

SITETRAIN

RIIWH5204E Work safely at heights.

Student Instructions & Theory Questions

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Introduction

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

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

This unit involves:

1. Identify work requirements.
2. Identify work procedures and instructions.
3. Access and install equipment.
4. Perform work at heights.
5. Clean up work area.

Unit Information

The unit of competency being assessed is RIIWHS204E Work safely at heights. This competency is drawn from the Resource and Infrastructure Industry training package RII30415.

The unit can be accessed at training.gov.au at the following link:

<https://training.gov.au/Training/Details/RIIWHS204E>.

The unit of competency is task orientated and the performance criteria expresses in detail the standard of performance and the sequence these tasks are usually performed. The RII30415 Training Package identifies the unit of competency as the benchmark for assessment.

Pre-requisites

The unit of competency has no pre-requisites units.

Co-requisites

The unit of competency has no co-requisites.

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

Number	Method	Description
RIIWHS204E Work safely at heights Theory Assessment	Knowledge Assessment (60 minutes)	The candidate must provide a written or verbal response to 42 short answer/ multiple choice questions which address the knowledge requirement of the unit. The candidate must answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 1 hour
RIIWHS204E Work safely at heights Practical Assessment tasks	Practical Assessment Task 1 (7 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
	Practical Assessment Task 2 (7 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.
	Practical Assessment Task 3 (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.

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.

Theory Assessment: In each Student's Pack there is a separate Theory Questionnaire document which is used by the Student to record their answers to the Theory questions found in this document. DO NOT write on or mark this document but use it as the guide to answer either the multiple choice questions or the requirements of written answers.

Reasonable Adjustment

Candidates may provide verbal responses to questions as a method of reasonable adjustment where this is required according to the candidate's needs. It should be noted however that where calculations are required in the written response; the candidate must record these.

Where students have provided verbal responses to clarify their written answers, the student must write that answer down and place an **initial** next it. This indicates that reasonable adjustment has occurred for a question and is valuable data that can help Sitetrain improve its assessment tools and course delivery.

It is also not essential that the written responses provided by the candidate include correct spelling or grammar. The assessments seek to assess the candidate's knowledge of working safely at heights.

The candidate's ability to apply literacy skills is not being assessed. This requirement is consistent with how these tasks are performed in the workplace which do not usually involve higher writing skills.

Flexibility

What happens if I am assessed as Not Yet Competent (NYC) for any criteria (parts) of the assessments?

Your assessor will strive to provide you with as much time as possible for you to demonstrate the required skills and knowledge during an assessment.

Your assessor will provide you with feedback on your overall performance and provide constructive details on the elements where a NYC decision has been made.

If more time is required outside of the allotted time either for re-assessment due to NYC decisions or due to you being unable to complete the course for other reasons, your assessor will discuss re-assessment strategies with you that are suitable to your needs, your workplace needs and consider factors such as workplace location and availability of resources.

Benchmarks For Assessments

The endorsed unit of competency RIIWHS204E Work safely at heights, has been unpacked to identify the required knowledge and skills to be understood and demonstrated by the student.

This is represented in the observation assessment criteria and knowledge questions which have been developed by analysing the whole unit including elements of competence, performance criteria, range information, required knowledge and skills and the evidence guide.

To support reliability in the assessment, model answers have been produced for the theory assessment and performance criteria have been used to define the requirements of each practical exercise.

The following evidence requirements competently completed by the candidate as determined by the assessor are the benchmarks to be used for RIIWHS204E Work safely at heights.

- **Knowledge assessment** – all answers must be correct as per the model's answers included in the assessor's instructions.
- **Performance assessments 1 – 3** - The performance criteria used from the unit of competence and the performance and knowledge criteria are the benchmark for these assessments. The model answers to supporting questions included in the assessor's instructions are the benchmark for those elements.

Candidate Instructions – Theory Assessment

The Assessment Tasks

This task requires the candidate to complete a written or verbal response knowledge assessment involving 42 short response questions. The questions within this assessment relate directly to the integrated knowledge contained within the unit of competency and are fundamental to the candidate's ability to perform workplace tasks correctly.

The assessment is conducted over a one-hour period in a classroom setting directly supervised by the assessor. The classroom should be set up in order to prevent candidates from discussing questions or viewing each other's responses. The candidate must answer all questions correctly in order to satisfactorily complete this assessment.

Resource Requirements

To complete this assessment task, the following resources are required:

- Student Handbooks available.
- Printed RIIWHS204E Work safely at heights (Student Assessment Pack).
- Suitable classroom or open area, which is suitable to conduct the theory assessment.
- Each student requires a blue/black pen to record their responses.
- Printed RIIWHS204E Work safely at heights (Assessor Instructions).
- Suitable classroom furniture to accommodate all participants.
- 1 x qualified assessor.

Limitations

The following limitations apply:

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

Candidate Instructions - Performance Assessments

The Assessment Tasks

These tasks require you to demonstrate your skills and knowledge when workers have to work safely at heights which includes; selecting the appropriate equipment to use for the four types of fall arrangements, conducting a pre-use safety inspection and recording of condition on a checklist, putting on a harness to be suspended just off the ground to test for correct fitting, reviewing and updating a risk assessment and the completion of a working at heights permit for a simulated working at heights task.

These tasks are conducted in a designated area which simulates a realistic workplace (please refer to the context of assessment).

The assessments are directly supervised by your assessor and conducted over the allotted time for each assessment task.

What's Expected

Candidates must satisfy the following requirements within the assessment environment:

Practical Assessment Task 1 (7 Minutes allocated time)

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

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

Practical Assessment 2 (7 Minutes allocated time)

Select, Inspect and don a harness in preparation for the "Hanging in a Harness" practical exercise.

Practical Assessment 3 (10 Minutes allocated time)

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

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

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

The tasks are designed to assess the fundamental aspects of safe working at heights, it should build confidence in the use and application of the working at heights job assessment and its execution in a comfortable assessment environment.

The tasks will reflect your work environment and duties as much as practicable, however, some aspects of the assessment are required to be satisfied which may not be part of your everyday tasks such as:

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

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

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

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Resource Requirements

The following facilities and resources are to be available specifically for the assessment of RIIWHS204E work safely at heights:

- Organisational policies and procedures, standard operating procedures,
 - Working at Heights permit
 - Danger Tags
 - JHA completed by the individual for task
 - Equipment Checklist
 - Site approved Permits/ PTW/ Checklists

- Checked in date equipment such as but not limited to:
 - Harness (SML, Med, Lrg and or XL) depending on group requirements
 - Shock absorbing lanyard
 - 2 x Karabiners (min 2 action open)
 - Anchor beam strap (2t + Sling is suitable if beam strap not supplied)
 - 6 in 1 Rope arrangement
 - Ladder Platform style

- Simulated/Actual work environment.
- Printed RIIWHS204E Work safely at heights (Student Assessment Pack).
- Printed RIIWHS204E Work safely at heights (Assessor Instructions).
- Allocated timing for each practical task.

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Theory Questions

Answer the following questions using the Theory Questionnaire answer sheets

Introduction & Definitions

1. **What is the definition of working at heights?**
2. **Before starting a task that involves working at heights, what is the first question we need to ask?**
 - a) What equipment am I going to use?
 - b) Where does the anchor point need to be?
 - c) Is my harness in date?
 - d) Do I really need to work at Heights? Can the whole job, or part of the job be done from the ground?
3. **What percentage of falls from height 3.35 meters and above will result in death?**
 - a) 10%
 - b) 30%
 - c) 50%
 - d) 95%
4. **What are the three stages of a fall?**
 - a) Falling, impact, bounce
 - b) Onset, freefall, deceleration
 - c) Freefall, extension, deflection
 - d) Slipping, swing, acceleration
5. **What are the main types of legislation broken into? (Select all appropriate answers)**
 - a) Codes of Practice
 - b) Acts
 - c) Regulations
 - d) Australian Standards
6. **What is the Australian Standard title for the series covering Working at Heights?**
 - a) AS/NZS 2865:2009 Confined spaces.
 - b) AS/NZS 1891 Series
 - c) AS 1418 Series
 - d) All the above.
7. **If you needed advice about any aspect of planning and control for safe working at heights, who can you ask.**
 - a) Your supervisor.
 - b) Safety Advisor.
 - c) Training Advisor.
 - d) All of the above.

Working at Heights Hazards

8. What is the definition of a hazard?

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

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

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

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

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

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

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

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

Determine Risks For Working At Heights

13. What is the definition of risk?

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

14. Label the table of the “hierarchy of controls” below in the order of most effective to least effective, with the number 1. Being the most effective and 6. being the least effective.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Administration	Elimination	Engineering	Substitution	PPE	Isolation

15. Match the most suitable words from the list on the left to the statements on the right to complete the 5 questions we should ask about even a simple task.
(words on the left can be used more than once)

- | | |
|-------|---|
| How- | <ul style="list-style-type: none"> • am I doing and why? • could go wrong? • could it affect me and others? • likely is it to happen? |
| What- | <ul style="list-style-type: none"> • can I do about it? |

16. What steps do we use to write and work with an effective JHA / JSA?
(Fill the blanks on Theory Questionnaire – Fill the blank spaces with the correct JHA process steps)

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

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

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

The Equipment

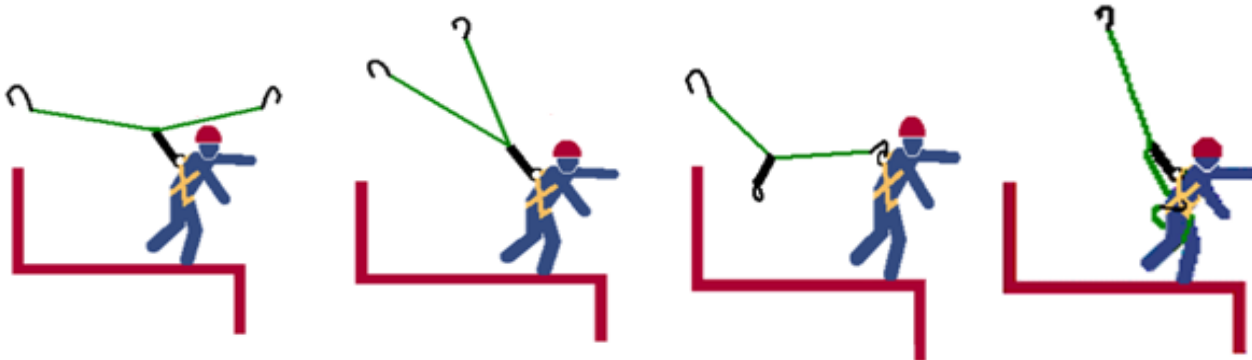
18. What is the purpose of a Fall Arrest harness? (Select all appropriate answers)

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

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

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

20. List six defects to look for when inspecting a fall arrest harness?
21. What are the three different types of Lanyards? (Select all appropriate answers)
- Fixed length lanyard
 - Adjustable lanyard
 - Triple action lanyard
 - Twin tailed lanyard
22. Draw a circle around the picture that illustrates the correct way to use a twin tailed lanyard. (Circle your answer on Theory Questionnaire)



23. What is the main difference between a Type 2 and Type 3 fall arrest device?
- There is no major difference
 - Type 3 has a winching mechanism
 - Type 2 is lighter
 - Type 1 is the best option when selecting fall arrest devices
24. What is the maximum allowable force a fall arrest harness and lanyard is allowed to subject the human body to?
- 1kN or 100kg
 - 10kN or 1000kg
 - 12kN or 1200kg
 - 6kN or 600kg.
25. What angle should not be exceeded when placing anchor straps in the field?
- 360 Degrees
 - 270 Degrees
 - 120 degrees
 - 90 Degrees
26. What is the minimum locking actions a Karabiner must have as per the Australian Standard?
- 1
 - 2
 - 3
 - 4

Fall Systems

27. What are the three-different type of fall arrangements? (Select all appropriate answers)

- a. Total Fall
- b. Restrained Technique
- c. Free Fall
- d. Limited Free fall

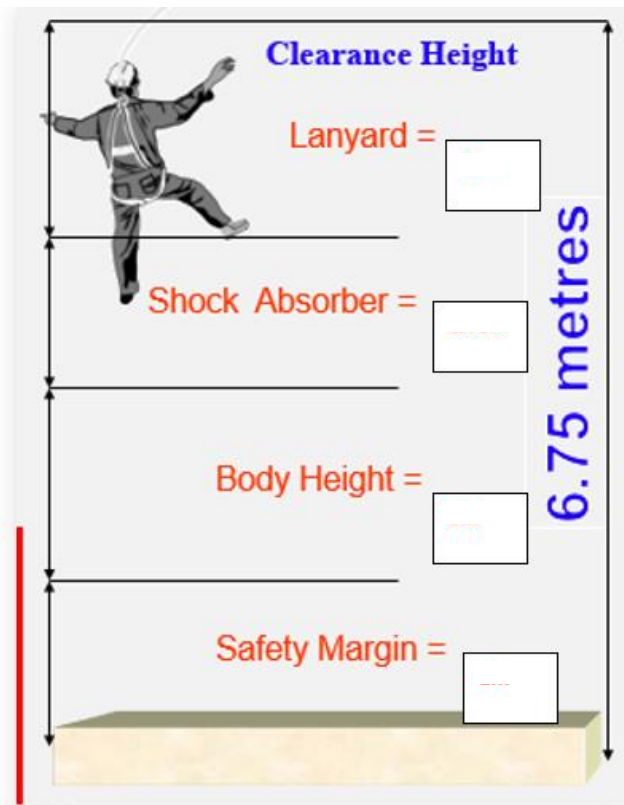
28. What vital piece of equipment is required for Limited Free Fall arrangement?

- a. Twin tailed lanyard
- b. Anchor point of 15kN
- c. Retractable Lanyard (Type 2 or 3)
- d. Lower body harness

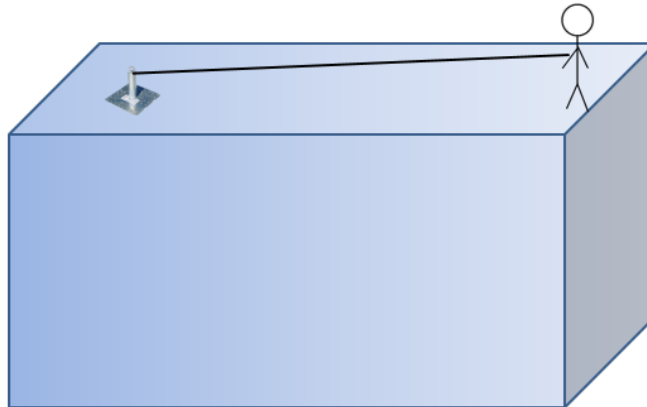
29. What are 2 critical elements of a Free Fall arrangement? (Select all appropriate answers)

- a. Anchor Point of 15kN
- b. Retractable Lanyard
- c. Detailed Rescue Plan
- d. Good weather during the task

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



31. Illustrate the pendulum effect by completing the drawing on the Theory Questionnaire



Safe Work at Heights Standard Controls

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

*(Multiple choice – circle **all** correct answers)*

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

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

- a) True
- b) False

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

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

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

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

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

37. Who can issue working at heights permits?

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

38. Why are handrails unacceptable anchor points?

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

Emergency Rescue Plans

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

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

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

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

Completing Operations

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