



Training and Assessment Strategy

RIIMPO335E Conduct skid steer loader operations without attachments

1-day Course using RPL Evidence 6 Students Max

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.

RIIMPO335E Conduct skid steer loader operations without attachments

Mode: Classroom and Field Based Training

Duration: One Day (10 hrs)

Unit Structure: Single unit

Training Method: Trainer led, face-to-face

Assessment Method: Direct Observation during performance assessment activities
Workplace Documentation

Target Group: The target learner for this course is an existing worker in Construction, Industrial, Building, Mining or Local Councils with no or limited experience in operating skid steer loaders.

Rev Date: 16.06.2020	Doc ID: 04. RIIMPO335E TAS V1	Version #: 1	Approved By: M O'Donahue	Date Approved: 16.06.2020	Page 1 of 18
Doc Location: Dropbox\SITETRAIN\Resources\RII30315 Certificate III in Underground Metalliferous Mining\Group B Electives\RIIMPO335E Conduct skid steer loader operations without attachments					

Training Strategy

Course:	RIIMPO335E Conduct skid steer loader operations without attachments
Training Packages:	RII Resources and Infrastructure Industry Training Package
Units of Competence:	RIIMPO335E Conduct skid steer loader operations without attachments
Clients:	<p>The target learner for this course is an existing worker in Construction, Industrial, Building, Mining or Local Councils with none or limited experience operating skid steer loaders.</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 workplace hazard management including but not limited to the use of PPE, safe work methods, traffic management controls and site barricading and isolation/lockout controls.</p> <p>The RTO has identified the target learner to complete this training for a work requirement. This means that the target learner will already hold a foundation of the knowledge and skills required by the unit of competency being delivered.</p> <p>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 load shifting work using a skid steer loader.</p> <p>Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and must include the ability to:</p> <ul style="list-style-type: none"> • Locating, understanding, and using site-based compliance documentation to operate within and comply with the site's safety management plan. • Conducting work area inspections and implementing traffic and pedestrian management controls. • Conducting machine pre-start checks and taking appropriate action if required. • Shifting loads using the bucket attachment only in multiple occasions and or locations. • Completing operations by conducting re-fuelling, inspection, and basic maintenance/housekeeping tasks. • Handing in documentation and communicating machine and job information to the appropriate people. <p>The candidate must demonstrate completion of skid steer loader operations without attachments that safely, effectively, and efficiently follows workplace procedures to carry out work activity on at least two occasions, and include:</p> <ul style="list-style-type: none"> • conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations • driving and operating skid steer loader, and adjusting techniques to suit site conditions • shifting loads to the correct location, carrying them as close to the ground as possible <p>Performing at least one of the following skid steer loading tasks on each occasion (i.e. two different tasks in total):</p> <ul style="list-style-type: none"> • stripping and spreading materials • backfilling • loading vehicles • excavations

	<ul style="list-style-type: none"> • mixing materials • site clean up • lifting and carrying materials • using communication methods to confirm activity, direction of travel, and process to safely • move and transport load • shifting and placing materials • assisting with loading and unloading skid steer loader from float/trailer • park up, shut down and prepare machine for maintenance <p>In the course of the above work the candidate must also:</p> <ul style="list-style-type: none"> • locate and apply relevant documentation, policies and procedures • select and wear personal protective equipment required for work activities • carry out vehicle refuelling requirements and procedures where applicable • apply safe work practices and identify and report potential hazards and environmental issues, and assess risks • monitor and manage equipment performance using indicators and alarms • identify common equipment faults • apply problem solving and troubleshooting techniques when operating equipment • select and use required tools and equipment • inspect and prepare work area • manage changes in the loads centre of gravity during transportation • use a range of communication techniques and equipment essential to the safe completion of work instruction, including hand, audible and other signals. • meet written and verbal reporting requirements and procedures associated with skid steer loader operations
<p>Entry Requirements:</p>	<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> <p>Students MUST supply evidence of site or external based competency for a Skid steer loader A VOC on its own its <u>not sufficient</u>. Site competencies must include evidence of training either through a knowledge assessment together with a practical assessment or alternate to a practical assessment, a logbook recording a minimum of 3 hours on the machine that has been facilitated using site training systems and verified by a supervisor or OHST or equivalent.</p>
<p>Pre-Requisite Requirements:</p>	<p>The units of competence selected do not contain pre-requisite requirements.</p>
<p>Licensing Requirements:</p>	<p>There are no specified licensing requirements to undertake skid steer operations.</p>
<p>Language, Literacy and Numeracy Requirements:</p>	<p>The course is delivered using the English language. The course does not involve complex use of language or writing skills. Noting this, some participants will use English as their second language and care must be taken to ensure these students are supported in their learning.</p> <p>Sitetrain will assess a learner's LLN skills in the following ways:</p> <ul style="list-style-type: none"> • Ask the learner to self identify on the enrolment form • During the LLN interview (if required) • During LLN diagnostic assessment (if required)

Delivery Arrangements:	<p>The course will be delivered using a combination of classroom-based instruction and practical skills development sessions. Training will be coordinated from Sitetrain head office and delivered in the workplace.</p> <ul style="list-style-type: none"> • The program is delivered over 10 hours and is comprised of theory and practical sessions. • The program culminates with a theory assessment and performance assessments. • Students will participate in facilitated learning sessions using PowerPoint presentations, handouts, breakout sessions and discussion. • Enrolments in any one course will not exceed 6 people. • Theory learning will be delivered using a ratio of 1:6 trainers/students. • Written Knowledge Assessment will be assessed using at ratio of 1:6 trainers/students. <p>Performance assessments will be supported as follows:</p> <ul style="list-style-type: none"> • Performance Assessment 1 - 1:6 trainers/students. • Performance Assessment 2 - 1:1 Trainer /students • Performance Assessment 3 - 1:6 Trainer/students <p>These ratios of trainers/students allow for greater supervision, interaction, and challenge testing. 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

Overview:	<p>The assessment for RIIMPO335E Conduct skid steer loader operations without attachments 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 (60 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 3 performance assessments to complete the course.</p> <p>Performance Assessment 1 Task - 1 (30 Minutes allocated time) – Document preparation - Group Activity</p> <p>The student will be required to demonstrate their practical skill set while completing actual or supplied workplace documentation to prepare for conducting skid steer operations. The documentation will include:</p> <ul style="list-style-type: none"> • Obtain site based or supplied risk assessment documentation and any special permits that may be required to perform skid steer operations in the training and assessment areas. • Review and comply with relevant site procedures required to operate in training and assessment areas or as per site requirements/ request. • Obtain a site compliance or supplied pre-start form. • Obtain and test radio communications to comply with site and assessment requirements. <p>Performance Assessment 1 Task - 2 (20 Minutes allocated time) – Machine pre-start checks – Group Activity.</p> <ul style="list-style-type: none"> • Complete an actual or supplied machine pre-start form to either confirm machine suitability for use as per site and regulatory requirements or identify reportable faults that require no further action other than reporting and or identify unacceptable faults that require reporting and further action to rectify. <p>Performance Assessment 1 Task – 3 (30 Minutes allocated time) - Conduct a field level risk assessment.</p> <ul style="list-style-type: none"> • Conduct a field level risk assessment, take 5 or equivalent documentation. Some sites may require a JSA as a minimum requirement. If a JSA is used, then individual student conducted FLRA's are not required as evidence given the JSA process is a considerably more complex process then what this course requires. JSA must be retained as evidence. <p>Performance Assessment 2 Task - 1 (10 Minutes allocated time) - Conduct site clean-up.</p> <ul style="list-style-type: none"> • Use loader to remove material from an area and stockpile nearby while maintaining stability of the machine, ground conditions, area communications and traffic/ pedestrian management. <p>Performance Assessment 2 Task - 2 (10 Minutes allocated time) – Pick up and tram clean-up material from task 1 to a pre-determined location for stockpiling.</p> <ul style="list-style-type: none"> • Pick up material and maintain ground and stockpile face conditions. • Tram to second location while minimising spillage and following site traffic management controls. • Dump loads on a pre-existing location or create a new one if required. • Maintain ground and stockpile face conditions at dump site.
------------------	--

Rev Date: 16.06.2020	Doc ID: 04. RIIMPO335E TAS V1	Version #: 1	Approved By: M O'Donahue	Date Approved: 16.06.2020	Page 5 of 18
-------------------------	-------------------------------	--------------	-----------------------------	------------------------------	--------------

Doc Location: [Dropbox\SITETRAIN\Resources\RII30315_Certificate III in Underground Metalliferous Mining\Group B Electives\RIIMPO335E Conduct skid steer loader operations without attachments](#)

	<ul style="list-style-type: none"> Continue using signs/barricading and two-way communications to control vehicle and pedestrian approaches in both work areas. <p>Performance Assessment 3 Task - 1 (10 Minutes allocated time) – Re-fuel the machine.</p> <ul style="list-style-type: none"> Checks re-fueling facility is serviceable to site requirements. Refuel machine to site standards. <p>Performance Assessment 3 Task - 2 (10 Minutes allocated time) – Shutdown and park skid steer loader and complete post operational checks.</p> <ul style="list-style-type: none"> Carry out post operational checks and report defects. Conduct housekeeping / greasing activities. <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>Workplace/Employer Paid Courses</p> <p>Proof of recent active use of a skid steer loader on the site where the assessment is to take place must be provided in the form of either:</p> <ul style="list-style-type: none"> Site based training and assessment and or A logbook of at least 3 hours of machine use <p>If this cannot be provided, then the student must attend a (two-day course); the 2 day course TAS located with this package.</p> <p>Note: A site VOC DOES NOT provide sufficient evidence of training without it being attached to evidence of prior training.</p> <p>Public Courses</p> <p>Where an applicant for this course is not an existing worker or has not completed relevant site and workplace induction training, these applicants may be offered an alternative program with a longer duration of training.</p>
<p>Volume of Learning</p>	<p>Industry Engagement</p> <p>In determining the volume of learning, Sitetrain have consulted with industry representatives. This feedback indicated the current VOL is adequate and meets the requirements of the training package while ensuring learners have adequate time for training and assessment. Particular discussion around the duration of course was necessary. 10 hours is a long day however the industry standard is for 12 hours shifts and the additional 2 hours allows students to attend Toolbox and shift hand over meetings at the beginning and end of their days.</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, power line corridor, excavation and land disturbance procedures. The target learner will already hold a foundation of the knowledge and skills being delivered in this training.</p> <p>The volume of learning being that of 20 hours (2 days) is required for site inducted personnel who have little to no experience operating the machine. The assessment strategy for a one-day RPL pathway course and the 2-day course is identical. The time variance between the two lies where time is allocated for training and instruction for in-experienced operators to hone their skills before the practical assessments take place towards the end of the second day.</p> <p>The allocation of generous student and trainer supervision ratios ensure efficient time is spent with each student during the entire training and assessment process even for the RPL pathway in a one-day course.</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.

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.

	<p>Step 8: Participate in the reassessment and appeals process. The Assessor must:</p> <ul style="list-style-type: none"> • Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options. • Provide the candidate with information on the reassessment and appeals process. • Report any assessment decision that is disputed by the candidate to appropriate Sitetrain personnel; and • Participate in the reassessment or appeal according to the policies and procedures of Sitetrain.
<p>Benchmark of Assessment:</p>	<p>In accordance with the appropriate training packages, the endorsed units of competency are the benchmarks for assessment. The unit of competency being assessed has been unpacked to identify the required knowledge and skills to be demonstrated by the student.</p> <p>Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to operating vehicles and machinery on a mine site. Each workplace may also have its own specific requirements which must also be considered. In planning the assessment, training staff must liaise with the workplace supervisor to determine any specific requirements.</p> <p>To support reliability in the assessment, model answers have been developed. Where assessment is performance based Observational performance, guidelines have been developed for trainer.</p> <p>Knowledge Assessment</p> <p>To support reliability in the theory assessment, model answers have been produced for theory assessment and should be used as the benchmark for assessment.</p> <p>These can be found in the Assessor instructions.</p> <p>Performance Assessment 1 Task - 1 (30 Minutes allocated time) – Document preparation - Group Activity</p> <p>The student will be required to demonstrate their practical skill set while completing actual or supplied workplace documentation to prepare for conducting skid steer operations. The documentation will include:</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 1 Task - 2 (20 Minutes allocated time) – Machine pre-start checks – Group Activity.</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 1 Task – 3 (30 Minutes allocated time) - Conduct a field level risk assessment.</p> <p>A model Take 5 has been provided as a guide for the trainer when assessing the Take 5's which the students completes. A detail description of what information is to be included has been provided for both the template provided for the course and for site-based examples of field level risk assessments.</p> <p>If a JSA is used instead of a Take 5 or FLRA due to site requirements, then the assessor must assess the quality of the JSA to determine if both the evidence requirements and sites safety management standards have been met.</p>

	<p>Performance Assessment 2 Task - 1 (10 Minutes allocated time) - Conduct site clean-up. 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.</p> <p>Performance Assessment 2 Task - 2 (10 Minutes allocated time) – Pick up and tram clean-up material from task 1 to a pre-determined location for stockpiling. 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.</p> <p>Performance Assessment 3 Task - 1 (10 Minutes allocated time) – Re-fuel the machine. 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.</p> <p>Performance Assessment 3 Task - 2 (10 Minutes allocated time) – Shutdown and park skid steer loader and complete post operational checks. 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. This assessment strategy must be read in conjunction with the Assessor instructions.</p>
<p>Recording Assessment Evidence:</p>	<p>It is mandatory that Assessors record detailed evidence of the student’s demonstrated knowledge and skills.</p> <p>Where comments fields have been provided, these are to be used to record detailed commentary on the knowledge and skills demonstrated by the student.</p> <p>Where assessment is performance-based guidelines have been developed for the Trainer and must be completed as assessment takes place to ensure assessment decision are Reliable, Valid, Fair & Flexible the rules of evidence are Valid, Sufficient, Authentic, and Current.</p> <p>The Assessment Summary Record is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>Due to the nature of field level risk assessments or Take 5’s it is possible that students have provided different answers and descriptions. As per Assessor Instructions it is critical that a discussion be had regarding these differences to ascertain the rationale behind the answers provided. The Trainer must record any discussions and decisions on the Assessment Summary Record.</p> <p>To ensure quality control, a co-assessment process is used to ensure assessment decisions and paperwork are of a high standard. This co-assessment will be completed to CEO. This document can be found in the Assessor Performance Assessment and Results Document, this is for office use only.</p>

	<p>This completed assessment record will be retained by Sitetrain in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by Sitetrain relating to this unit of competence or as part of a general audit.</p>
<p>Resources:</p>	<p>The following resources will be available for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • Qualified Trainers in both training and assessing who also have competencies being trained and relevant knowledge and experience in skid steer loader operation. • 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. • A suitable skid steer loader in good working order to regulatory and site standards. • 2 x operational areas where the machine can undertake load shifting operations for both training and assessment purposes. <p>The following specific equipment is required for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • Projector • Speakers • Computer • Extension cord and power board • Presenter remote • Site procedures for where required to enter areas or as requested by site. • Relevant regulatory requirements that inform codes of practice and applicable legislation (WA or NSW). • Printed Student Assessment Packs one per student • Printed Assessor Performance assessments and results one per student • Printed Assessors Instructions one only • Suitable classroom or open area, which is suitable to conduct the theory assessment. • Each student requires a Blue/black pen to record their responses. • Student Handbook one per student • Suitable classroom furniture to accommodate all participants. • JSA in place of FLRA (Only if required by site) • Sitetrain or site provided machine pre-start checklist • Two-way radio capable of operating on channels required to working or pass through operational areas and line of site channels for trainer/assessor instructions. • Water, especially for hot days. • PPE, signs and bollards. • Actual work environment which utilises a minimum of 2 x operational areas to conduct clean up and stockpile work with a skid steer loader. • Light vehicle if required to transport students to training and assessment area.
<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</p>

	<p>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 found in Assessor Performance Assessments and Results document. Depending on unit to be reassessed and assessment within unit it may be practical to provide student with a new Student pack and only complete necessary sections. If you are unsure of any requirements, please contact the head office. All forms are to be complete fully and returned to head office.</p>
<p>Student Assessment Brief:</p>	<p>In accordance with the assessment process, students are to be fully briefed about the assessment. Prior to the assessment, the student is to be provided with a detailed briefing on all aspects of the assessment activity. See Assessor Guide for some extra suggestions for this unit and individual assessments.</p> <p>The Assessor is to meet with the student to:</p> <ul style="list-style-type: none"> • Explain the purpose of the assessment and the assessment process. • Explain the consequence of not meeting the requirements of the assessment. • Explain the process of the Competency Interview and the type of knowledge areas that questions will be drawn from. • Explain the units of competency to be assessed and the evidence to be collected. • Ensure explanation of Identify individual needs of the student encouraging students to identify as and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes. • Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process. • Explain the Students Handbook and where students can get a copy. The Student Handbook is available from the Trainer, or by contacting Sitetrain directly or by downloading a copy form our website. www.sitetrain.com.au • Outline the specific tasks (in detail) listed within this assessment specification and how these will be facilitated. <p>Students may receive some of this brief as a group. Assessors are to discuss an individual student's needs one-on-one in a private setting. If a group briefing is provided, the assessor is to be available after the brief for individual students to approach and seek clarification.</p>
<p>Assessment Validation and Moderation:</p>	<p>Sitetrain is committed to the continuous improvement of its assessment strategy. This commitment has led to the development and implementation of strategies that are applied to the validation and moderation of our assessment strategy.</p> <p>Assessment Validation is a quality review process. It involves checking that the assessment tools produced valid, reliable, sufficient, current, and authentic evidence to enable suitable judgements of competence relevant to requirements of the Training Package or accredited course. It includes reviewing and making recommendations for improvements to the assessment tool, process and/or outcomes.</p> <p>Assessment Moderation is a quality review process designed to promote valid, reliable, fair, and flexible assessment. It is the process where Assessors compare and evaluate their assessment methods, assessment tools, assessment procedures and assessment decisions. Primarily, it seeks to ensure that our Assessors are interpreting assessment evidence at the same (or 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>

RIIMPO335E Conduct skid steer loader operations without attachments – Session Plan (Full 2-day Course)

Timing	Topic	Key Points and Methods	Resources
0700 – 0730	Introduction. 1:6	<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? • Explanation of the student handbooks. • Instruction on completing the enrolment forms and time to complete the forms. 	<ul style="list-style-type: none"> • Student handbook • Enrolment form section of student assessment pack.
730 – 830	Review of Student supplied evidence	<ul style="list-style-type: none"> • Assessor to check each student supplied evidence of prior learning. • Prior learning can be in the form of a site training program or training logbook hours. 	<ul style="list-style-type: none"> • Site based training and assessment documentation or • Site based machine operation hours logbook.
0830 – 0840	Smoko, stretch, move, coffee, toilet break.		
0840 – 0910	Session plan, legislation, and hazard management 1:6	<ul style="list-style-type: none"> • Session plan for the next two days. • Unit structure. • Industry legislative framework the machine operations fall under. • Hazard management • Hierarchy of controls • PPE • Tagging • Environmental hazards • Hazardous substances 	<ul style="list-style-type: none"> • PowerPoint.
0910 – 0950	Hazard management cont; 1:6	<ul style="list-style-type: none"> • Accessing technical information • Work area inspections • Emergency response protocols • Engine bay fires and response • Warning placards • Pre-start checks • Preparing for operation 	<ul style="list-style-type: none"> • PowerPoint.
0950 – 1020	Morning Tea		

Timing	Topic	Key Points and Methods	Resources
1020 – 1100	Operating a skid steer loader 1:6	<ul style="list-style-type: none"> • Operation safety video 15 minutes • Operation safety slides • Load assessment techniques. 	<ul style="list-style-type: none"> • PowerPoint
1100 – 1200	Theory Assessment 1:1	<ul style="list-style-type: none"> • Assessment briefing • Individual controlled assessment 	<ul style="list-style-type: none"> • Theory assessment instruments
1200 – 1240	Lunch		
1240 – 1310	Performance Assessment 1 Task 1 Plan and prepare for skid steer loader operations. 1:6	<ul style="list-style-type: none"> • Assessment Briefing • Brief on the scenario (instruct group to bring afternoon smoko with them) • Identifies and tests communication methods. • Locates and explains procedures and reporting documentation and manufacturer and site requirements. • Organises transport and safety equipment 	<ul style="list-style-type: none"> • Site access permission • Light vehicle, Water, PPE, Signs, Barricades, Radios, Vehicle, FLRA, Machine checklists.
1310 - 1330	Performance Assessment 1 Task 2 Perform a pre-start of a skid steer loader. 1:6	<ul style="list-style-type: none"> • Identifies hazards and equipment defects associated with skid steer loader and records on checklist. • Reports category A and B faults. Organizes repair for any category A faults found. 	<ul style="list-style-type: none"> • Pre-start checklist
1330 – 1400	Performance Assessment 1 Task 3 Conduct a pre-task and area risk assessment using site or supplied risk assessment tool. 1:6	<ul style="list-style-type: none"> • Identify hazards with the work area and tasks. • Implement required controls. 	<ul style="list-style-type: none"> • FLRA, Take 5 or JSA. • PPE, Signs, barricading, two-way radios, water, sunscreen etc.
1400 – 1500	Performance Assessment 2 Task 1 Conduct site clean-up 1:1	<ul style="list-style-type: none"> • Use loader to process and shift loads to the side of clean-up site. • Shift loads while maintaining stability of machine. • Maintain site communications to control work area safety. • Adjust position of machine as per job requirements. • Maintain ground conditions and control as per job requirements. 	<ul style="list-style-type: none"> • Skid Steer Loader • Risk assessment controls.
1500 – 1600	Performance Assessment 2 Task 2 Move clean-up to	<ul style="list-style-type: none"> • Move loads while maintaining machine and load stability. • Maintain communications as per site traffic management and 	<ul style="list-style-type: none"> • Skid Steer Loader • Risk assessment controls.

Timing	Topic	Key Points and Methods	Resources
	designated stockpile 1:1	<p>barricading and tagging policy.</p> <ul style="list-style-type: none"> • Stockpile clean-up while maintaining work area and road surfaces. 	
1600 – 1610	Performance assessment 3 Task 1 Re-fuel the machine. 1:6	<ul style="list-style-type: none"> • Checks re-fuelling facility is serviceable to site requirements. • Refuel machine to site standards. 	<ul style="list-style-type: none"> • Skid steer loader • Re-fuelling facility or service vehicle
1610 – 1620	Performance assessment 3 Task 2 Park and shutdown skid steer loader and complete post operational checks and housekeeping 1:6	<ul style="list-style-type: none"> • Carry out post operational checks. • Conduct housekeeping / greasing activities. • Hand in risk management paperwork and report/ action defects. 	<ul style="list-style-type: none"> • Skid steer loader • Machine cleaning and greasing equipment as per site requirements. • FLRA • Machine pre-start checklist form.
1620 – 1630	De-mobilise to training room 1:6	<ul style="list-style-type: none"> • Return signs and barricading. • Return light vehicle • Return to training room 	<ul style="list-style-type: none"> • Light vehicle
1630 – 1640	De-brief 1:6	<ul style="list-style-type: none"> • Discuss days activities and assessments. • Provide students opportunity to provide course feedback. 	<ul style="list-style-type: none"> • Training room
1640 – 1710	Finalise course materials (Assessor only)	<ul style="list-style-type: none"> • Review and finalise all assessment material and requirements of assessor instructions. Review feedback and record and continuous improvement in the assessor instructions found. Record any points for continuous improvement from your own observations in the assessor instructions. 	<ul style="list-style-type: none"> • Assessment documentation • Assessor instructions

Timing/Class Numbers

Student Number		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Introduction. 1:6	0700 - 0730	Group 1:6					
Review of Student supplied evidence 1:1	0730 – 0830						
Smoko, stretch, move, coffee, toilet break.	0830 – 0840						
Session plan, legislation, and hazard management 1:6	0840 – 0910						
Hazard management cont; 1:6	0910 – 0950						
Morning Tea (at crib room)	0950 – 1020						
Operating a skid steer loader 1:6	1020 – 1100						
Theory Assessment 1:1	1100 – 1200	1100 – 1200	1100 – 1200	1100 – 1200	1100 – 1200	1100 – 1200	1100 – 1200
Lunch	1200 – 1240	Group 1:6					
Performance Assessment 1 Task 1 Plan and prepare for skid steer loader operations. 1:6	1240 – 1310						
Performance Assessment 1 Task 2 Perform a pre-start of a skid steer loader. 1:6	1310 - 1330						
Performance Assessment 1 Task 3 Conduct a pre-task and area risk assessment using site or supplied risk assessment tool. 1:6	1330 – 1400	Group 1:6					
Performance Assessment 2 Task 1 Conduct site clean-up 1:1	1400 – 1500						
Performance Assessment 2 Task 2 Move clean-up to designated stockpile 1:1	1500 – 1600	1500 – 1510	1510 -1520	1520 – 1530	1530 – 1540	1540 – 1550	1550 - 1600
Performance assessment 3 Task 1 Re-fuel the machine. 1:6	1600 – 1610	Group 1:6					
Performance assessment 3 Task 2 Park and shutdown skid steer loader and complete post operational checks and housekeeping 1:6	1610 – 1620						
De-mobilise to training room 1:6	1620 – 1630	Group 1:6					
De-brief 1:6	1630 – 1640						
Finalise course materials (Assessor only)	1640 – 1710	-					

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 3 x practical assessments will assess the unit of competency. This allows for the discrete assessment of specific knowledge and the assessment of knowledge integrated with skills during practical tasks.

RIIMPO335E Conduct skid steer loader operations without attachments Theory Assessment	Knowledge Assessment (60 minutes) Individual simultaneous	The candidate must provide a written or verbal response to 15 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
RIIMPO335E Conduct skid steer loader operations without attachments Performance Assessment General	Performance Assessment General Note: Many elements are continuously applied across all assessments	Continuous application of skills and knowledge <ul style="list-style-type: none"> • Locates and applies relevant documentation, policies, and procedures • Following work instructions to operate in the area from work area supervisor and assessor • Assess the operational area for hazards • Follows site operational speed limits and traffic management requirements • Identifying operational area hazards and implementing adequate controls Communicating with others <ul style="list-style-type: none"> • Communicating with others with different means of communication • Confirms positive isolation when checking engine bay components • Candidate completes site required documentation for the safe and efficient use of the skid steer loader
RIIMPO335E Conduct skid steer loader operations without attachments Performance Assessment 1	Performance assessment 1 Task 1 (30 Minutes) Group 1:6	Plan and prepare for skid steer loader operations. <ul style="list-style-type: none"> • Identifies and tests communication methods. • Locates and explains procedures and reporting documentation and manufacturer and site requirements.
	Performance assessment 1 Task 2 (20 Minutes) Group 1:6	Perform a pre-start of a skid steer loader. <ul style="list-style-type: none"> • Identifies hazards and equipment defects associated with skid steer loader and records on checklist.

		<ul style="list-style-type: none"> • Reports category A and B faults. Organizes repair for any category A faults found.
	Performance assessment 1 Task 3 (30 Minutes) Group 1:6	<p>Conduct a pre-task and area risk assessment using site or supplied risk assessment tool.</p> <ul style="list-style-type: none"> • Identify hazards with the work area and tasks. • Implement required controls.
RIIMPO335E Conduct skid steer loader operations without attachments Performance Assessment 2	Performance assessment 2 Task 1 (10 Minutes) Individual 1:1	<p>Conduct site clean-up</p> <ul style="list-style-type: none"> • Use loader to process and shift loads to the side of clean-up site. • Shift loads while maintaining stability of machine. • Maintain site communications to control work area safety. • Adjust position of machine as per job requirements. • Maintain ground conditions and control as per job requirements.
	Performance assessment 2 Task 2 (10 Minutes) Individual 1:1	<p>Move clean-up to designated stockpile</p> <ul style="list-style-type: none"> • Move loads while maintaining machine and load stability. • Maintain communications as per site traffic management and barricading and tagging policy. • Stockpile clean-up while maintaining work area and road surfaces.
RIIMPO335E Conduct skid steer loader operations without attachments Performance Assessment 3	Performance assessment 3 Task 1 (10 Minutes) Group 1:6	<p>Re-fuel the machine.</p> <ul style="list-style-type: none"> • Checks re-fueling facility is serviceable to site requirements. • Refuel machine to site standards.
	Performance assessment 3 task 2 (10 Minutes) Group 1:6	<p>Shutdown and park skid steer loader and complete post operational check</p> <ul style="list-style-type: none"> • Carry out post operational checks and report defects. • Conduct housekeeping activities.

Retain 1 x FLRA and 1 machine checklist per student as evidence. If a JSA has been conducted, then 1 x JSA per group is acceptable. 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.