model confined space permit with detailed description of what must be included has been provided. Please note gas results recorded are a sample only and students will be required to record their own results when completing Assessment 3.</p> <p>Model danger tag has been provided to ensure trainer is aware of what a complete danger tag includes.</p> <p>These can be found in the Assessor instructions.</p> <p>Performance Assessment 2 – Prepare gas detector - 3 Minutes Individual</p> <p>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 3 – Enter confined space – 25 Minutes (Complete in Pairs)</p> <p>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>Performance Assessment 4 - Enter confined space, exit confined space - 15 Minutes (Complete in Pairs)</p> <p>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 nature of JHA/JSA/SWMS development it is possible that students have provided</p>

	<p>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 Enter and Work in Confined Spaces. • 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 • Gas detection equipment (Monitor, Bump Gas, Owner's manual, calibration equipment) • CSE Permits • Site procedures for CSE • Enrolment forms • Assessment booklets • Australian/ New Zealand Standards 2865:2009 • Organisational policies and procedures, standard operating procedures, Confined space entry policies and procedures • Relevant regulatory requirements that inform codes of practice and applicable legislation (WA or

	<p>NSW).</p> <ul style="list-style-type: none"> • Actual work environment including gas detection 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 MSMWHS201, MSMWHS217, RIIWHS202E 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. • JSA to review and update by the individual for task. • Personal Danger tag (Kept for evidence of compliance to Lock out tag out procedures) • Confined space entry permit • Simulated/ Actual work environment including tanks/ vessels/ pipes/ confined spaces. <p>Checked in date equipment such as but not limited to:</p> <ul style="list-style-type: none"> • Harness (SML, Med, L and/or XL) depending on group requirements. • Signs and barricades (cones, bollards, caution tape) • PPE as per JHA 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 compete Performance Assessment documents that corresponds with any performance assessment to be reassessed these can be</p>

	<p>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 from 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</p>

	<p>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>
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RIIWHS202E Enter and work in confined spaces + MSMWHS217 Gas test atmospheres – Session Plan

Timing	Topic	Key Points and Methods	Resources
0600 - 0615	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. • Definition of a Confined spaces and introduction to key terms and areas • Precious time video 	<ul style="list-style-type: none"> • Power point. • Classroom discussion • Precious time video • Learner Guide
0615 - 0700	Legislation.	<ul style="list-style-type: none"> • What legislation, standards and codes of practice apply to Confined spaces • Employer and employee responsibilities also include manufactures. • Strategies for implementation of Confined spaces legislation. 	<ul style="list-style-type: none"> • PowerPoint. • NSW WorkCover Safe Confined spaces • Work Health and Safety Act 2011 • AS2865:2009
0700 - 0730	Hazards, Risk & Control Measures	<ul style="list-style-type: none"> • Identify workplace hazards and hazards associated with working in a confined space. • Implement safe work procedures. • Conduct risk assessment and fill out appropriate documentation. • Implement hazard control measures such as isolation, entry permits, control measures and housekeeping. 	<ul style="list-style-type: none"> • PowerPoint. • Organisations Risk Assessment form. • Videos
0730 - 0800	Potentially hazardous atmospheres	<ul style="list-style-type: none"> • Oxygen safe range • Reasons for deficiency and enrichment • Gases and Contaminates • TLV, TWA, STEL, Peak meanings, and some examples • Explosive atmospheres • LEL and UEL 	<ul style="list-style-type: none"> • PowerPoint • BBC Top gear video • Valadero Incident CSB • Flour explosive experiment video
0800 – 0815	Morning Tea		
0815- 0845	Gas detectors	<ul style="list-style-type: none"> • Industry types • Use and application. • Electronic vs Tube type • Sensor response time • Calibration techniques 	<ul style="list-style-type: none"> • PowerPoint • Site Gas detectors or iTX units • Charging and bumping equipment
0845-0915	Atmospheric Monitoring	<ul style="list-style-type: none"> • When where and how to test • Testing techniques and limitations • Environmental impacts • Gases and density differences 	<ul style="list-style-type: none"> • PowerPoint
0915 - 0945	Written Authority	<ul style="list-style-type: none"> • Legislative requirement • Permit steps and document requirements! • Authorising and Issuing permits • Signage and personnel requirements 	<ul style="list-style-type: none"> • PowerPoint • Site Permit or example

Timing	Topic	Key Points and Methods	Resources
0945-1000	Sentry	<ul style="list-style-type: none"> AS/NZS Definition Task requirements When they are required Key responsibilities Raising the alarm 	<ul style="list-style-type: none"> PowerPoint Radio Permit
1000-1130	Emergency Preparedness	<ul style="list-style-type: none"> Rescue plans Considerations Rehearsal 	<ul style="list-style-type: none"> PowerPoint Class participation Site radio channel and Phone number
1130-1210	Theory Assessment	<ul style="list-style-type: none"> Assessment briefing Individual controlled assessment Assessor Lunch 	<ul style="list-style-type: none"> Theory assessment instruments
1210-1240	Performance Assessment Task 1 Complete workplace documentation (JHA, JSA, Confined space entry permits, personal danger tags) in preparation for confined space entry for the performance assessments 3 and 4.	<ul style="list-style-type: none"> Assessment Briefing Brief on the scenario Facilitate each group conduct of the activity (3-6 per group, class depending) Generate or review JHA/JSA Prepare Personal danger tag 	<ul style="list-style-type: none"> Site access permission Personal Danger tag Rescue plans, Hot works, JHA, JSA
1240-1322	Performance Assessment task 2 Perform "Bump Test" on gas monitor and ready gas testing equipment required for performance assessments 3 and 4.	<ul style="list-style-type: none"> Ready the gas monitor for use in the performance assessment tasks 3/4 Ensure students understand the differences in Bump test and calibration. Shows knowledge of startup operations and the screens shown during start up (TWA, STEL, PEAK and automatic Zero if machine does this process) 	<ul style="list-style-type: none"> Gas detector to be selected. Knowledge of the machine and start up process
1322-1552	Performance Assessment task 3 Enter confined space and install a hose for cleaning.	<ul style="list-style-type: none"> Prepare and review all documents ready for entry to the designated Confined space. Zero gas monitor is fresh air area. Place locks and tags on designated position Sign on and designate sentry and entrant 	<ul style="list-style-type: none"> Designated safe Confined space. Gas testing equipment CSE Permit, JHA, PDT&L Barricading tape and bollards
1552 - 1722	Performance Assessment task 4 Enter confined space, remove hose, conduct inspection, exit, and return space ready for service.	<ul style="list-style-type: none"> Prepare and review all documents ready for entry to the designated Confined space. Zero gas monitor is fresh air area. Place locks and tags on designated position Sign on and designate sentry and entrant 	<ul style="list-style-type: none"> Designated safe Confined space. Gas testing equipment CSE Permit, JHA, PDT&L Barricading tape and bollards

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	
Introduction	6.00am to 6.15am													
Theory Presentation	6.15 to 1130am													
Written Assessment	Assessor is to take lunch during Written Assessment													
	1130am-1210pm	Assessor Lunch			Knowledge Assessment – Completed Concurrently									
Performance Assessment 1 <i>Document Preparation</i>	1210pm to 1240pm	Performance Assessment 1 – Complete Concurrently												
Students are to take lunch during Performance Assessment 2														
Performance Assessment 2 Prepare gas detector Performance Assessment 2 Complete Individually	12.40-1243pm													
	1243-1246 pm													
	1246-1249pm	Lunch							Lunch	Lunch				
	1249-1252pm		Lunch								Lunch			
	1252-1255pm		Lunch	Lunch							Lunch	Lunch		
	1255-1258pm			Lunch	Lunch							Lunch	Lunch	
	1301-1304pm				Lunch	Lunch							Lunch	Lunch
	1304-1307pm					Lunch	Lunch							Lunch
	1310-1313pm						Lunch							
	1313-1316pm							Lunch						
	1316-1319pm													

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
	1319-1322pm												
Performance Assessment 3 <i>Enter Confined space</i>	1322-1347pm	Sen	Ent										
	1347-1412 pm			Sen	Ent								
Performance Assessment 3 & 4 Complete in Pairs	1412-1437pm					Sen	Ent						
	1437-1502pm							Sen	Ent				
	1502-1527pm									Sen	Ent		
	1527-1552pm											Sen	Ent
	1552-1607pm	Ent	Sen										
Performance Assessment 4 <i>Enter Confined space, exit confined space</i>	1607-1622pm			Ent	Sen								
	1622-1637pm					Ent	Sen						
	1637-1652pm							Ent	Sen				
	1652-1707pm									Ent	Sen		
	1707-1722pm											Ent	Sen
Course wind up and completion	1722-1735pm												

Lunch break for students must be taken before or after student completes Performance assessment 2 at an agreed time during assessments of other students. Trainer must take lunch before practical assessments begin during written theory assessment. Due to the nature of the afternoon activities and the down time that student encounter there is no break scheduled.

Assessment Overview

The completion of a knowledge assessment and 4 x practical assessments 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
RIIWHS202E + MSMWHS217 Theory Assessment	Knowledge Assessment 40 minutes	The student must provide a written or verbal response to short answer/ multiple choice questions which address the knowledge requirement of the unit. The student must answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 40 minutes.
RIIWHS202E + MSMWHS217 Document preparation	Performance assessment 1 30 Minutes	1. Complete workplace documentation (JHA, JSA, Confined space entry permits, personal danger tags) in preparation for confined space entry for the performance assessments 3 and 4. Group Activity
RIIWHS202E + MSMWHS217 Performance Assessment	Performance Assessment 2 3 minutes	2. Prepare gas detector required for performance assessments 3 and 4. Individual Activity
RIIWHS202E + MSMWHS217 Performance Assessment	Performance Assessment 3 25 minutes	3. Enter confined space and install a hose for cleaning. Pair Activity
MSMWHS217 Performance Assessment	Performance Assessment 4 15 Minutes	4. Enter confined space, remove hose, conduct inspection, exit, and return space ready for service. Pair Activity

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