RIIHAN301E

Operate elevating work platform

Course Guide

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ACTAGroup
ADVANCED CERTIFIED TRAINING AUSTRALIA
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Thank you for your interest in ACTA Group's **RIIHAN301E Operate elevating work platform!** This booklet is provided for your convenience to ensure that you have all the relevant information regarding the course and it's delivery, so that you are able to make an informed decision surrounding the suitability of this unit for your individual and employability requirements.

Training Product
RIIHAN301E Operate elevating work platform
Release Number: 1
Currency: Current

Course Description
This unit describes a participant's skills and knowledge required to operate an elevating work platform in the Resources and Infrastructure Industries.

Target Participants
ACTA Group key participant target group for this course are individuals seeking work and existing employees in the Resources and Infrastructure Industries and is appropriate for those working in operational roles.

Client Characteristics

The clients for this qualification possess a range of skills relating to life experience, these are but not limited to;

•   Basic communication skills
•   Basic mathematical skills
•   Basic WHS knowledge

Course Duration
The standard course duration is 1 day with pre-course study. Participants may complete the program earlier than these timelines through achievement of RPL or credit transfer.

Course Entry Requirements
Nil mandatory requirements.

ACTA Group Course Admission Requirements
Participants must:
•   Be at least 18 years of age;
•   Have completed Year 10 in the Australian school system or equivalent; and
•   Have language, literacy and numeracy skills equivalent to ASCF Level 2.

Participant Identification Requirements
Minimum identification requirements must be met prior to enrolment:
•   Provision of the participant's Unique Student Identifier (USI); and
•   Provision of Australian legal photo identification for assessment purposes.

Licensing Requirements
The work required in this unit relates to the National Standard for High Risk Work but this unit does not provide the licence. Licensing, legislative, regulatory or certification requirements that may apply to this unit can vary between states, territories and industry sectors, and must be sourced prior to applying this unit.

Training Pathways
Further training pathways for participants considering this course include:

•   RIIWHS204E Work safely at heights
•   TLILIC0005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)

- Certificate II and III in Civil Construction

These courses represent a logical pathway regardless of whether ACTA Group offers the courses.

Employment Pathways

Employment pathways for this course include:
- Laborer's
- Trades Workers
- Construction Workers
- Mining Workers

Credit Arrangements

There are no fixed credit agreements in place with any other institution for participants completing this course.

Course Requirements / Packaging Rules / Core and Elective Units

The course has a standalone unit of competency

Unit code & name	Pre-requisite / Co-requisite
RIIHAN301E Operate elevating work platform	Nil

Course Nominal Hours

Course nominal hours are a total of **40 hours.**

Nominal hours are an allocation to describe how long a participant who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge. This nominal duration includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

Course Services Delivery Arrangements Summary:

Theory Training	**2 Hours**
Practical Training	**2 Hours**
Theory Assessment	**1 Hour**
Practical Assessment	**1 Hour**

Rationale for the amount of training

ACTA Group has taken the following into consideration in determining the amount of training necessary for the target group identified:

- Existing skills and knowledge of the target client
- Delivery mode as a structured classroom based session

Existing skills, knowledge and experience
At the time of enrolment, the existing skills, knowledge and experience of each student will be confirmed through the completion of a suitability check. This will elicit specific skills possessed by each student to enable ACTA Group to confirm that the duration is satisfactory.

Delivery mode
Each student will complete the program through a structured classroom setting with simulated practical components to mimic real work tasks to ensure a robust training and assessment model.

Specific Industry Needs
There are no licensing requirements for this course.

Course Organisation & Delivery Modes
The Course Schedule is provided (Refer Appendix One).
ACTA Group delivers a study pathway providing a logical program structure for participants undertaking learning and assessment tasks.

Contextualisation
ACTA Group may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, participant profiles, or specific enterprise requirements. Any contextualisation ensures the integrity of the outcome of the unit of competency is maintained.

RPL / Credit Transfer
ACTA Group's Participant Advice and Selection Policy outlines in detail a process to be followed for granting Recognition of Prior Learning and Credit Transfer. This is supported with RPL Resources available for all course units.

Participants must apply for RPL or Credit Transfer prior to or immediately after formal enrolment but prior to the commencement of the delivery of the units. Any RPL's granted must be accepted and signed off by the participant.

Schedule and Sequencing
The course is available for open enrolment throughout the year.

Delivery Arrangements
The assessment environment is ACTA Group's simulated operate elevating work platform environment. Course delivery including coaching activities typically occurs during weekdays and standard working hours. Weekend or out of standard hours' sessions may however be negotiated on a client by client basis.

The delivery approaches used are workshop and self-directed study with one-to-one coaching/coaching support, with ACTA Group personnel undertaking the coaching role.

As the learning topics are a mix of theory and practical content, this approach is most suitable to provide the individual, customised program required for participants. Course structure allows participants the flexibility to complete their skill gap learning where they have other commitments.

Work Placement Arrangements
No work placements are applicable.

Assessment Arrangements
The assessment environment is ACTA Group's simulated operate elevating work platform environment. Theory assessments are employed as a part of summative assessment, along with practical assessments where workplace application of all competencies can be observed by the ACTA Group Assessor.

Recognition documentation and applications is available for all units of competency for those participants who have extensive experience in the unit areas. RPL applications will be offered and processed as per ACTA Group's Participant Advice and Selection Policy.

At all times, the assessment approaches planned will be compliant with ACTA Group's Assessment Policy, and when implemented will meet the Code of Conduct requirements. All assessment approaches used are compliant with the requirements of the Assessment Guidelines from the national Training Package.

For each unit of competency (and each element within the unit), a range of evidence will be collected as per the evidence gathering techniques below. It is a requirement that all assessments maintain at a minimum, two types of appropriate evidence to verify the participant's competence for each element within a unit, which address the performance criteria requirements of the elements. At least one of these evidence pieces is a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the course).

Please refer to the *Assessment Approaches* section below for a summary of approaches used in each unit. Detailed information on assessment tasks and requirements are contained within the Learner Guide for each unit.
All assessment workbooks are aligned directly with the course the following ways:
• Meets Unit, Element & Performance Criteria requirements;
• Covers the Range of Conditions and Foundation Skills;
• Covers all Knowledge Evidence and Performance Evidence; and
• Covers Assessment Conditions as listed in each individual unit of competency documentation.

All specific resources for each unit of competency are listed within ACTA Group's Assessment Tool for each unit. Information within each Assessment Tool includes:
• Specific assessment resources required;
• Assessment methods available to be used;
• Plan for and timing of assessment; and
• Any adjustments that may be needed to cater for different participant characteristics.

Assessors, when deeming a participant competent, must have judged evidence collected to also have met the requirement of the Dimensions of Competency and be certain that the participant can consistently apply and transfer the skills and knowledge covered into new work situations.

All Assessment Tasks undertaken by participants with a Not Competent outcome may be re-attempted on two further occasions (maximum three attempts in total).

Assessment Approach / Evidence Gathering Techniques
Please refer to the Assessment Tool & Trainer & Assessor Guide for each unit of competency for further information on exact evidence requirements.

Please refer to the Course Schedule prepared for each course intake for individual student assessment dates.

Assessments for all units include the three main assessment approaches as noted below:
• Theory Assessment – Questioning in verbal and/or written form.
• Practical Assessment – including:
    o Project work– Creating and providing work product(s) and questioning/explanation where required.
    o Observation – Observation/demonstration of the participant's skills & knowledge via Assessor observation in the work environment and review of work product(s) where applicable.

Unit of Competency	Theory Assessment	Practical Assessment		
		Project	Third Party Report	Observation
RIIHAN301E Operate elevating work platform	✓			✓

Specific Assessor Requirements:

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
- having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence and knowledge evidence outlined in this unit of competency, and
- the minimum years of current 3 years work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided, and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit) and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed.

Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

Educational & Support Services
Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of participants, so that potential learning barriers are minimised.

The design and content of this training product supports equitable access and progression for all participants. ACTA Group:
- Has ensured that training and assessment processes and methods do not disadvantage individual participants; and

- Determines the needs of individual participants and provides access to any educational and support services necessary.

Access and equity issues have been addressed in various ways including:
- Modifying assessment processes and techniques for participants who are located at a distance from a campus location;
- Checking that materials are culturally appropriate for participants and amending, as necessary; and
- Making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of participants (while meeting the requirements of the unit of competency).

ACTA Group's Pre-Enrolment Review is completed with all clients prior to enrolment to identify any individual need, resource requirements, delivery unit schedule and support options for clients.

Participants are asked to identify their individual needs but are sometimes reluctant to do so. ACTA Group personnel monitor the progress of all participants and their readiness for assessment as they progress through their course.

Please refer to ACTA Group's Access & Equity Policy for further information.

Reasonable Adjustment
There may be times and situations in which a participant may require 'reasonable adjustment' of the training and assessment methods implemented by ACTA Group to meet their specific individual needs.

Reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the participant and the type of evidence to be collected from the participant) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

The reasonable adjustments to the training and assessment process may include a variety of modifications to the methods of delivery and assessment to assist the participant undertake the course. The adjustments may include actions such as:
- Assistance in the form of the training location to allow easier access.
- Accessing relevant equipment or aids to assist the participant adjustments to the assessment methods to cater for any special needs (without effecting the integrity of the outcome).

Where a participant requests or is identified as requiring reasonable adjustment to the training and assessment process a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments must be maintained in the participant file.

Please refer to ACTA Group's Access & Equity Policy for further information.

Licensing Requirements
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

Legislative Requirements
ACTA Group personnel note the following legislation that impacts on their planning and implementation of delivery approaches in the course area. Specific legislative documents are located at:
http://www.austlii.edu.au/

- Fair Work Act 2009 (Cth)
- Work Health and Safety Act 2011 (Qld)
- Work Health and Safety Regulation 2011 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- Coal Mining Safety and Health Act 1999 (Qld)
- Coal Mining Safety and Health Regulation 2017 (Qld)
- Mining and Quarry Safety and Health Regulation 2017 (Qld)

- Aboriginal Heritage Act 1988
- Development Act 1993
- Environment Protection Act 1993
- Fire and Emergency Services Act 2004
- Australian Standards.
- Site-specific policies and procedures, e.g. Emergency policies and evacuation procedures.
- Codes of Practice

Infrastructure, Equipment & Physical Resources

All ACTA Group personnel involved in the delivery of this course have direct access to the current version of the Training Package and Training and Assessment Resources as listed.

All ACTA Group personnel involved in the delivery of this course have direct access a range of training and assessment resources that incorporate special needs and reasonable adjustment procedures. Resources approved are listed in the Competency Mapping documentation.

ACTA Group has reviewed the equipment and facility requirements by conducting an analysis at a unit of competency level to ensure resource requirements are identified are addressed and guarantees that it has access to all equipment required to fully implement the program as each participant is enrolled.

Where unit of competency resources have detailed specifications, these have been noted and addressed.
The equipment and facility requirements for this course is identified as follows:

- Policies, procedures, processes and operational manuals
  - site procedures
  - emergency communication procedures
  - JSAs/JSEA/safe work methods
  - identifying and reporting on hazards related to the worksite and work activity
  - applying materials handling methods and using safety data sheets
  - site safety information
  - safety data sheets (SDS)
  - civil construction plan
  - engineering drawings
  - site plans and specifications
  - site drug and alcohol policy
  - site plans
  - emergency meeting points
  - emergency evacuation procedures
  - workplace health and safety
- Signage may include:
  - safety signs
  - hazardous signs
  - warning signs
  - hi-visibility signs
  - danger signs
- Leveling equipment may include:
  - automatic level
  - laser level
  - hand held level
- Worksite communication system may include:
  - two way radio
  - mobile phone
  - email
- Emergency equipment
- Work safely at heights:
  - safety harness
  - lanyards
  - access to various workplace situations at height, including, for example, towers, walkways, scaffolding
  - more than one type of harness

- o   more than one type of fall arrest system
- Simulated spaces may be used, but they <u>must</u> be work-like
- Scissor lift:
  - o   safety harness
  - o   lanyards
  - o   operators manual
  - o   pre start book
- Boom-type elevated work platform:
  - o   safety harness
  - o   lanyards
  - o   operators manual
  - o   pre start book
- First aid kit may include:
  - o   bandages
  - o   blankets
  - o   burn sheets
  - o   ice packs
  - o   splints
  - o   neck braces
  - o   cream and washers
  - o   resuscitation masks
  - o   gloves
  - o   tweezers
  - o   band aids
  - o   pen and paper
- Personal protective equipment may include:
  - o   head protection
  - o   hand protection
  - o   foot protection
  - o   eye protection
  - o   ear protection
  - o   breathing protection
  - o   hi-visibility clothing
  - o   weather protection
- Isolation equipment may include:
  - o   out of service tags
  - o   isolators
  - o   personal locks
  - o   danger tags
- Worksite safety systems
- Power leads
- Safety switches
- Environmental protection equipment may include:
  - o   waste management
  - o   water quality protection
  - o   noise control
  - o   vibration control
  - o   dust management

Learning & Assessment Resources
ACTA Group has carefully chosen and planned the learning resources used to guide participants to ensure they are able to obtain and absorb the required knowledge and skills prior to assessment. These resources provide full coverage of all required areas.

The following resources are available and utilised when planning and implementing this course program:
- Approved learning resources – please refer to the <u>Learner Guide & Trainer & Assessor Guide</u> for each unit of competency for approved learning resources; and

- Approved assessment resources – please refer to the Assessment Tool & Trainer & Assessor Guide for each unit of competency for approved resources.

All learning and assessment materials are available for trainers and participants.

ACTA Group Personnel
All ACTA Group consultants engaged in the delivery and assessment of this program have demonstrated their vocational competency through the ACTA Group verification of competencies procedure and Personnel Competencies Matrix directly covering the requirements of the training package.

ACTA Group has documented the human resources available to deliver this training product. This ensures suitable trainers and assessors are available. This is recorded at a unit of competency level to ensure any specific requirements are met for each unit and allows efficient deployment of personnel to meet clients' needs.

Please refer to ACTA Group's Register of Trainers and Assessors to note which ACTA Group consultants have completed verification of competency procedures for this course.

Consultative Processes
This training and assessment strategy has been developed through consultation with a range of industry stakeholders and client bodies, and will continue to be, validated through feedback from participants and the industry as the course is implemented, using the validation strategy outlined in the Validation Policy.

Discussions and feedback from all parties is documented for implementation through ACTA Group's Industry Engagement Report and Continuous Improvement Register.

Assessment Validation Process
ACTA Group has an internal assessment validation approach used for all program areas to ensure that the consistency and validity of assessments between ACTA Group Consultants is maintained at a high standard. Validation meetings for this course are scheduled on an annual basis as per ACTA Group's Services Review & Internal Audit Schedule.

Evaluation Processes
ACTA Group's Evaluation Policy used for all program areas is engaged for the regular and timely evaluation of outcomes for the course.

Discussions and feedback from all parties is documented for implementation through ACTA Group's various ACTA Group personnel meetings as per the Communications Policy and also through the Continuous Improvement Register.

Appendix 1: Course Schedule

RIIHAN301E Operate elevating work platform

Unit of competency/event	Distance based study (hours)	Trainer lead theory training (hours)	Trainer lead practical skills training (hours)	Supervisor led practical skills training (hours)	Study Days
Enrolment, induction	NA	NA	NA	NA	Day 1
RIIHAN301E Operate elevating work platform	16	2	2	NA	Day 1
TOTAL Hours	**16**	**2**	**2**	**NA**	

Appendix 2: Assessment Schedule

RIIHAN301E Operate elevating work platform

Unit of competency	Theory assessment (hours)	Practical assessment (hours)	Third party report	Theory & practical assessment at the end of
RIIHAN301E Operate elevating work platform	1	1	NA	Day 1
TOTAL Hours	**1**	**1**	**NA**	