



Training and Assessment Strategy RIIWS204E Work safely at heights

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
Duration:	One Day
Unit Structure:	Single unit
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/ potential worker in Construction, Industrial, Building, Mining or Local Councils.

Training Strategy

Course:	RIIWHS204E Work safely at heights
Training Packages:	RII13 Resources and Infrastructure Industry Training Package
Units of Competence:	RIIWHS204E Work Safely at Heights
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 facets of height 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 working safely at heights • Identify, manage and report potential risks and hazards associated with working at heights • Select and check safety equipment • Inspect and/or install fall protection and perimeter protection equipment • Ensure correct fitting, adjustment and anchor placement for fall protection equipment • Establish safe access to work area, correct manual handling procedures and placement of tools and materials at heights • Safely dismantle, inspect and store work at height safety systems • Use basic rescue equipment
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 does not contain pre-requisite requirements.
Licensing Requirements:	There are no specified licensing requirements to undertake safe working at heights.

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 persons. • 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 <p>These rations 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 timing.</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.

Assessment Strategy

Overview:

The assessment for RIIWHS204E Safe work at heights 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:

Knowledge Assessment (45 Minutes allocated time)

The student will be required to satisfactorily complete theory assessment comprising 42 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.

Performance Assessment General (30 minutes)

All students take part in three performance assessments, one aspect that covers all assessment tasks is Planning, preparing and communicating. This aspect has its own dedicated reporting area within the Student performance assessment and assessment record document.

It requires the student to show the following elements within the performance assessment tasks 1, 2,3.

- locates and applies relevant documentation, policies and procedures
- Identifies procedural and policy aspects that apply to working at heights
- PPE for working at heights (Required safety systems)
- Equipment inspection
- Anchor point selection and preparation
- Applying isolation and tagging requirements when required (Isolation tags may be kept for evidence of this aspect)
- Accessing and interpreting technical and safety information regarding working at heights
- Completes risk assessment documentation, assessing the risks an implementing controls for the task being completed. (Supplied JHA, permit and equipment checklist will be generated and kept as evidence of the student's application of these skills)

Communicating with others:

- Communicates with others by varied means (radio, signage, verbal, listens for confirmation and understanding from others)
- Maintains written documentation in relation to working at heights (permits, isolation tags, risk assessment documentation, etc)

Applying and communicating technical and safety information to others during working at heights

Performance Assessment 1 (5 Minutes allocated time) – Identification, inspection, and selection of the appropriate “Working at Heights” PPE for each of the following safe work at heights arrangements.

The student will be required to demonstrate their knowledge and understanding of the different types of equipment available within a general workplace and their inspection of the equipment. They must also indicate the type of working at heights arrangement they will be applicable to and their benefits along with their limitations if any.

Performance Assessment 2 (5 Minutes allocated time) – Select, Inspect, and don a harness. Your assessor will conduct the “Hanging in a Harness” practical exercise. The equipment inspection checklist must be completed as part of this assessment task.

	<p>Performance Assessment 3 (10 Minutes allocated time) – Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point.</p> <ul style="list-style-type: none"> A simulated work environment must be used and applied to all aspects of the practical eg: JHA's where necessary.
<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.

To support reliability in the assessment, model answers have been developed. Where assessment is performance based Observational performance, guidelines have been developed for trainer.

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.

These can be found in the Assessor instructions.

Performance Assessment General – Workplace documentation - 30 Minutes (Group activity to meet workplace expectations)

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

Model working at heights permit with detailed description of what must be included has been provided.

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

These can be found in the Assessor instructions.

Performance Assessment 1- Identification, inspection, and selection of the appropriate “Working at Heights” PPE. (5 Minutes allocated time) Individual

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

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

Performance Assessment 2 – Select, Inspect, and don a harness for the hanging in a harness (5 Minutes allocated time). Individual

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

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

Performance Assessment 3 - Using an approved simulated Underground/ open pits/ roof access / training trailer scenario (10 Minutes allocated time) Pairs-

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

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

Recording assessment evidence:	<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>
Resources:	<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 Working safely at heights. • 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 • Harnesses x 8 minimum (at least 2 should have faults that will ensure they cannot be used) • Karabiner x 8 • Anchor beam strap x 1 • Retractable lanyard x 2 • 4 x Shock absorbing lanyards • W@H Permits • Site procedures for working at heights

	<ul style="list-style-type: none"> • Enrolment forms • Assessment booklets • Organisational policies and procedures, standard operating procedures, Safe work at height policies and procedures • 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 • Learner Guides for RIIWHS204E Work safely at height (NSW Managing risk of falls in the workplace) 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) • Simulated/ Actual work environment including an: <ul style="list-style-type: none"> • Overhead anchor point to facilitate the “Hanging in a Harness” exercise • Area for the simulated exercise (Vehicle and about 4 m2 of area) <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>* Where possible students should be encouraged to bring their own harnesses to the course if the site issues individual harnesses. This allows the students to use their own harnesses and adjust the harness to fit them correctly during the “Hanging in a Harness” exercise.</p>
Insufficient evidence:	<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>
Re-assessment:	<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>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 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>

Timing	Topic	Key Points and Methods	Resources
0700 - 0705	LLN	<ul style="list-style-type: none"> – Ask students to complete LLN and return to you for review. 	
0705 - 0715	Enrolment	<ul style="list-style-type: none"> – Ask students to complete Enrolment Form 	
0715 - 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? – Definition of what is working at heights and introduction to key terms and areas 	<ul style="list-style-type: none"> – Power point. – Classroom discussion – Learner Guide
0730 - 0745	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 working at heights legislation using site documentation. – Accessing external and internal information and personnel who can assist. – Environmental considerations. 	<ul style="list-style-type: none"> – Power point. – Australian standards – Codes of Practice – Work Health and Safety Act 2011 / mining regulations.
0745 - 755	Hazards when working at heights.	<ul style="list-style-type: none"> – Identify workplace hazards and hazards associated with working at heights. – Medical conditions to consider before working at heights. 	<ul style="list-style-type: none"> – Power point.
0755 - 0815	Understanding risk.	<ul style="list-style-type: none"> – Understanding what risk is. – Determining level of risk. – The hierarchy of controls. 	<ul style="list-style-type: none"> – PowerPoint
0815 - 850	Risk assessments.	<ul style="list-style-type: none"> – Using basic risk assessments for initial assessment and control. – Using basic risk assessment to recognise in-depth assessment and controls required. – Conducting JHA's 	<ul style="list-style-type: none"> – Power point – Site field level risk assessment tool. – Sitetrain or site JHA.
0850-0905	Morning Tea		
0905 - 0910	Controls – Elimination	<ul style="list-style-type: none"> - Aspects to think about when assessing a working at heights task that can eliminate working at heights or reduce the exposure. 	<ul style="list-style-type: none"> – Power Point
0910 – 0915	Controls – Substitution	<ul style="list-style-type: none"> – Scaffolding. – Elevated work platforms. – Working from ladders. 	<ul style="list-style-type: none"> – Power point
0915 – 0920	Controls – engineering / isolation	<ul style="list-style-type: none"> – Open holes. – Hard barricading. – Falling objects. 	<ul style="list-style-type: none"> – Power Point

Timing	Topic	Key Points and Methods	Resources
0920-0925	Controls – Administration	<ul style="list-style-type: none"> – Signage requirements. – Permits and authority. 	<ul style="list-style-type: none"> – Power Point – Work at heights permit
0925 – 0940	Controls – PPE	<ul style="list-style-type: none"> – Fall arrest harnesses. – Inspection requirements – Correct fitting of harness 	<ul style="list-style-type: none"> – Power point – Harness inspection video. – Fall arrest harness. – Working at heights video.
0940 – 1000	Equipment selection	<ul style="list-style-type: none"> – Understanding the four types of falls. – Anchor point ratings. – Suitable equipment for each type of fall arrangement. 	<ul style="list-style-type: none"> – Power point – Adjustable total restrain lanyard (rope lock). – Inertia reel.
1000 – 1020	Anchor points	<ul style="list-style-type: none"> – The pendulum effect. – Static lines. – Anchor straps. – Karabiners. – Unacceptable anchor points. 	<ul style="list-style-type: none"> – Power point – Karabiners – Anchor straps
1020 – 1030	Lanyards	<ul style="list-style-type: none"> – Shock absorbing lanyards (inc free fall arrangement) – Twin tailed lanyards 	<ul style="list-style-type: none"> – Power point – Shock adsorbing lanyards
1030 – 1040	Emergency preparedness.	<ul style="list-style-type: none"> – Response plans considerations. – Sentry requirements. 	<ul style="list-style-type: none"> – Power point
1040 – 1100	Suspension trauma	<ul style="list-style-type: none"> – Why suspension trauma happens. – Signs and symptoms. – What occurs when suspension trauma is in effect. – Preventing suspension trauma. – Regulation for rescue requirements. 	<ul style="list-style-type: none"> – Power point
1140 – 1150	Completing working at heights	<ul style="list-style-type: none"> – Housekeeping. – Closing permits. – Equipment storage requirements. 	<ul style="list-style-type: none"> – Power point
1150 – 1250	Theory assessment	<ul style="list-style-type: none"> – Dedicated time to complete theory assessment. 	<ul style="list-style-type: none"> – Class room
1250 - 1320	JHA / Permit review Group activity	<ul style="list-style-type: none"> – Review and update the risk assessment for practical assessments 2 and 3. – Complete the working at heights permit and other site required permits for assessments 2 & 3. 	<ul style="list-style-type: none"> – Sitetrain or site JHA. – Sitetrain or site working at heights permit. – Other site permits.
1320 – 1325	Performance assessment 1 Individual activity	<ul style="list-style-type: none"> – Identification, inspection, and selection of the appropriate “Working at Heights” PPE. 	<ul style="list-style-type: none"> – Working at heights equipment. – Equipment Checklist

Timing	Topic	Key Points and Methods	Resources
1325 – 1330	Performance assessment 2 Individual activity	<ul style="list-style-type: none"> – Hanging in a harness. – Task based work at heights scenario. 	<ul style="list-style-type: none"> – Required paperwork – All equipment including signs and barricades. – Practical training assessment facility. I.e. area or trailer.
1330-1340	Performance assessment 3 Paired activity	<ul style="list-style-type: none"> – Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point. 	<ul style="list-style-type: none"> – Required paperwork – All equipment including signs and barricades. – Practical training assessment facility. I.e. area or trailer.
1340-1350	De-brief	<ul style="list-style-type: none"> – Scenario de-brief. – Feedback to students. – Student feedback. 	<ul style="list-style-type: none"> – Student assessment packs.

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
Theory presentation	7.30am to 11.50am												
Written Assessment	Assessor is to take lunch during Written Assessment												
		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">Assessor Lunch</div> <div style="border: 1px solid black; padding: 2px;">Knowledge Assessment – Completed Concurrently</div> </div>											
Performance Assessment 1 <i>Document Preparation</i>	1250-1320	<div style="border: 1px solid black; padding: 2px; text-align: center;">Performance Assessment 1 – Complete Concurrently</div>											
Students are to take lunch while waiting for their performance assessment turn													
Performance Assessment 2 Identification, inspection and selection of the appropriate “Working at Heights” Completed Individually	1320-1325												
	1325-1330												
	1330-1335	Lunch								Lunch			
	1335-1340	Lunch	Lunch							Lunch	Lunch		
	1340-1345		Lunch	Lunch							Lunch	Lunch	
	1345-1350			Lunch	Lunch						Lunch	Lunch	Lunch
	1350-1355				Lunch	Lunch							Lunch
	1355-1400					Lunch	Lunch						Lunch
	1400-1405						Lunch						
	1405-1410							Lunch					
	1410-1415												
	1415-1420												

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
Performance Assessment 3 Select, Inspect and don a harness Completed Individually	1420-1425	Yellow											
	1425-1430		Yellow										
	1430-1435			Yellow									
	1435-1440				Yellow								
	1440-1445					Yellow							
	1445-1450						Yellow						
	1450-1455							Yellow					
	1455-1500								Yellow				
	1500-1505									Yellow			
	1505-1510										Yellow		
	1510-1515											Yellow	
1515-1520												Yellow	
Performance Assessment 4 Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Completed in Pairs	1520-1530	Blue	Blue										
	1530-1540			Blue	Blue								
	1540-1550					Blue	Blue						
	1550-1600							Blue	Blue				
	1600-1610									Blue	Blue		
1610-1620											Blue	Blue	
Course windup	1620-1630	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple

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
RIIWHS204E Work safely at heights Theory Assessment	Knowledge Assessment (60 minutes)	The candidate must provide a written or verbal response to 42 short answer/ multiple choice questions which address the knowledge requirement of the unit. The candidate must answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 1 hour
RIIWHS204E Work safely at heights Document preparation	Performance assessment 1 (30 Minutes)	Complete workplace documentation (JHA, JSA, working at heights permits, personal danger tags) in preparation for Practical Assessment Tasks 2-3 Group Activity
RIIWHS204E Work safely at heights Practical Assessment tasks	Performance assessment task 2 (5 Minutes)	Identification, inspection and selection of the appropriate “Working at Heights” PPE for each of the following safe work at heights arrangements. <ul style="list-style-type: none"> • Total Restraint • Restrained Fall • Limited Free Fall • Free Fall Individual activity
	Performance assessment task 2 (5 Minutes)	Select, Inspect and don a harness. Your assessor will conduct the “Hanging in a Harness” practical exercise. The equipment inspection checklist must be completed as part of this assessment task. Individual activity
	Performance assessment task 4 (10) Minutes	Using an approved simulated Underground/ open pits/ roof access / training trailer scenario. Select and install equipment to complete safe access to the simulated open hole/ berm/ roof top using a vehicle as an improvised anchor point. A simulated work environment must be used and applied to all aspects of the practical, eg: JHA's, take 5s etc. where necessary. Paired 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.