



# RIISS00034 – Surface Coal Mine Safety Skill Set

## STUDENT ASSESSMENT

- A. RIIWHS201E - Work safely and follow WHS policies and procedures
- B. RIIGOV201E - Comply with site work processes/procedures
  
- C. RIICOM201E Communicate in the workplace
- D. RIIRIS201E - Conduct local risk control
  
- E. RIERR302E -Respond to local emergencies and incidents
- F. RIERR205D - Apply initial response First Aid

Student full name:	
Date:	

## RIISS00034 Surface Coal Mine Safety Skill Set

Licensing, legislative, regulatory and certification requirements that apply to this skill set can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the Skill Set.

This Skill Set addresses the regulatory requirements for open-cut coal mining specified in Recognised Standard 11, Training in coal mines - Coal Mining Safety and Health Act, Queensland.

## STUDENT ASSESSMENT

### STUDENT RECORD OF TRAINING - Student Details

Student full name:

**DECLARATION** - I declare that the information contained in this application is true and correct and that all documents are genuine. Photo ID must also be provided with this application.

Student signature

#### Trainer/Assessor

Theory Assessment      **Competent**          **Not competent**   

Practical Assessment      **Competent**          **Not competent**   

Reassessment      **Yes**          **No**          **Date**

**Inexperienced**      School leaver, no experience or knowledge       **Experienced**      Student with minimum of 1-year experience

Trainer/Assessor Name

Trainer/Assessor Signature

**Date:**

Trainer/Assessor comments

### **STUDENT INSTRUCTIONS**

1. This is a closed book knowledge test
2. All questions to be attempted
3. Blue/black pen only to be used
4. Discussion with other Students is not permitted during knowledge test
5. Assistance from the assessor may be requested to clarify a question
6. All questions must be answered correctly to be successful
7. All errors made by the student to be initialled by the student
8. The assessor may ask verbal questions to clarify points to be successful
9. When you have finished the assessment, complete the coversheet and hand all to your assessor
10. More than one multiple choice answer may be correct

### **REASONABLE ADJUSTMENT**

If you have any special needs that your assessor does not know about, you should let them know as soon as possible before starting any assessment so that your assessor can make changes where possible.

### **COMPETENT**

To be found competent in this unit of competency, you must 'satisfactorily' complete all assessment instruments (see definition above).

### **FEEDBACK**

After an assessment, your assessor should give you feedback to let you know how you went and will discuss reassessment opportunities with you if needed. This feedback, along with the assessment result, will be recorded by your assessor on the front page of this assessment.

### **APPEALS ASSESSMENT**

All Students have the right to appeal an assessment if you feel you have not been fairly assessed in either the theory or the practical for this unit. This may include a re assessment or, you can make an appeal by completing our complaints and appeals form. You can find more information about appeals in the student handbook

### **REASSESSMENT**

All Students have the right to be reassessed. You will need to discuss this option with your Trainer/Assessor. Reassessment may include further training, re-sit the theory assessment or practical assessment.

Guidelines depend on the regulator requirements for example reassessed on the day.

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>1. What documents will help you to identify and understand your health and safety rights and responsibilities?</p> <p>a. Work Health and Safety Regulations</p> <p>b. Occupational Health and Safety Act</p> <p>c. Occupational Health &amp; Safety Regulations</p> <p>d. Australian Standards</p> <p>e. Industry Codes of Practice</p> <p>f. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>2. List the five (5) steps you would follow when carrying out isolation procedures.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. The aim of the site safety management system, policies and procedures is to:</p> <p>a. Provide safe systems of work and instructions for all tasks carried out on site</p> <p>b. Identify, assess and manage site hazards</p> <p>c. Have all incidents reported and investigated?</p> <p>d. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>4. Every incident or injury MUST be reported, including near misses.</p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>

## GENERIC - KNOWLEDGE TEST

Short Questions	C	NC	Short Questions	C	NC
<p>5. Where can you obtain, confirm and clarify safety procedures?</p> <p>a. Your supervisor</p> <p>b. Standard Operating Procedure</p> <p>c. Safe Work Method Statement</p> <p>d. Emergency Rescue Plan</p> <p>e. Work permit system</p> <p>f. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Put the Hierarchy of Risk Controls in the correct order of effectiveness. Number 1-6, the following hierarchy of hazard control in the correct order of effectiveness, (1 as most effective).</p> <p><input type="checkbox"/> Engineering controls</p> <p><input type="checkbox"/> Personal Protective Equipment</p> <p><input type="checkbox"/> Elimination</p> <p><input type="checkbox"/> Isolation</p> <p><input type="checkbox"/> Administrative controls</p> <p><input type="checkbox"/> Substitution</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. What is the procedure you follow if you come across faulty equipment?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>8. A safety data sheet is a document containing important information about a hazardous material.</p> <p>a. True</p> <p>b. False</p> <p>List one (1) type of information detailed in the <i>Safety data sheet</i>.</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>9. What steps must be taken if you encounter hazardous or unsafe conditions?</p> <p>a. Stop</p> <p>b. Barricade area</p> <p>c. Notify others in work area</p> <p>d. Notify supervisor</p> <p>e. None of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>10. Which statements are correct regarding smoking in the workplace?</p> <p>a. Only smoking in designated areas discriminates against smokers &amp; grossly inconveniences me</p> <p>b. Only smoking in designated areas ensures my employer adheres to legal requirements which vary between states</p> <p>c. An employers' duty of care is to provide a safe working environment, which extends to minimising the risks of second-hand smoke exposure.</p> <p>d. Smoke breaks are a legal right of the employee within the Fair Work Act 2009</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Which statements are correct regarding drugs and alcohol?</p> <p>a. All workers have a duty to take reasonable care for their own health and safety and ensure they don't adversely affect that of others</p> <p>b. Alcohol, drugs and specific medicines can affect a person's ability to work safely</p> <p>c. All persons must be fit and well enough to do their job and must not be impaired (under the influence of alcohol or drugs) while at work</p> <p>d. Signs of alcohol impairment are poor coordination, slurred speech, impaired thinking and memory impairment</p> <p>e. When your blood alcohol content (BAC) is 0.08% or higher you are considered legally impaired</p> <p>f. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>12. Why is WHS/Health and safety consultation and communication important?</p> <p>a. It is a legal requirement</p> <p>b. It encourages employers to follow OHS</p> <p>c. It encourages to workers follow OHS</p> <p>d. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. What is the role of the designated health and safety representative?</p> <p>a. Give information on WHS to workers</p> <p>b. Nominated to represent the workplace and its workers on WHS issues</p> <p>c. Raise any WHS issues or concerns with management and/or the Health and Safety Committee</p> <p>d. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>14. How could you participate in procedures for your work site?</p> <p>a. First aid officer</p> <p>b. Fire Warden</p> <p>c. WHS officer</p> <p>d. Joining committees</p> <p>e. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>15. List two (2) incidents that can happen on a work site requiring first aid.</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>16. List three (3) emergency situations that can happen on work site.</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. On hearing an emergency evacuation alarm in the workplace; you would evacuate by</p> <p>a. Evacuate following procedures, listen to fire warden, follow routes and exit points to your nominated muster/assembly point/areas</p> <p>b. Evacuate following your mate, through any areas that will give you the quickest way out</p> <p>c. Evacuate by the quickest means and report to any muster/assembly point area</p> <p>d. None of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>18. Electric shock is defined as a sudden violent response to electric current flow through any part of a person's body. Electrocutation is death caused by electric shock.</p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. List two (2) signs of fatigue, what actions you should take in the event of feeling fatigued, and how you can manage fatigue on a regular basis.</p> <p><b>List two (2) signs of fatigue.</b></p> <p>.....</p> <p>.....</p> <p><b>List two (2) actions taken, in the event of feeling fatigued while operating plant / equipment onsite</b></p> <p>.....</p> <p>.....</p> <p><b>List two (2) ways to manage fatigue on a regular basis</b></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>20. List three (3) common potential hazards and (2) environmental issues that could affect operations.</p> <p><b>Potential hazards</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Environmental issues</b></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p><b>21. How can you remain prepared for fires, accidents and emergencies you can?</b></p> <p>a. Locate and check or test fire suppression device</p> <p>b. Keep first aid training up to date</p> <p>c. Learn site emergency procedures</p> <p>d. Learn the locations of first aid and know what is in it</p> <p>e. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>22. What signage would you look for when following an evacuation route in an emergency?</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>23. If you identify a situation which may endanger others you should let the endangered worker know prior to notifying your supervisor.</b></p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>24. How would you inspect a work area to identify hazards for each job tasks?</b></p> <p>a. Visual inspection in the form of a walk around</p> <p>b. By completing a TAKE 5, JSA or SWMS</p> <p>c. Conduct a risk assessment</p> <p>d. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>

## GENERIC - KNOWLEDGE TEST

Short Questions	C	NC	Short Questions	C	NC
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25. PPE - Personal protective equipment

<input type="checkbox"/>	<input type="checkbox"/>
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Identify the types of PPE below by the symbols, and provide one example of the purpose for use for each, an example has been provided



**Type-** *Dust / Fume mask*

**Use-** *P1/ P2 are intended for particles.*

*Mask use will depend on the class.*

*They do not protect against chemicals*

*or toxic vapours e.g. gases such as*

*carbon monoxide from petrol engine*



**Type-** .....

**Use-** .....

**Use-** .....

.....

.....



**Type-** .....

**Use-** .....

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**Type-** .....

**Use-** .....

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**Type-** .....

**Use-** .....

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**Type-** .....

**Use-** .....

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**Type-** .....

**Use-** .....

.....



**Type-** .....

**Use-** .....

.....

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>26. List three (3) areas where you require a work permit.</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>27. Identify all activities that require a high-risk work licence.</p> <p>a. Forklift</p> <p>b. EWP with boom over 11m</p> <p>c. Scaffolding (over 4 metres)</p> <p>d. Work at heights</p> <p>e. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>28. How can you find the location of underground services before digging or excavating?</p> <p>a. Dial before you dig</p> <p>b. Site plans</p> <p>c. Building elevation plan</p> <p>d. Work mate</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>29. Manual handling is an activity involving lifting, pull, carrying or moving a load.</p> <p>a. True</p> <p>b. False</p> <p><i>List two (2) safe work practices you can use to move a heavy load.</i></p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>30. What are the biological signs and symptoms that would deem you unfit for duty?</p> <p>a. Illness – colds, high temperature</p> <p>b. Stress – headaches, low energy, chest pain</p> <p>c. Loss of alertness – low concentration</p> <p>d. Lack of sleep (insomnia)</p> <p>e. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>31. What is the hazard of working in a cold environment and you can manage the risk?</p> <p><i>Hazard - List one (1)</i></p> <p>.....</p> <p>.....</p> <p><i>Manage / Control - List one (1)</i></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

**GENERIC - KNOWLEDGE TEST**

Short Questions	C	NC	Short Questions	C	NC
<p><b>32. What is the hazard of working in hot sunny environments and how can you manage the risk?</b></p> <p><i>Hazard - List one (1)</i></p> <p>.....</p> <p>.....</p> <p><i>Manage / Control - List two (2)</i></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>33. What are the basic steps in the risk assessment process?</b></p> <p>a. Identify the hazards</p> <p>b. Assessing Risk and Identifying Unacceptable Risk</p> <p>c. Identifying, Assessing and Implementing Controls</p> <p>d. Monitoring and Reviewing Hazards and Risks</p> <p>e. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>34. What is hierarchy of controls in the workplace?</b></p> <p>a. System for controlling risks in the work place</p> <p>b. Control method/measures to eliminate or reduce risks in the workplace</p> <p>c. Ranks risk controls from the highest level of protection and reliability to the lowest level of protection</p> <p>d. The control options may be applied individually or combined with other control options out of the hierarchy of control</p> <p>e. Is a pyramid of steps that should be considered in sequence</p> <p>f. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>35. How would you determine if a risk is acceptable or unacceptable?</b></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

## GENERIC - KNOWLEDGE TEST

Short Questions	C	NC	Short Questions	C	NC
<p><b>36. What is the hierarchy of control for each step mean?</b></p> <p><b>Elimination</b></p> <p>.....</p> <p>.....</p> <p><b>Substitute</b></p> <p>.....</p> <p>.....</p> <p><b>Isolate</b></p> <p>.....</p> <p>.....</p> <p><b>Engineering controls</b></p> <p>.....</p> <p>.....</p> <p><b>Administrative Controls</b></p> <p>.....</p> <p><b>PPE</b></p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>37. What is the purpose and use of the risk matrix?</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>38. How would you implement the hierarchy of controls?</b></p> <p>a. Read and interpret signs, symbols and tags</p> <p>b. Read and follow SWMS/SOPs</p> <p>c. Attend tool box meetings</p> <p>d. Follow site policies and procedures</p> <p>e. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>39. What is a near miss and why should a near miss be written and recorded?</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>40. How can you ensure you have a good understanding of emergency procedures for the equipment and site you are operating on?</p> <p>a. Read operator manual &amp; familiarise with machine</p> <p>b. Attend site induction</p> <p>c. Learn site procedure for emergency situations</p> <p>d. All the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>41. List the four (4) elements that need to be present to cause a fire.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>42. What is the correct way to use a fire extinguisher?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>43. Ventilation systems should be checked periodically with all fire safety equipment maintained and tested in accordance with the relevant standard. The legislation applies to virtually all premises and covers nearly every type of building, structure and open space.</p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>44. In an emergency relevant survey and geological data should be sorted when working around:</p> <p>a. High walls/Stock piles</p> <p>b. Broken ground</p> <p>c. Uncontrolled edges</p> <p>d. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>45. A Safe Work Method Statement is a document that details the job steps required to carry out a task as well as how specific hazards and risks related to a task will be controlled.</p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>

**GENERIC - KNOWLEDGE TEST**

Short Questions	C	NC	Short Questions	C	NC
<p><b>46. What is the purpose of having safety procedures for communication systems and communication equipment?</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>47. The most effective way to coordinate and communicate planned work activities onsite, and prior to commencing shift, is through:</b></p> <p>a. Twitter</p> <p>b. Facebook</p> <p>c. Toolbox / Pre-start meeting</p> <p>d. Supervisor instructions</p> <p>e. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>48. If you are using a radio, what would you do if there was an emergency?</b></p> <p>a. Inform your supervisor and colleagues</p> <p>b. Call emergency, emergency, emergency on the radio</p> <p>c. Provide state your location</p> <p>d. Maintain communication by staying on the radio until help arrives</p> <p>e. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>49. List two (2) checks you would complete before you use or operate any communication equipment or device.</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>50. What would you do if you did not understand a hand and whistle signals or directions given to you?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>51. Which of the following items can be used when signalling?</p> <p>a. A hand tool, horn, power tool</p> <p>b. Hand signals, horn, safety lights, flags</p> <p>c. A power tool, horn, safety lights</p> <p>d. All of the above</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>52. Other than general wear and tear or low batteries, what are two (2) issues that can cause communications equipment to not work properly?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>53. List three (3) types of communication equipment or systems you would locate in the workplace.</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>54. List two (2) causes of communication breakdown in the workplace.</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>55. List three (3) key communication devices you would access to control and isolate traffic in and around a worksite.</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

### GENERIC - KNOWLEDGE TEST

Short Questions	C	NC	Short Questions	C	NC
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56. Identify and briefly explain the meaning of each sign or symbol associated with construction.

<input type="checkbox"/>	<input type="checkbox"/>
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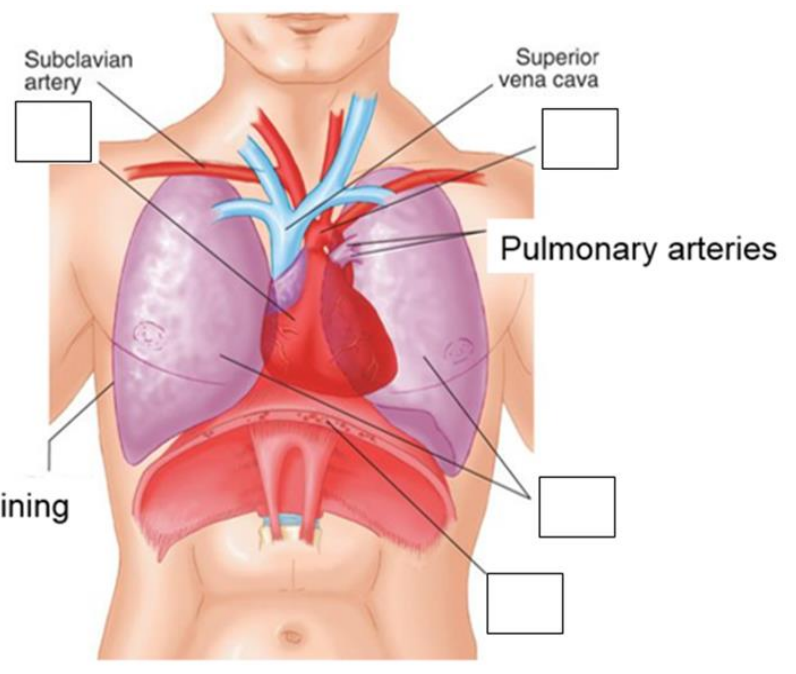
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**GENERIC - KNOWLEDGE TEST**

Short Questions	C	NC	Short Questions	C	NC
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57. To understand the basic anatomy and physiology of the chest you need to write the letter to each organ?



A. Diaphragm  
 B. Lungs  
 C. Aorta  
 D. Heart

58. How must a first aider keep their skills and knowledge up to date?

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59. When performing first aid your physical limitations should be considered before manual handling a casualty?

- a. True
- b. False

**GENERIC - KNOWLEDGE TEST**

Short Questions	C	NC	Short Questions	C	NC
<p><b>60. List three (3) reasons why you would stop (cease) doing CPR.</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>61. List three (3) ways disease transmission can be spread and three (3) infection control principles.</b></p> <p><b>List (3) ways disease transmission spread.</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>List (3) infection control principles.</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>62. What are your responsibilities in gathering information from a causality?</b></p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>63. (DRSABCD) Identify the following:</b></p> <p>D - .....</p> <p>R - .....</p> <p>S - .....</p> <p>A - .....</p> <p>B - .....</p> <p>C - .....</p> <p>D - .....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>64. List the six (6) links in the chain of survival.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>65. Identify the Acronym COWS stand for.</p> <p>C.....</p> <p>O.....</p> <p>W.....</p> <p>S.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>66. What is your duty of care requirements when performing first aid?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>67. Under the Australian Resuscitation Council guidelines what is the correct ratio for CPR?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>68. If you do not feel confident to administer air into a person/casualty, you should give ..... compression per minute by listening to the beat of the defibrillator.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>69. Under the Australian Resuscitation Council guidelines what is the correct rate, ratio and depth of compressions for adult, child and infant when performing CPR.</p> <p><b>Infant</b></p> <p>.....</p> <p>.....</p> <p><b>Child</b></p> <p>.....</p> <p>.....</p> <p><b>Adult</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC - KNOWLEDGE TEST					
Short Questions	C	NC	Short Questions	C	NC
<p>70. What is the correct method of compression for the following?</p> <p><b>Child</b> .....</p> <p><b>Adult</b> .....</p> <p><b>Infant</b> .....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>71. What is the first aid management required, to control external bleeding is from a laceration to the forearm?</p> <p>a. Cover and apply pressure to the wound and get the person to rest</p> <p>b. Cover and elevate the wound and get the person to rest</p> <p>c. Cover and call ambulance</p> <p>d. Answer a. only</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>72. What position should you place an unconscious casualty who is breathing?</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>73. What is the most likely cause of an obstructed airway?</p> <p>a. The Tongue, Vomit, Food</p> <p>b. Swallowing the Tongue</p> <p>c. Ineffective head tilt</p> <p>d. Normal breathing</p>	<input type="checkbox"/>	<input type="checkbox"/>

## **PRACTICAL ASSESSMENT by observation**

### **Student instructions**

---

**Complete the Practical Assessment by Observation checklist with Trainer/Assessor**

**Student to demonstrate on more than one occasion. Student to complete all Activities:**

Activity 1 - Read a Safety Data sheet, open class discussion and complete short questions and answers

Activity 2 – Read scenario, discuss scenario, complete questions, risk assessment form using a risk matrix

Activity 3 - Read scenarios, discuss scenario and complete out of service tag

Activity 4 – Read scenario oil spill, discuss scenario, complete a TAKE 5 using the hazard prompt form and complete an incident form using the provided risk matrix form

Oil Spill - demonstrate clean up spill using spill kit

- Complete TAKE 5 form with name: Joe Blogs, Date 08.02.19, Time 10:30 am, Job location Workshop, with Job description “oil change on skid steer loader” Job number “775”
- Complete incident form using the provided risk matrix form
- Demonstrate clean up spill using spill kit

Activity 5 – Read scenario bin fire, discuss scenario, demonstrate putting out fire using fire extinguisher with PASS technique

- Demonstrate using a two-way radio in Practical assessment number #20

Activity 6 – Demonstrate using first aid resources and equipment on two occasions

- Read scenario 1 snake bite – discuss scenario, complete incident form demonstrates how to administer first aid by applying a pressure bandage
- Read scenario 2 near miss – discuss scenario, complete incident form
- Read scenario 3 laceration – discuss scenario, complete incident form demonstrates how to administer first aid by applying a pressure bandage

Activity 7 – Tool Box meeting

- Incident debriefs on– snake bite and laceration from Activity 6 scenarios

**Trainer/Assessor to provide the student with the forms below:**

- Safety Data Sheet
- Out of service TAG
- Take 5 –checklist with hazard prompt form
- Incident form with Risk matrix form
- Incident report form
- Incident form
- Incident report form
- Tool Box meeting form

***At the end of theory and practical assessment both Student and Trainer/Assessor to sign and date front page***

Chemwatch: 22064

Chemwatch Hazard Alert Code: 2

**MINI SDS**

**DIESEL**

INGREDIENTS	CAS NO	%	8HR OEL
Diesel	68334-30-5	>99	-

**GHS** **DG**

UN No: **3082**  
 Hazchem Code: **-3Z**  
 DG Class: **9**  
 Subsidiary Risk: **Not Applicable**  
 Packing Group: **III**  
 Poisons Schedule: **S5**

**PROPERTIES**

Liquid. Does not mix with water. Floats on water. Combustible.

**HEALTH HAZARD INFORMATION**

**Signal word:** **Danger**

Hazard statement(s):	Hazard
<b>H227</b> Combustible liquid.	
<b>H315</b> Causes skin irritation.	
<b>H351</b> Suspected of causing cancer.	
<b>H336</b> May cause drowsiness or dizziness.	
<b>H304</b> May be fatal if swallowed and enters airways.	
<b>H411</b> Toxic to aquatic life with long lasting effects.	
<b>AUH066</b> Repeated exposure may cause skin dryness and cracking.	

**EMERGENCY**

**FIRST AID**

<b>Swallowed:</b>	Give water (if conscious). Seek medical advice. Do NOT give milk or oil. Do NOT give alcohol.
<b>Eye:</b>	Wash with running water.
<b>Skin:</b>	Remove contaminated clothing. Wash with soap & water.
<b>Inhaled:</b>	Fresh air. Rest, keep warm. If breathing shallow, give oxygen. Medical attention.
<b>Advice To Doctor:</b>	Evaluate for respiratory distress. Consider lavage with cuffed tube. NO adrenalin.
<b>Fire Fighting:</b>	Keep containers cool. Foam.
<b>Spills and Disposal:</b>	Eliminate ignition sources. Pollutant. Prevent from entering drains. Contain spillage by any means. Absorb with dry agent. Stop leak if safe to do so. Dispose of this material and its container at hazardous or special waste collection point. This material and its container must be disposed of in a safe way. To clean the floor and all objects contaminated by this material, use water and detergent.

**PRECAUTIONS FOR USE**

<b>Appropriate engineering controls:</b>	Local Exhaust Ventilation recommended.
<b>Glasses:</b>	Consider chemical goggles.
<b>Gloves:</b>	1.NITRILE
<b>Respirator:</b>	Type A Filter of sufficient capacity. (AS/NZS 1716 & 1715, EN 143:2000 & 149:2001, ANSI Z88 or national equivalent)
<b>Storage and Transportation:</b>	Store in cool, dry, protected area. Restrictions on Storage apply. Refer to Full Report. Dispose of this material and its container at hazardous or special waste collection point. Keep out of reach of children. Keep away from food, drink and animal feeding stuffs.
<b>Fire/Explosion Hazard:</b>	Vapours/gas heavier than air. Toxic smoke/fumes in a fire. Dispose of this material and its container at hazardous or special waste collection point.

**SAFE STORAGE WITH OTHER CLASSIFIED CHEMICALS**

**x** — Must not be stored together  
**0** — May be stored together with specific preventions  
**+** — May be stored together

*Note: Depending on other risk factors, compatibility assessment based on the table above may not be relevant to storage situations, particularly where large volumes of dangerous goods are stored and handled. Reference should be made to the Safety Data Sheets for each substance or article and risks assessed accordingly.*

Chemwatch: 22064  
 Print Date: 06/14/2021  
 Issue Date: 12/04/2017

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### ACTIVITY 1 - SAFETY DATA SHEET - Diesel - ACTIVITY BOOK

Short Questions	C	NC	Short Questions	C	NC
<p>1. What is the health hazard of diesel engine oil?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>2. What are the first aid measures you follow for skin contact?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. What is the spill management you follow for a land spill?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>4. Diesel may be stored together with oxides.</p> <p>a. True</p> <p>b. False</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. List all PPE required when handling diesel engine oil.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6. What are the recommended appropriate engineering controls for diesel?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

### ACTIVITY 1 - SAFETY DATA SHEET - Diesel - ACTIVITY BOOK

Short Questions	C	NC	Short Questions	C	NC
<p>7. How would you dispose of diesel safely?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>8. List the four (4) properties of diesel.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. What type of fire extinguisher would you use for Diesel?</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>10. What is the DG class for Diesel?</p> <p>.....</p>	<input type="checkbox"/>	<input type="checkbox"/>

## ACTIVITY 2 - Scenario 2- PPE Class discussion

**Student to**

- Read scenario
- Discuss scenario in group environment
- Answer questions

**Scenario:** Fry Dai was installing pipe below a conveyor, it was above 40c° at around 1.30 pm and Fry was not wearing a hard hat as he was in the shade of the conveyor.

Phil, who was working above on the conveyor could not find his wrench, he looked over the side to see Fry lying face down and his wrench close by.

**Short questions**

C

NC

1. **What was the cause of the accident?**



.....

2. **How could Fry have prevented the accident occurring and what was his responsibility?**



.....

.....

.....

**ACTIVITY 3 – Scenario 1- out of service tag**

Student to read scenario and complete an out of service tag for dozer using the following information

- Permit no: 007
- Date: 28 / 02 / 21
- Time: 9:35 am

**Scenario:**

During your Dozer pre-start inspection, you notice several wires that have moved from the original wiring harness position, at least one of those wires shows some wear to the insulation and a small amount of the copper wire can be seen.

**Front****Back**

The back view of the tag is a light grey, vertically oriented rectangle with a hole at the top. It features a black rectangular box at the top containing the word "CAUTION" in white, bold, sans-serif capital letters. Below this, the words "DO NOT REMOVE THIS TAG!" are printed in bold, black, sans-serif capital letters. Underneath, there are four sets of horizontal lines for handwritten information, each preceded by a label: "Caution:", "Permit no:", "Tag placed by:", and "Signed:". At the bottom, there are three lines for the date and time, labeled "Date:" and "Time:", with slashes indicating the format.

## ACTIVITY 4 - Scenario – Oil Spill

### Student to

- Read scenario
- Discuss scenario in group environment
- Complete the TAKE 5 form using the information found in the scenario and using the hazard prompt form
- Read the hazard prompt form, discuss and complete TAKE 5 form on with name: Joe Blogs, Date 08.02.19, Time 10:30 am, Job location Workshop, with Job description oil change on a skid steer loader with Job number 001
- Complete an incident report form using the provided risk matrix form
- Demonstrate clean up spill using spill kit

### Scenario – Oil Spill

At 10:30am on the 8.2.19 Joe Blogs from the maintenance department was in the workshop conducting an oil change on a skid steer loader.

Joe failed to position the catch bucket directly under the drain point of the sump which resulted in an oil spill. Joe quickly barricaded the area and contained the spill using a spill kit, he reported to his supervisor Fred Smith at 11:55 am.

Fred conducted a visual investigation and deemed the incident a level 2 hazard and spoke with Joe about the incident.

Fred identified the root cause was Joe not following Standard Operating Procedure (SOP). Fred organised Joe to attend refresher training on 10.02.19 and stressed the importance of following SOPs. Fred signed off, completed his report at 14:30 pm on the 8.2.19 with FPE Event number 123.

**COMPLETE THE TAKE 5 USING THE HAZARD PROMPTS BELOW**

Student to read below hazard prompts, discuss in group, read scenario and complete TAKE 5 form

<b>1. Can I be injured by being caught in, on or between anything?</b>
<i>Pinch points, rotating machinery, conveyors, caught between vehicle or machinery, roof and rib conditions</i>
<b>2. Can I strain or overexert myself?</b>
<i>Does the task require repetitive movement, pushing, pulling, lifting, awkward postures, sustained postures</i>
<b>3. Can I fall onto, into or from anything?</b>
<i>Working above 1.8m, fall onto sharp objects, fall from machinery</i>
<b>4. Can I slip or trip on anything?</b>
<i>Wet, uneven, slippery surfaces, trip on tools/equipment, poor housekeeping, slip on mobile plant equipment steps</i>
<b>5. Can I be struck by a moving object?</b>
<i>Moving vehicle, moving machinery/equipment, falling objects dropped from heights</i>
<b>6. Can I come into contact with or be exposed to something that may harm me – electricity, heat, gas, hazardous substances or stored energy?</b>
<i>Electricity, oil spill, grease, acids</i>
<b>7. Does anything need to be isolated and tested for dead?</b>
<i>Electrical, water, hydraulic</i>
<b>8. Can something fall on me or can I cause something to fall onto someone else?</b>
<i>Falling tools/equipment, can I drop tools, equipment, people working above/below me</i>
<b>9. Can I be injured by nearby activities or can my activities injure others nearby?</b>
<i>People working above, below me, dust, fumes, noise, sparks and projectiles</i>
<b>10. Could there be any uncontrolled movement, like ground movement, machine movement?</b>
<i>Ground failure, high wall, low wall failure, roof, rib failure, runaway vehicle</i>
<b>11. Can I spill or pollute something?</b>
<i>Oil spill, release into waterways, pit water release</i>
<b>12. Can weather conditions, work environment or poor lighting affect job safety</b>
<i>Extreme temperatures, inadequate lighting, fog, storm, fire, flood</i>
<b>13. Do I need a permit?</b>
<i>Hot work, confined space, working at heights, digging, excavation, land disturbance, working near/under powerlines, culture</i>
<b>14. Will I be working below, or near a highwall or crest?</b>
<i>Within 5 m of the crest, 10 m of the toes, a 60 m continuous highwall slope, or 15 m</i>

**TAKE 5 -CHECKLIST**

**Competent**

**Not Competent**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_ am / pm

Job Location: \_\_\_\_\_

Job #: \_\_\_\_\_

Job description: \_\_\_\_\_

*If you tick no on LHS you do not need to tick yes or no on the right-hand side*

<b>Tick If applicable</b>	<b>Can I manage this Hazard?</b>
---------------------------	----------------------------------

	Yes	No		Yes	No
1	<input type="checkbox"/>	<input type="checkbox"/>	Can I be injured by being caught in, on or between anything?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	Can I strain or overexert myself?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	Can I fall onto, into or from anything?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	Can I slip or trip on anything?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	Can I be struck by a moving object?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	Can I come into contact with or be exposed to something that may harm me? (Electricity, heat, gas, hazardous substances or stored energy)	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	Does anything need to be isolated and tested for dead?	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	Can something fall on me or can I cause something to fall onto someone else?	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	Can I be injured by nearby activities or can my activities injure others nearby?	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	Could there be any uncontrolled movement like ground movement, machine Movement?	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	Can I spill or pollute something?	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	Can weather condition, work environment or poor lighting affect job safety?	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	Do I need a permit?	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	Will I be working below, on or near a high wall or crest? (if yes refer to site Geotechnical guidelines)	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	Are there any other hazards present?	<input type="checkbox"/>	<input type="checkbox"/>

**Is the task a change to a current process, procedure or design?**

*(If yes, complete Change Management Form 1.)*

**Where hazards are managed write the controls below – If YOU ticked NO to managing a Hazard, or YES to question 13 or 14, contact your Trainer/Assessor or Supervisor as a JSA will be required.**

CONTROLS PUT IN PLACE TO MANAGE HAZARD	Will controls effectively manage the hazard?	
	YES	NO
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**If you ticked NO to any of the above a JSA will be required**

<b>INCIDENT FORM</b>			<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not competent</b>	
Event type	<input type="checkbox"/> Hazard	<input type="checkbox"/> Near miss	FPE Event No:			
<b>Consequence severity please tick potential consequence level</b>						
Potential	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	
Department:			Reported by:			
Occurred Date:			Occurred Time:			
Reported Date:			Reported time:			
Location of event:			Supervisor at time of event:			
Person involved (if any)			Equipment involved (if any)			
Work activity being performed –						
Brief Description (of event)						
Immediate Action Taken Recommendation:						
The following section is to be completed with your Supervisor						
Investigations -						
Root Cause -						
Key Learnings:						
Corrective Action:					Who?	When:
Feedback Given to Initiator			Yes	No		
Supervisor name:		Signature:		Date:		Time:

**ESTABLISH THE CONSEQUENCE OR SEVERITY & ASSIGN A RATING OF LEVEL 1 TO 5**

CONSEQUENCE	INJURY	PROPERTY DAMAGE OR PROCESS LOSS	ENVIRONMENTAL IMPACT
Level 1 LOW	Very low short-term injury. Minor injury or report only	Low financial loss (\$20,000)	Linked damage to minimal area of low significance
Level 2 Minor	Reversible disability or impairment. (E.g., disabling and short-term lost time injuries)	Low financial loss (\$20,000- \$100,000)	Minor effects on biological or physical environment
Level 3 Moderate	Moderate irreversible disability or impairment	Low financial loss (\$100,000- \$M)	Moderate short-term effects but no affecting eco-system
Level 4 Major	Single fatality and/or sever irreversible disability	Low financial loss (\$1M – 2M)	Serious medium-term environment effects
Level 5 Critical	Multiple fatality and /or significant irreversible effects to 50 people	Low financial loss (\$10M)	Very serious long-term environmental impairment of eco-system

**Risk Analysis Matrix – Level of Risk**

For each component of the activity subject to a risk analysis, risks will be evaluated by likelihood and consequences as per the matrix below.

The Probability factor		Consequence				
		Level 1 Low	Level 2 Minor	Level 3 Moderate	Level 4 Major	Level 5 Catastrophic
<b>Likelihood</b>	A = (Almost certain) Happens often Frequency example: more than 1 event per month	H	H	E	E	E
	B = (Likely) Could easily happen Frequency example: more than 1 event per year	M	H	H	E	E
	C = (Possible) Could happen and has occurred Frequency example: more than 1 event per 1 to 10 years	L	M	H	E	E
	D = (Unlikely) Has not happened yet Frequency example: more than 1 event per 10 to 100 years	L	L	M	H	E
	E= (Rare) Extreme circumstances Frequency example: less than 1 event per 100 years	L	L	M	H	H

**Legend**

- E** - Extreme risk; immediate action required
- H** - High risk; Director attention needed
- M** - Moderate risk; Management responsibility must be specified
- L** - Low risk; Manage by routine procedures

## ACTIVITY 5 - Scenario- Fire

### Student to

- Read scenario
- Discuss scenario in group environment
- Demonstrate putting out fire using fire extinguisher with PASS technique

### Scenario

James Brown arrived at work at 8:25 am 8.02.19 and he noticed smoke billowing from the bin in the smoko room. James quickly grabs the fire extinguisher and puts out the fire using PASS technique

- Pull the pin
- Aim the nozzle
- Squeeze the trigger
- Sweep from side to side

After fire is safely put out James checks the area using his gas monitor to ensure it is safe.

## ACTIVITY 6 - Scenario- Incidents

### Student to

- Read each scenario
- Discuss each scenario in group environment
- Complete an incident report form for each scenario
- Snake bite scenario - demonstrate how to administer first aid by applying a pressure bandage

### Scenario 1

**Snake bite** - At 8:00am on Thursday 23.08.2018, Ted Hare full time employee of Gold Mine was walking to his car parked in the Eddy west car park. Ted disturbed a snake and was bitten on the left ankle. Ted contacted his supervisor Peter White and informed him of the incident at 8:04am. Peter called 000 and administered first aid to Ted by applying a pressure bandage. Ted was later taken by ambulance to Smith Hospital. Peter White conducted a visual and verbal investigation of the area to find the grass was long and it was snake season. Peter organised maintenance for more regular mowing of the area and signage to be put up for snake awareness to let other employees know. Peter White of section 9 completed his report with ID number 001 on 23.08.18

### Scenario 2

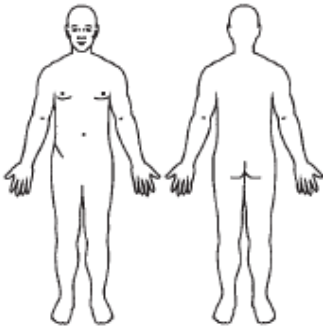
**Near miss** – Jim Jones from the maintenance department arrives for work at Eddy west shed at 3.30am on Monday 12th July 18. Jim is tasked with job 004 - servicing a rigid haul truck. Jim feels light headed and fatigued as he performs work, he has a near miss when slipping from the top step of a ladder.

Tim reports the near miss to supervisor Bob Jade at 4 am and Bob directs him to complete a Near Miss form. Bob explains the importance of taking regular breaks for fatigue management and the need to maintain three points of contact at all times.

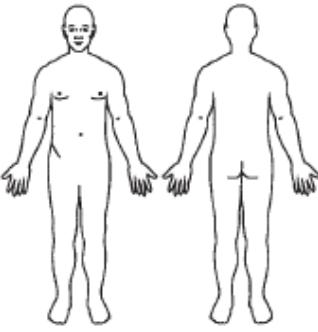
Jim completed an incident report with FPE Event No 1234, identifying it as a level risk of 1 and provided to his supervisor for review, Bob J signed the form off dated 12 July 2018 at 4:30 am.

### Scenario 3

**Communication-** At 7.30am on Monday the 14th July 18, Tom Wrong full-time employee of Gold Mine arrived at work and was tasked with the job of servicing a light vehicle in site shed A. While positioning the vehicle for the work task, trade assistant Larry's drones reversed the light vehicle back and struck Tom who was directing as the spotter. Tom received a laceration to the left knee and stopped work, he reported to maintenance supervisor Rob Older Id number 003 at 7:40 am. Rob applied first aid and Tom was sent to Smith Hospital. Rob conducted a visual investigation and spoke to Larry to find the root cause was poor communication with fellow co-worker Tom Wrong.

<b>INCIDENT REPORT FORM</b>								<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not competent</b>			
<b>Section A: Details of incident</b>													
Name:								Sex:		M / F			
Employment:				<input type="checkbox"/> Full time		<input type="checkbox"/> Casual		<input type="checkbox"/> Self-employed		<input type="checkbox"/> General public			
				<input type="checkbox"/> Part time		<input type="checkbox"/> Volunteer		<input type="checkbox"/> Other:					
Describe the incident:													
Date:						Time:				Date reported:			
What happened?													
Where did it happen?													
Who was involved?													
<input type="checkbox"/> Near miss (a dangerous incident without injury to a person or damage to property). Go to section C.													
<input type="checkbox"/> Accident (an incident resulting in injury to a person or damage to property). Complete section B & C													
<b>Section B: Accident/injury report</b>													
				Mark the injury on the diagram. Explain the injury/accident below.									
				Medical treatment:		<input type="checkbox"/> None		<input type="checkbox"/> First aid		<input type="checkbox"/> Doctor only			
						<input type="checkbox"/> Admitted to hospital:							
<b>Section C: Investigation and preventative action taken</b>													
<b>Investigation</b> – why do you think the near miss or accident happened?													
<b>Risk control measures</b> – how can the site's risk control measures be improved?													
<b>Who is responsible</b> for putting the control measures in place?													
Name:								ID number:					
Dept/section:								Completion date:					

<b>INCIDENT FORM</b>		<input type="checkbox"/> Competent		<input type="checkbox"/> Not Competent	
Event type	<input type="checkbox"/> Hazard	<input type="checkbox"/> Near miss	FPE Event No:		
<b>Consequence severity please tick potential consequence level</b>					
Potential	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5
Department:			Reported by:		
Occurred Date:			Occurred Time:		
Reported Date:			Reported time:		
Location of event:			Supervisor at time of event:		
Person involved (if any)			Equipment involved (if any)		
Work activity being performed					
Brief Description (of event)					
Immediate Action Taken Recommendation:					
The following section is to be completed with your Supervisor					
Investigations					
Root Cause					
Key Learnings:					
Corrective Action:				Who?	When:
Feedback Given to Initiator		Yes	No		
Supervisor name:		Signature:	Date:	Time:	

<b>INCIDENT REPORT FORM</b>								<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not competent</b>	
<b>Section A: Details of incident</b>											
Name:								Sex:		M / F	
Employment:				<input type="checkbox"/> Full time		<input type="checkbox"/> Casual		<input type="checkbox"/> Self-employed		<input type="checkbox"/> General public	
				<input type="checkbox"/> Part time		<input type="checkbox"/> Volunteer		<input type="checkbox"/> Other:			
Describe the incident:											
Date:			Time:			Date reported:			Time reported:		
What happened?											
Where did it happen?											
Who was involved?											
<input type="checkbox"/> Near miss (a dangerous incident without injury to a person or damage to property). Go to section C.											
<input type="checkbox"/> Accident (an incident resulting in injury to a person or damage to property). Complete section B & C											
<b>Section B: Accident/injury report</b>											
				Mark the injury on the diagram. Explain the injury/accident below.							
				<input type="checkbox"/> Admitted to hospital:							
<b>Section C: Investigation and preventative action taken</b>											
Investigation – why do you think the near miss or accident happened?											
Risk control measures – how can the site's risk control measures be improved?											
Who is responsible for putting the control measures in place?											
Name:								ID number:			
Dept/section:								Completion date:			

## ACTIVITY 7 - Scenario- Toolbox meeting

### Student to

- Conduct toolbox meeting on topic Incidents from Activity 6 -scenarios
- Complete an incident debrief – for PPE importance snake bite and laceration
- Conduct a five 5-minute workplace meeting (toolbox talk etc) to a group of personnel

You must demonstrate that you can;

- Prepare for the meeting in a timely and efficient manner
- State the purpose of the meeting
- Accurately record meeting outcomes and provide to participants
- Follow up actions are accurately documented
- Persons responsible for follow up actions are notified in writing
- Ensure follow up action are acted on as required

<b>TOOLBOX MEETING RECORD</b>		<input type="checkbox"/> <b>Competent</b>	<input type="checkbox"/> <b>Not Competent</b>
Workplace:	Date:		
Presenter:			
Subject:	Duration:		
PERSONS PRESENT			
ITEMS DISCUSSED			
OUTCOMES/MINUTES			
ACTIONS/FEEDBACK			

<b>Generic Practical Assessment by observation</b> <i>Trainer/Assessor to observe on two occasions</i> 1 <sup>st</sup> tick box is for one occasion and 2 <sup>nd</sup> tick box is for second occasion Tick box if C -Competent on two occasions or x two boxes if NC - Not Competent					Occasion					
					1 & 2					
					A	B	C	D	E	F
<b>LOCATION</b>										
<b>DATE</b>			<b>START TIME</b>		<b>FINISH TIME</b>					
1.	Student has demonstrated <ul style="list-style-type: none"> <li>locates and applies relevant legislation, documentation, policies and procedures</li> <li>locate and apply required documentation, policies and procedures and confirm that the work activity is compliant</li> <li>identify and apply site procedures</li> <li>sourcing, interpreting, clarifying and applying site safety information</li> <li>JSA/SWMS/TAKE 5</li> <li>project environmental management plan</li> <li>project traffic management plan</li> <li>site safety plan/maps</li> <li>manufactures guidelines</li> <li>incident form/Incident report form</li> <li>obtains work instructions at start of shift</li> <li>obtain, interpret and confirm work requirements</li> <li>accesses and reads any relevant reports</li> <li>identifying relevant work permits and clearances</li> <li>obtain permits and clearances before work is carried out</li> <li>access, interpret and apply documentation and procedures</li> <li>reading a work plan and sequence work to meet the requirements</li> <li>clarifies any issues from the shift instructions and handovers</li> <li>communicates clearly and concisely with others to receive and clarify work instructions</li> <li>access and understand relevant site rules and procedures</li> <li>access, interpret and apply local emergency or incident documentation</li> <li>access, interpret and apply First Aid documentation and ensure the work activity is compliant</li> <li>seeking approval to amend work processes</li> <li>required outcomes</li> <li>available time to complete the work</li> <li>resource requirements</li> <li>known priorities/read work permits</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>			
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>			

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		1 & 2					
		A	B	C	D	E	F
2.	<p>Student has demonstrated coordinating activities with others at the site prior to commencement of, <b>and during, the work activity:</b></p> <p><b>Demonstrated in all activities 1 – 7</b></p> <p><b>Scenario discussions</b></p> <ul style="list-style-type: none"> <li>• obtain, read, interpret, clarify and confirm work requirements</li> <li>• inspects work area in coordination with others</li> <li>• prepares work area in coordination with others</li> <li>• coordinates task with all involved throughout shift</li> <li>• identify and confirm roles and responsibilities for own work</li> <li>• verbally communicated respectively, effectively, clearly and concisely with other team members throughout the task and worked effectively as a team member</li> <li>• communicate cooperatively and effectively with others</li> <li>• prepare work plans that will ensure compliance with procedures and safe work outcomes</li> <li>• planning and completing tasks to achieve agreed outcomes</li> <li>• adjust and confirm own roles and responsibilities to meet changing circumstances</li> <li>• adjusting performance requirements to comply with processes and procedures</li> <li>• reporting problems with work processes and making improvement suggestions</li> <li>• read and interpret site plans</li> <li>• ask questions to clarify meaning</li> <li>• ask questions of the audience and confirm meaning of information</li> <li>• responding to and clarifying information and directions</li> <li>• reporting problems in a timely manner to relevant personnel</li> <li>• reporting the non-compliance of processes and procedures to supervisors</li> <li>• monitoring and recommending changes to overcome non-compliance with site procedures and standards</li> <li>• works effectively with others to undertake and complete the planning and organisation of work that meets all of the required outcomes</li> <li>• pass operational, production and safety information to others</li> <li>• identify and report noncompliance in the application of procedures and recommend improvements to relevant personnel</li> <li>• Identified and intercepts relevant information and ideas from workplace procedures, documentation, legislation, and regulations</li> <li>• communicate with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities.</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
3.	Student has demonstrated <ul style="list-style-type: none"> <li>read scenario, discuss scenario, complete questions, risk assessment form using a risk matrix</li> <li>access, interpret and apply risk management documentation and ensure the work activity is compliant</li> <li>assessing and determining the consequence and likelihood of potential risk</li> <li>consider and determine the likelihood of the event</li> <li>working with others to determine risk controls</li> <li>assess risk against criteria to identify if it warrants 'unacceptable risk' status and action</li> <li>identifying unacceptable risk using the acceptability/unacceptability criteria</li> <li>Identify criteria to determine the acceptability/unacceptability of the risk</li> <li>analyse options with consideration to resource requirements</li> <li>identify and consider all possible risk treatment options</li> <li>effectively communicate and clarify the decision to others</li> <li>review the risk treatment processes</li> <li>complete written records and reports for hazards and actions from personal risk assessment</li> <li>identify risks to personal wellbeing and recognise preventative strategies</li> <li>access and explain verbally or in writing the requirements for fitness for duty</li> <li>comply with all work health and safety policies</li> <li>including smoking, alcohol and drug use</li> </ul> Student controls all hazards to an acceptable level <ul style="list-style-type: none"> <li>chemicals/coolant cleaning fluid - fuel/diesel</li> <li>identifies no-go zones through risk analysis</li> <li>applies no-go zones to work areas</li> <li>explains no-go zones to all persons in area</li> <li>places no-go zone signage if site requires</li> <li>applies safe work practices and identifying and reporting all potential hazards, risks and environmental issues</li> <li>identifying problems with the work process</li> <li>solving problems in dealing practically with blockages to work flow and systematically work around these to avoid or minimise reworking and avoid wastage</li> <li>recognise the type and scope of unresolved hazards and their likely impact</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
4.	<b>Student has completed Activity 1 – Read and interpret Safety Data Sheet</b> <ul style="list-style-type: none"> <li>read a Safety Data sheet Class discussion and complete short questions and answers</li> <li>Identified and intercepts relevant information and ideas from workplace procedures, documentation, legislation, and regulations</li> </ul> Student is able to identify the environmental protection requirements for <ul style="list-style-type: none"> <li>waste management</li> <li>noise</li> <li>dust and clean-up management</li> <li>water quality</li> </ul>	1	1	1	1	1	1
		<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
5.	<b>Student has completed Activity 4 –Oil spill and complete incident form</b> <ul style="list-style-type: none"> <li>• read scenario</li> <li>• discussed scenario</li> <li>• identify and manage hazards</li> <li>• assessing the situation</li> <li>• communicating clearly and concisely with others to receive and clarify site work processes and procedures</li> <li>• communicate and coordinate activities with others prior to commencing response activity</li> <li>• obtain, interpret, clarify and confirm work requirements</li> <li>• completed incident form</li> <li>• completing workplace reporting procedures</li> <li>• plans and completes task to achieve agreed outcomes as determined by site processes and procedures</li> <li>• identify, clarify and confirm nature, scope and location of emergency or incident</li> <li>• identify hazards and environmental issues, assess risks, and implement control measures</li> <li>• locate, select and wear personal protective equipment appropriate for response activities</li> <li>• cleaned up oil spill -optional using a 20 Litre spill kit</li> <li>• check the spill kit equipment to ensure safe to use</li> <li>• put out barriers and signage</li> <li>• isolating sources of danger and placing signage, barriers, and signals as necessary</li> <li>• worn appropriate PPE</li> <li>• read the instructions of the spill kit</li> <li>• clean and contain spill</li> <li>• adjusts performance requirements to comply with processes and procedures</li> <li>• carrying out work instructions that complies with WHS policies and procedures</li> <li>• carry out allocated site work in accordance with the workplace procedures and standards</li> <li>• take local measures to reduce impact of emergency or incident</li> <li>• dispose of waste correctly</li> <li>• establish and maintain a clean and tidy safe working area</li> <li>• stow away equipment correctly</li> <li>• complete a verbal report of the spill</li> <li>• reporting on hazardous situations</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
	<ul style="list-style-type: none"> <li>implement the approved risk treatment</li> <li>identify hazards and assess risks, and communicate with signs, signals or barriers</li> <li>identifying and assessing nature, extent and location of emergency or incident</li> <li>identify and address potential risks, hazards and environmental issues and implement control measures</li> <li>using required procedures and techniques to respond to local emergency or incident</li> <li>identify and report on WHS issues to relevant personnel</li> <li>monitor work processes, report incidents and apply local risk control processes to minimise injury, loss, equipment damage and environmental harm</li> <li>monitor work processes, report incidents and apply local risk control processes within scope of own role</li> <li>Monitors and minimises own exposure to worksite risks and hazards during activities</li> <li>recognise and report incidents and injuries to relevant personnel</li> <li>prepare written records of incidents and injuries according to workplace procedures</li> <li>complete written records and reports for hazards and actions from personal risk assessment</li> <li>implement the requirements, procedures and techniques required to work safely and follow WHS policies and procedures</li> </ul>						
6.	Student has demonstrated implements site isolation / traffic signage requirements including the use of <ul style="list-style-type: none"> <li>access site traffic rules, interprets site traffic rules and applies site traffic rules when required</li> <li>access site traffic rules</li> <li>interpret site traffic rules</li> <li>explain / demonstrate the correct placement and order of barriers and signage according to the project traffic management plan.</li> <li>Interpret and apply site plans, transport rules and signage to locate destinations</li> <li>warning signs</li> <li>safety signs</li> <li>barriers</li> <li>flashing hazard light</li> <li>identifies environmental issues and noted appropriate control measure</li> </ul>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	

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		1 & 2					
		A	B	C	D	E	F
7.	<p><b>Student has demonstrated in Activity 3 – complete out of service tag</b></p> <ul style="list-style-type: none"> <li>isolation of energy sources and immobilisation of potential energy sources</li> <li>isolation procedures including tagging, according to site procedure</li> <li>carry out isolation of energy sources and immobilisation of potential energy sources</li> </ul> <p>identifying faults, reporting faults and completing isolation procedures</p> <ul style="list-style-type: none"> <li>fault finds effectively</li> <li>tag machine out of service</li> <li>documents</li> <li>record and report faults</li> </ul> <p>Demonstrate (if appropriate) how to isolate a piece of equipment and then tag off with the following:</p> <ul style="list-style-type: none"> <li>out of Service Tag</li> <li>personal Protection Tag</li> </ul> <p>Identify, explain and discuss the different types of safety tags used in the work area:</p> <ul style="list-style-type: none"> <li>pre-start check/inspection identifies a potential issue</li> <li>when more than one person needs to work on the equipment</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
8.	<p>Student has demonstrated and selects and ensures Personal Protective Equipment is Worn and Adjusted Correctly</p> <ul style="list-style-type: none"> <li>selecting, wearing and maintaining personal protective equipment for all activities that require personal protective equipment</li> <li>locating, selecting and wearing personal protective equipment</li> <li>head protection</li> <li>hearing protection (where necessary)</li> <li>gloves</li> <li>foot protection</li> <li>suitable protective clothing</li> <li>skin protection (where necessary) - sun protection</li> <li>torch – for use during the hours of darkness</li> <li>breathing protection</li> </ul> <p>All tags and personal Isolation lock. Ask, if any of the PPE is not available, do you continue to do the task until it is provided? Answer: No</p> <p>An understanding of any self-rescue equipment used at the site, and how it is correctly fitted, used and maintained</p>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
9.	Student has completed and <b>Read and complete scenarios 2 – PPE accident form</b> <ul style="list-style-type: none"> <li>identify, act on, and report situations which may endanger others</li> <li>identify, address and report situations which may endanger others</li> <li>Identify, act on and report breaches of worksite safety</li> <li>monitors and recommends changes to overcome noncompliance with site procedures/standards</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
10.	Student has demonstrated and identified and described emergency procedure <ul style="list-style-type: none"> <li>fire - shows location of fire extinguisher, hose and blanket, emergency assembly point on site</li> <li>fire alarm, smoke detector</li> <li>recognise and respond to alarms</li> <li>responding to alarms according to workplace procedures</li> <li>prohibitory sign in the work place</li> <li>ask: What does a yellow and black tag communicate</li> <li>accident - shows location of first aid kit</li> <li>describes communication procedures for the site in the event of an emergency</li> <li>identifies and describes operation of fire suppression system/fire extinguisher</li> <li>identify and clarify responsibility when responding to emergency situations</li> <li>identify emergency escape routes and procedures</li> <li>following emergency evacuation procedures</li> <li>coordinate and control response to emergency or incident, including evacuation procedures</li> </ul> Demonstrate and explain equipment shutdown in the following situations: <ul style="list-style-type: none"> <li>during normal operations/Emergency operation</li> </ul> Identify work areas where self-rescue equipment may be required <ul style="list-style-type: none"> <li>responding to and clarifying information and directions</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
11.	Student has conducted visual inspections on all emergency equipment such as fire hoses, smoke alarms, fire blankets, fire extinguisher, first aid kits. <ul style="list-style-type: none"> <li>locate, obtain, and test emergency equipment</li> </ul> Checked for <ul style="list-style-type: none"> <li>no leakage</li> <li>aged</li> <li>contamination</li> <li>fire extinguisher service tag</li> <li>first aid kit not out of date</li> <li>tested smoke alarm – check batteries</li> </ul>	1	1	1	1	1	1
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2	2	2	2	2	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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		1 & 2					
		A	B	C	D	E	F
12.	<b>Student has demonstrated: Activity 5 Scenario Bin Fire</b> <ul style="list-style-type: none"> <li>• read scenario and discussed as group</li> <li>• communicate and coordinate activities with others prior to commencing response activity</li> <li>• plan and prepare the risk treatment and obtain the required resources and approval</li> <li>• select and using emergency equipment</li> <li>• demonstrate how to safely extinguish a fire using PASS technique                             <ul style="list-style-type: none"> <li>• Pull the pin</li> <li>• Aim the nozzle</li> <li>• Squeeze the trigger</li> <li>• Sweep from side to side</li> </ul> </li> <li>• check the extinguisher equipment to ensure safe to use</li> <li>• worn appropriate PPE</li> <li>• read the instructions on the fire extinguisher</li> <li>• extinguish fire safely</li> <li>• implement the approved risk treatment</li> <li>• using required procedures and techniques to respond to fires</li> <li>• select most appropriate and effective course of action</li> <li>• apply risk management procedures to deal with recognised hazards according to workplace procedures</li> <li>• assess and determine the consequences of an event according to workplace procedures</li> <li>• assess risk against criteria to identify if it warrants unacceptable risk status which requires action</li> <li>• use a gas detector</li> <li>• monitor atmospheric conditions as appropriate to scenario</li> <li>• using required procedures and techniques to respond to fires</li> <li>• apply basic firefighting techniques</li> <li>• take local measures to reduce impact of emergency or incident</li> <li>• stow away equipment correctly</li> <li>• following emergency evacuation procedures</li> <li>• monitor work processes, report incidents and apply local risk control processes to minimise injury, loss, equipment damage and environmental harm</li> <li>• controlling risk by selecting and implementing the most appropriate controls</li> <li>• identify and select the most appropriate and effective course of action</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
13.	Student has demonstrated in all activities <ul style="list-style-type: none"> <li>selecting and using emergency equipment               <ul style="list-style-type: none"> <li>first aid kit with pressure bandage – shows location of first aid kit</li> <li>firefighting equipment</li> <li>fire extinguisher</li> <li>fire alarm/smoke detector</li> <li>ladders and work platform – if required</li> <li>spill kit</li> <li>gas detector</li> <li>personal protective equipment</li> <li>applying safe lifting and manual handling techniques</li> </ul> </li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
14.	Student has demonstrated and explain safe manual handling practices <ul style="list-style-type: none"> <li>moved a piece of equipment</li> <li>apply safe manual handling procedures</li> <li>use of appropriate mechanical devices and manual handling techniques</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
15.	Student has demonstrated <ul style="list-style-type: none"> <li>explained rules and procedures to conduct equipment pre-start checks and inspections</li> </ul> <b>Activity 4 – Oil Spill - demonstrate clean up spill using spill kit</b> <ul style="list-style-type: none"> <li>completed <b>TAKE 5</b> form correctly</li> <li>completing required site documentation and reports</li> <li>inspect work area conditions to identify potential hazards</li> <li>communicate the risk treatment processes to relevant personnel</li> <li>use approved documents</li> <li>complete written documentation clearly, concisely and on time</li> <li>complete and file documentation, and distribute according to workplace requirements</li> <li>applying risk management processes to minimise injury and reporting immediately to the supervisor</li> <li>implement the requirements, procedures and techniques required to comply with site work processes and procedures</li> <li>Produces and complete written documents required for workplace procedures</li> <li>Produces and completes written documents required for workplace procedures and legislative requirements</li> <li>complete written records and reports for hazards and actions from risk assessment</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
16.	Student demonstrates how to check plant after completion of work. <ul style="list-style-type: none"> <li>complete work plan within the operating capacity of the equipment</li> <li>documenting and reporting issues with plant, machinery and equipment</li> <li>completed maintenance log book</li> </ul> Student demonstrates at the <b>completion of the shift the Student is able to:</b> <ul style="list-style-type: none"> <li>complete shift hand over of location of the machine/mobile plant</li> <li>state and condition of equipment</li> <li>status of work</li> <li>working conditions</li> <li>hazards</li> <li>complete housekeeping</li> <li>complete records/documentation</li> <li>complete defect reports</li> <li>using approved and preparing written documentation that communicates meaning to others</li> </ul>	1	1	1	1	1	1
		<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>	<input type="checkbox"/> 2 <input type="checkbox"/>

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		1 & 2					
		A	B	C	D	E	F
17.	<p>Student has demonstrated <b>Activity 6</b></p> <ul style="list-style-type: none"> <li>read scenario 2 near miss – discuss scenario, complete incident form</li> <li>near miss complete incident form</li> <li>completing workplace reporting procedures</li> <li>complete written documentation in accordance with requirements and standards</li> <li>pass on written information to others</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
	<p><b>Activity 7 - Tool box meeting – PPE, incident debrief – snake bite, laceration Role Play</b></p> <ul style="list-style-type: none"> <li>participated in tool box meeting</li> <li>participate in emergency or incident debriefs</li> <li>attending emergency or incident debrief sessions</li> <li>communicate and coordinate activities with others prior to, during and on completion of the work activity</li> <li>obtaining and interpreting incident information and data</li> <li>ask questions to clarify meaning</li> <li>ask questions of the audience and confirm meaning of information</li> <li>responding to and clarifying information and directions</li> <li>reporting problems in a timely manner to relevant personnel</li> <li>reports noncompliance of processes and procedures to supervisors</li> <li>identify, act on, and report breaches in site safety</li> <li>managing risks</li> <li>works effectively with others to undertake and complete the planning and organisation of work that meets all of the required outcomes</li> <li>works with others to comply with site work processes and procedures</li> <li>modify roles and responsibilities to meet changing circumstances after consultation with relevant personnel</li> <li>identify options by preliminary analysis and consideration of options</li> <li>identify the type and scope of unresolved hazards and address their potential impact</li> <li>Uses everyday language to provide information and maintain conversations in site-based contexts</li> <li>Listens for relevant information in oral texts in site-based contexts</li> <li>pass operational, production and safety information to others</li> <li>identify and report noncompliance in the application of procedures and recommend improvements to relevant personnel</li> <li>works and maintains safely around other machines and personnel</li> </ul>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
		2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

<b>RIICOM201E Communicate in the workplace</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent					Occasion			
					1		2	
					C	NC	C	NC
<b>LOCATION</b>								
<b>DATE</b>		<b>START TIME</b>		<b>FINISH TIME</b>				
<b>18.</b>	Student has demonstrated <ul style="list-style-type: none"> <li>access, interpret and apply communication site documentation and ensure the work activity is compliant</li> <li>communicate with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities</li> <li>identify and access communication equipment and system components</li> <li>operating two types of two-way radio communication units that are used in the workplace</li> <li>identifying communication strategies and systems</li> <li>hand-held battery-operated units that can be carried around</li> <li>units fitted to vehicles and mobile equipment that have a hand-held microphone on a cord</li> <li>identify and report faults in communication equipment</li> <li>how to identify faults in communication equipment</li> <li>identifying and reporting communication faults and deficiencies</li> <li>explained the process of reporting faults in communication equipment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<b>19.</b>	Student has demonstrated <ul style="list-style-type: none"> <li>writing down a message – T/A provide message “Lunch order of a pie and coke for supervisor “ Student to write down the message -Lunch order</li> <li>listening carefully to instructions and information</li> <li>repeats the message to the Assessor to confirm</li> <li>take, confirm and pass messages on promptly to the others</li> <li>communicates clearly both verbal and written</li> <li>passes on the message promptly to others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<b>RIICOM201E Communicate in the workplace</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
<b>20.</b>	Student has demonstrated how to use a two-way radio to contact a colleague  <b>Activity 5</b> Role play – Bin Fire – Trainer/Assessors informs student  Role play - Student to contact a colleague about a fire in Room 1, state how big need emergency services, where, location of fire, injured people 3, resulting in 3 people needing first aid, 1 suffered smoke inhalation, 1 minor burns, and 1 in a panic attack and ring emergency services  “Sparks from the fire landed on electrical equipment in the smoko room. Caught lights and ended up in large fire, resulting in 3 people need first aid, 1 suffered smoke inhalation, 1 minor burns, and 1 in a panic attack  <b>Role Play</b> - Student has <ul style="list-style-type: none"> <li>• has demonstrated using two-to notify of emergency</li> <li>• one-way radio one way of notifying others of an emergency</li> <li>• has demonstrated calling an emergency</li> </ul> Start your emergency call with: <b>EMERGENCY EMERGENCY, EMERGENCY</b> Then provide the following information: Your: <b>NAME</b> Your: <b>LOCATION</b> Exact location of the <b>INCIDENT</b> The <b>NUMBER</b> of people injured Types of <b>INJURIES</b> What <b>ASSISTANCE</b> is needed <ul style="list-style-type: none"> <li>• operating communications systems and equipment to convey meaning to others</li> <li>• identify and locate radio</li> <li>• pick up hand piece</li> <li>• press on button</li> <li>• hold for 1 sec</li> <li>• speak into microphone slowly and clearly</li> <li>• release button</li> <li>• wait for a response</li> <li>• speak clearly and listen carefully to promote understanding</li> <li>• asking questions to clarify meaning</li> <li>• assessing the situation</li> <li>• organise fire warden</li> <li>• explained four different steps of communication that are used in the workplace:</li> <li>• identify the communication</li> <li>• analyse the message in the communication and clarify if necessary</li> <li>• confirm understanding</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>RIICOM201E Communicate in the workplace</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
		1		2	
		C	NC	C	NC
<ul style="list-style-type: none"> <li>• identifying and assessing nature, extent and location of emergency or incident</li> <li>• identify, clarify and confirm nature, scope and location of emergency or incident</li> <li>• recognising and following health and safety instructions and information</li> <li>• establish and maintain communication with others</li> <li>• report emergency or incident</li> <li>• maintain communication processes with others to assist flow of work activities</li> <li>• identify, establish and maintain communication systems with other personnel during the emergency</li> <li>• identifying and reporting on WHS issues to relevant personnel</li> <li>• communicate according to workplace policies and procedures</li> <li>• communicating in a clear and concise manner over the two-way radio.</li> <li>• clarifying and responding to information and directions</li> <li>• communicating clearly and promptly to others to convey information and make meaning</li> <li>• effectively communicate accurate information to others on the course of action and implementation</li> <li>• pass communications in a clear and concise manner</li> <li>• pass on communications to others in a clear and concise manner</li> <li>• participate in discussion to obtain information and clarify meaning</li> <li>• contribute to and participate in incident investigations</li> <li>• contribute to workplace incident investigations</li> <li>• recognise and communicate incident and injury statistics</li> <li>• acknowledge and respond to communication</li> <li>• where risk is evident applies risk management processes to minimise injury and report to supervisor immediately</li> <li>• implement required communication systems to be used throughout emergency or incident in line with workplace procedures</li> <li>• work with others to undertake work safely and follow WHS policies and procedures</li> <li>• using required procedures and techniques to respond to local emergency or incident</li> <li>• use communication equipment and systems</li> <li>• notify required internal and external personnel of emergency or incident according to workplace procedures</li> <li>• follow safety procedures, including the passing of reports and observance of local communications and emergency procedures</li> <li>• carrying out work instructions that comply with WHS policies and procedures</li> <li>• completing workplace reporting procedures</li> </ul>					

<b>RIICOM201E Communicate in the workplace</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
<b>21.</b>	Student has demonstrated how to use a phone in the workplace ensuring that the following rules are followed: <ul style="list-style-type: none"> <li>• staff answer the phone in the same way</li> <li>• staff conduct calls within guidelines</li> <li>• there is a clear system of following up whatever action the call requires</li> <li>• you keep a record or know where to find all emergency numbers</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>22.</b>	Student has demonstrated one way of signalling on the work site <ul style="list-style-type: none"> <li>• signs</li> <li>• bells</li> <li>• whistles</li> <li>• hand signals</li> <li>• interpreting other communications such as flags, lights, signs, bells and whistles</li> <li>• use site approved signalling methods to convey information</li> <li>• communicating clearly and promptly to others to convey information and make meaning</li> <li>• access and apply communication equipment and systems safety procedures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>RIIERR205D Apply initial response First Aid</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
23.	Student has demonstrated responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:  <b>Scenario 1 - Your friend/workmate is complaining to you of a severe chest pain and a shortness of breath. What action should you take?</b> <ul style="list-style-type: none"> <li>• Trainer/Assessor organises class into pairs</li> </ul> Student has demonstrated – <b>Role Play</b> <ul style="list-style-type: none"> <li>• assess emergency or incident, and determine appropriate course of action</li> <li>• assess physical and emotional conditions of endangered personnel, provide support, and administer initial first aid response</li> <li>• seeks assistance from emergency response services</li> <li>• making decisions in emergency situations</li> <li>• notify required internal and external personnel of emergency or incident according to workplace procedures</li> <li>• monitor and address casualty condition</li> <li>• monitor and assess scenario and conditions, and assess changes in circumstances</li> <li>• control measures</li> <li>• provide medication if they have any</li> <li>• communicate with emergency personnel for first aid assistance</li> <li>• communicate with emergency control personnel the need for First Aid/medical assistance</li> <li>• communicate requests to emergency personnel for further assistance and/or evacuation</li> <li>• monitor emergency situation</li> <li>• monitoring and addressing casualty's condition</li> <li>• monitor and respond to casualty's condition</li> <li>• report emergency or incident</li> <li>• support formal relief until emergency or incident is resolved</li> <li>• support formal relief efforts</li> <li>• control emergency or incident situation until formal relief is received</li> <li>• identify and select the most appropriate method of communication</li> <li>• incident debriefs</li> <li>• attending emergency or incident debrief sessions</li> <li>• participate in discussion to obtain information and clarify meaning</li> <li>• using required procedures and techniques to respond to local emergency or incident</li> <li>• reassure casualty in a caring and calm manner and make them comfortable</li> <li>• prepare and submitting written incident reports</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>RIIERR205D Apply initial response First Aid</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
24.	<p>Student has demonstrated in <b>Activity 6 - Snake bite/Incident role play</b></p> <ul style="list-style-type: none"> <li>• read scenario and discuss</li> <li>• completed Incident/Accident form</li> <li>• completes required site documents and reports</li> <li>• Trainer/Assessor organises class into pairs</li> <li>• Trainer/Assessor marks where Student has been bitten by snake on the leg</li> </ul> <p>Student has demonstrated – <b>Role Play</b></p> <ul style="list-style-type: none"> <li>• assessed casualty vital sign and physical condition</li> <li>• applies pressure bandage correctly and immobilise</li> <li>• reassure casualty and ensure they are comfortable</li> <li>• assess emergency or incident, and determine appropriate course of action</li> <li>• assess physical and emotional conditions of endangered personnel, provide support, and administer initial first aid response</li> <li>• assess the emotional conditions of casualty and remove from danger</li> <li>• identify, clarify and confirm nature, scope and location of emergency or incident</li> <li>• notify required internal and external personnel of emergency or incident according to workplace procedures</li> <li>• provided verbal report of actions taken</li> <li>• communicating concisely both written and verbally</li> <li>• administering initial response first aid</li> <li>• identify, obtain and apply use of First Aid resources and equipment appropriate to the identified risks and hazard controls</li> <li>• monitor and assess scenario and conditions, and assess changes in circumstances</li> <li>• using First Aid resources and equipment</li> <li>• provide first aid management</li> <li>• reassure casualty in a caring and calm manner and make them comfortable</li> <li>• finalise management of casualty</li> <li>• follow safety procedures, including the passing of reports and observance of local communications and emergency procedures</li> <li>• participate in incident debrief</li> <li>• participating in group discussions and engage with group members respectfully</li> <li>• using required procedures and techniques to respond to local emergency or incident</li> <li>• meet written and verbal reporting requirements and procedures associated with responding to local emergency or incident</li> <li>• record and report use of first aid resources</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>RIIERR205D Apply initial response First Aid</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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<p><b>Student has demonstrated in Activity 6 – snake bite– change of condition incident</b></p> <p>Trainer/Assessor informs Student the “Casualty now goes into shock or cardiac arrest “</p> <p>What would you do?</p> <p>Student has demonstrated Role Plan</p> <ul style="list-style-type: none"> <li>• call 000</li> <li>• communicating with emergency personnel for first aid assistance</li> <li>• monitor and address casualty condition</li> <li>• reassure casualty and ensure they are comfortable</li> <li>• provided verbal report of actions taken</li> <li>• incident debrief</li> <li>• communicate with emergency control personnel the need for First Aid/medical assistance</li> <li>• making decisions in emergency situations</li> <li>• convey details of casualty's condition and management activities to emergency services/relieving personnel</li> <li>• monitor emergency situation</li> <li>• monitor and respond to casualty's condition</li> <li>• monitoring and addressing casualty's condition</li> <li>• record details of casualty's physical condition, changes in conditions, management and response to management</li> <li>• control emergency or incident situation until formal relief is received</li> <li>• minimise immediate risk and implement control measures</li> </ul>					

<b>RIIERR205D Apply initial response First Aid</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
25.	Student has demonstrated apply first aid in accordance with established first aid principles <ul style="list-style-type: none"> <li>• read scenario 3 laceration – discuss scenario, complete incident form demonstrates how to administer first aid by applying a pressure bandage</li> <li>• using approved and preparing written documentation that communicates meaning to others</li> <li>• identify, clarify and confirm nature, scope and location of emergency or incident</li> </ul> <b>Severe bleeding – Role play</b> <ul style="list-style-type: none"> <li>• Trainer/Assessor organises class into pairs</li> <li>• applying infection</li> <li>• apply infection control – wearing gloves</li> <li>• assessing the situation</li> <li>• assess physical and emotional conditions of endangered personnel, provide support, and administer initial first aid response</li> <li>• assess emergency or incident, and determine appropriate course of action</li> <li>• assess casualty vital sign and physical condition</li> <li>• apply pressure bandage to wound, shows what to do if bandage becomes soaked</li> <li>• using first aid resources</li> <li>• using First Aid resources and equipment</li> <li>• making decisions in emergency situations</li> <li>• provide first aid management</li> <li>• identify, obtain and apply use of First Aid resources and equipment appropriate to the identified risks and hazard controls</li> <li>• monitor and address casualty condition</li> <li>• monitor and assess scenario and conditions, and assess changes in circumstances</li> <li>• monitor emergency situation</li> <li>• monitor and respond to casualty's condition</li> <li>• minimise immediate risk and implement control measures</li> <li>• reassure casualty and ensure they are comfortable</li> <li>• communicate requests to emergency personnel for further assistance and/or evacuation</li> <li>• communicating with emergency personnel for first aid assistance</li> <li>• control emergency or incident situation until formal relief is received</li> <li>• has provided verbal report of actions taken</li> <li>• notify required internal and external personnel of emergency or incident according to workplace procedures</li> <li>• using required procedures and techniques to respond to local emergency or incident</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>RIIERR205D Apply initial response First Aid</b> Practical Assessment by observation CHECKLIST -Trainer/Assessor to complete after observing practical assessments and tick C -Competent or NC - Not Competent		Occasion			
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		C	NC	C	NC
	<ul style="list-style-type: none"> <li>• prepare and submit written incident reports</li> <li>• meet written and verbal reporting requirements and procedures associated with responding to local emergency or incident</li> <li>• record details of casualty's physical condition, changes in conditions, management and response to management</li> <li>• review first aid resources and record, report and replenish shortages</li> <li>• record and report use of first aid resources</li> <li>• finalise management of casualty</li> <li>• complete written documentation in accordance with workplace requirements and standards</li> </ul>				