

Order 34 Mid-Year Workshop

Open Cut Session



Thursday, 20 July 2023

Cindy James
Order 34 Manager

Important Information



- 1 Emergency Procedure
- 2 Toilets and smoking areas
- 3 Introductions

Today's program



Time	Agenda item	Presenter
9am – 9:20am	Registration + Morning Tea	
9:20 – 9.30am	Welcome and overview	Cindy James
9.30 – 9:50am	Introductions/ General Discussion	Group
9:50 – 10:10am	Industry Update	Cindy James
Break – 20 minutes		
10.30 – 11.30am	Certificate II in Surface Extraction Operations	Programmed – TJ Jones
		Programmed – Ara-Jane Reading
Lunch – 30 minutes		
12 – 12.30pm	Workshop: Unit of Competency Mapping	Facilitated by Mines Rescue RTO - Ruth Langford
12.30pm	Summary and close out	Cindy James

Introductions and General Discussion

Introductions

- Name
- Company/Operation
- Role
- What you would like to get out of today?



Industry Update



NSW Resources Regulator Reportable Incident Information



Maintenance of Competence for Practising Certificate Holders



Coal Mines Insurance Injury Claim Information



CS Health Standing Health Committee

Resources Regulator Incident Summary

1 July 2022 – 30 June 2023



2,053 Reportable Incidents for All Sectors



186 Reportable Incidents Summaries provided for All Sectors



135 Reportable Incidents Summaries provided for the Coal Sector



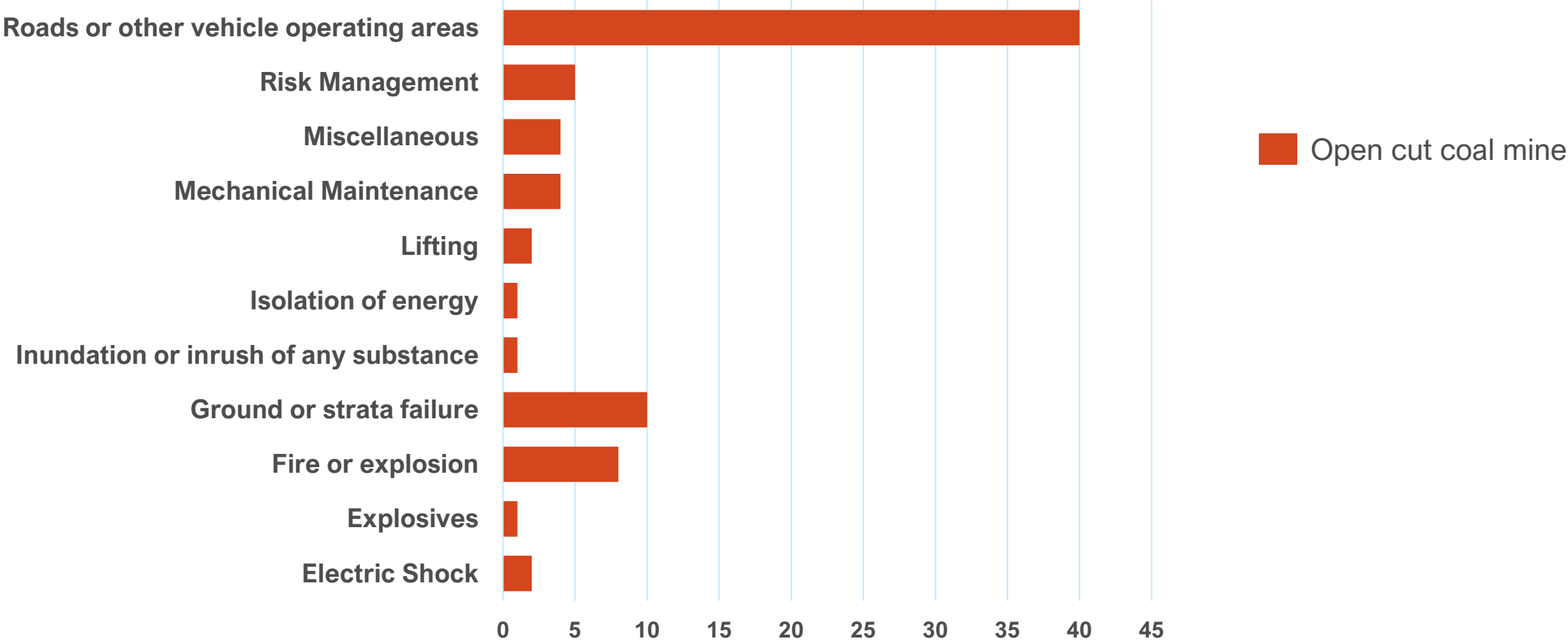
78 Reportable Incidents Summaries provided for Open Cut Coal Operations

Resources Regulator Incident Summary

1 July 2022 – 30 June 2023



Notifiable Incidents where Summary provided by the Resources Regulator



Open Cut Incidents

Training and Competency



Category	Comments to Industry
Fire or explosion	<p>Mine operators should review second egress methods and regularly train workers in their location and use.</p> <p>Workers must be trained to activate the fire suppression systems including removing any ties or clips.</p>
Ground or strata failure	<p>Operators working in the vicinity of geotechnical hazards should be trained and deemed competent to do so.</p> <p>All workers should be trained in the use and requirements of relevant TARPs.</p>
Isolation of energy	<p>Workers must be regularly trained in the isolation procedures for equipment they are tasked to operate, maintain and repair on site.</p>
Mechanical maintenance	<p>Work Health and Safety (Mines and Petroleum Sites) Regulation 2022 Section 107 Duty to provide information, training and instruction requires mines to provide workers with appropriate information and training relevant to the task being conducted.</p>
Pressure washing equipment	<p>Workers must be trained and competent in the use of pressure washing equipment. Training and procedures must include awareness regarding fluid injection injuries.</p>
Roads or other vehicle operating areas	<p>Mines should review the triggers for when a trainee operator is assessed. This should be driven by the competence level of the trainee, familiarity with the task, the mine, and their confidence, not driven by an arbitrary number of training shifts completed, or production demands.</p> <p>Mines should review the triggers for competency assessment and the minimum level of competence required before workers are authorised for solo operations.</p>

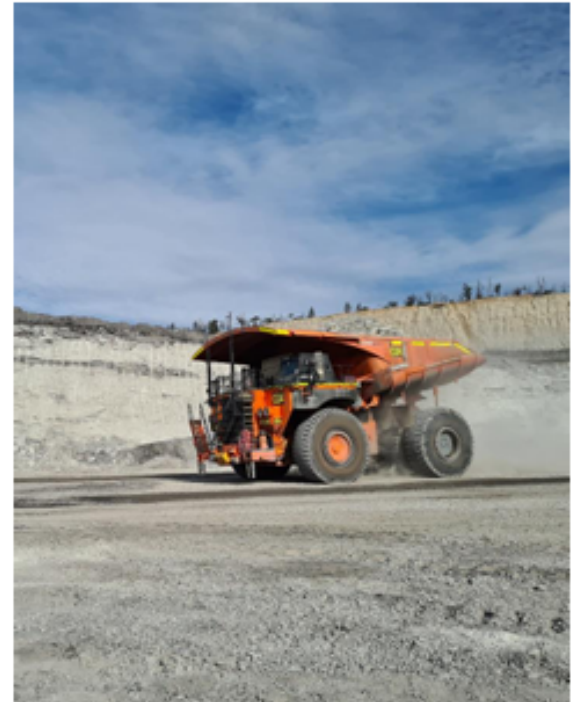
To subscribe go to: <https://www.resourcesregulator.nsw.gov.au/news/weekly-incident-summary>

Resources Regulator Presentations

Trainee operators

Seeing an increase in incidents notified relating to trainee operators.

- What triggers a trainee's assessment to go solo?
- What does drive to conditions mean to a trainee?
- What follow up assessments are conducted after a trainee is appointed to operate solo?
- Is there a cap on how many trainees on a shift?
- Is their adequate supervision and mentoring capability on shift?



Resources Regulator Presentations

Recent Incidents



Truck Dozer Collision



Truck Dozer Collision



Rubber Tyre Dozer Contacts Electric Shovel



Failure to park vehicle safely



Light Vehicle Rollover

Resources Regulator Presentations



Resources Regulator
Department of Regional NSW



WHAT WE ARE SEEING

Workers not following site procedures

- Not using Positive communication
- Failing to follow site road rules
- Failing to observe hazards in their work area
- Not driving to conditions
- Failing to drive defensively (**right of way given not taken**)
- Reversing equipment not having clear visibility or not looking prior to reversing.

Vehicle Interactions

Resources Regulator
Department of Regional NSW



What we are doing:

The Resource Regulator is currently conducting assessments looking at the Principal Hazard Roads and Other Vehicle Operating Areas (Dumps and Excavations areas) (**Engineering Controls**)

- Review recently reported vehicle interaction incidents.
- The use of two way radios.
- Demarcation of areas (dumps/excavation areas)
- Separation of equipment.
- Safe parking areas and the correct use.
- Separation distance trucks and mobile plant.
- Dump TARPS.
- Traffic management tools.
- Traffic rules and procedures are available and understood.
- Minimum windrow heights and width.
- Lighting plant location and protection.
- Requirements for reversing equipment.
- The use of mobile phones.
- Sites hazard reporting process.

Resources Regulator Presentations

Vehicle Interactions

Messages for Workers

TECHNOLOGY DOES NOT REPLACE YOU

Sites have invested a lot of time and money, which helps but doesn't replace your duties:

- Proximity detection
- Reversing cameras
- GPS systems
- Equipment warning alarms
- Speed monitoring
- Pre-start meeting information
- Other emerging technologies



None of this technology will stop an incident if you don't:

- Use pos coms
- Drive to conditions
- Drive defensively
- Look behind when reversing
- Other safe practices that RELY ON YOU

WHAT CAN YOU DO?

Do not accept poor standards or behaviour - **SPEAK UP**

If you can't see - **STOP**

If you are not sure of site rules or unable to follow the rules - **STOP & ASK**

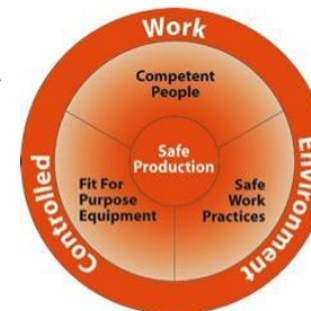
If procedures are not appropriate - **REPORT**

If you unsure about a task - **STOP & ASK**

If equipment is defective or not fit for purpose - **STAND IT DOWN**

Safe production - **DONT RUSH**

If you have not been trained - **NOTIFY YOUR SUPERVISOR**



MoC for PC Holders

Resources Regulator Audits have been conducted by:

- Coal Services Mines Rescue
- Core Mine Training

Key Information for PC Holders:

- Keep contact details up to date
- Review sections 7.3 and 7.4.1 for what can be claimed and evidence requirements
- Complete the RR Self Assessment and Review log prior to submitting for Audit:
 - Ensure not exceeding any caps in “claimed” hours in their log
 - Ensure no duplicate entries
 - Check for conflicting dates
 - Make sure they have evidence to back up all claims as required

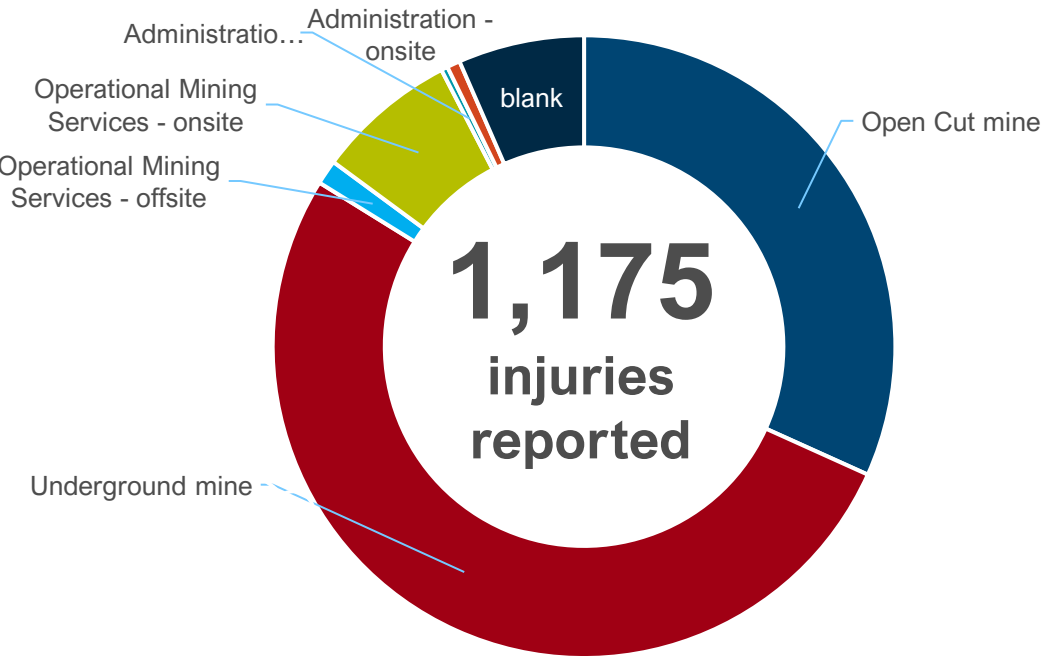
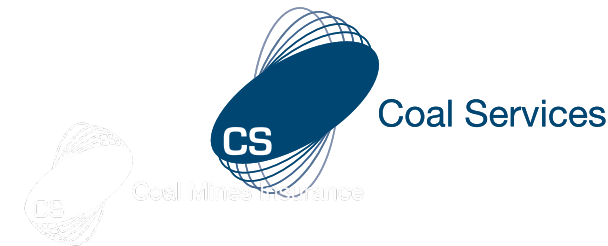


Coal Mines Insurance

Workers Compensation Claims and Injury Profile

NSW coal industry

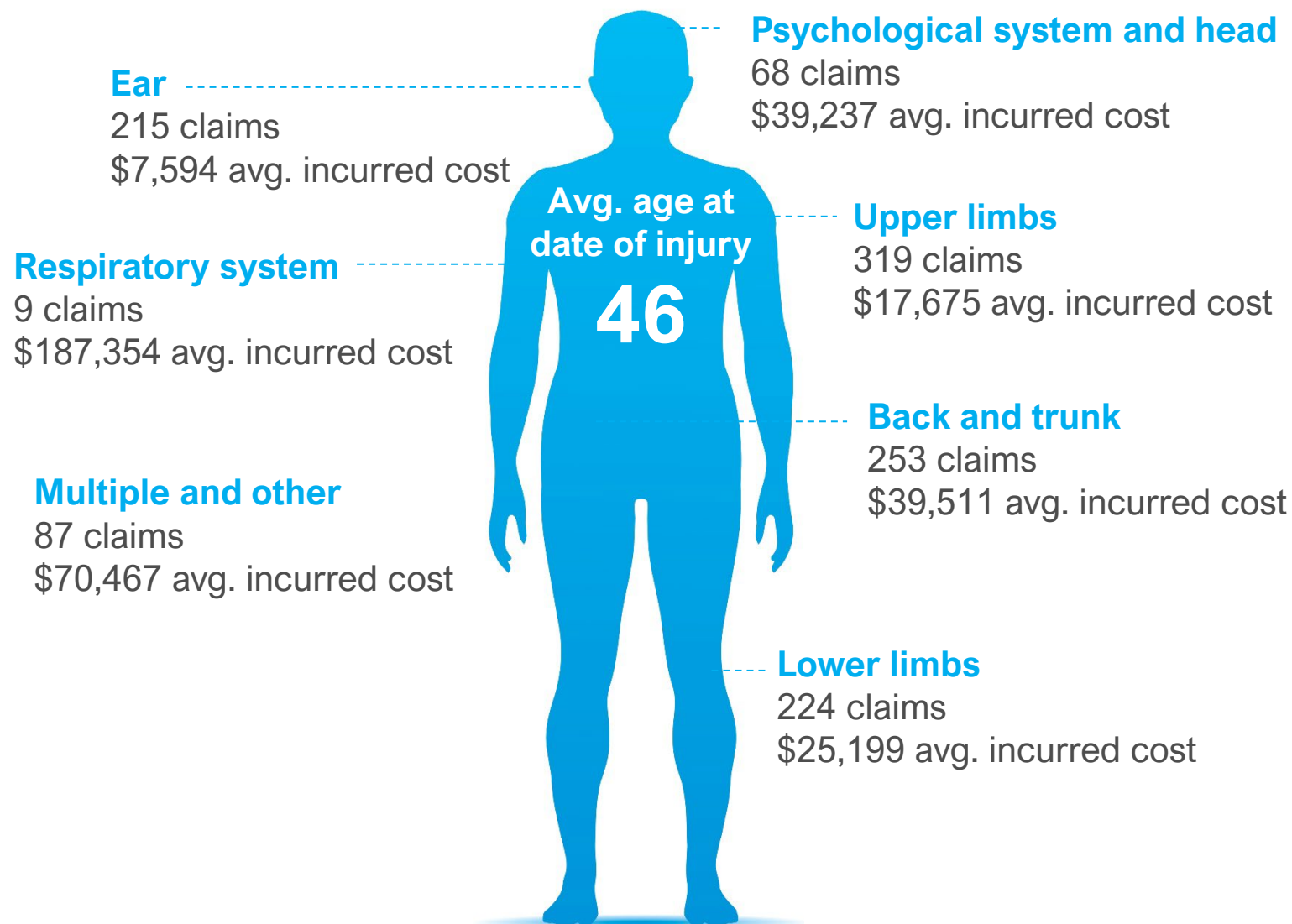
Claims and injury profile 1 July 2022 to 30 June 2023



Open Cut		Underground
32%	Injuries reported	52%
47	Avg. age at date of incident	47
\$34,274.03	Avg. cost incurred	\$22,350.49

NSW coal industry Claims and injury profile 1 July 2022 to 30 June 2023

Body location, claims and average incurred cost

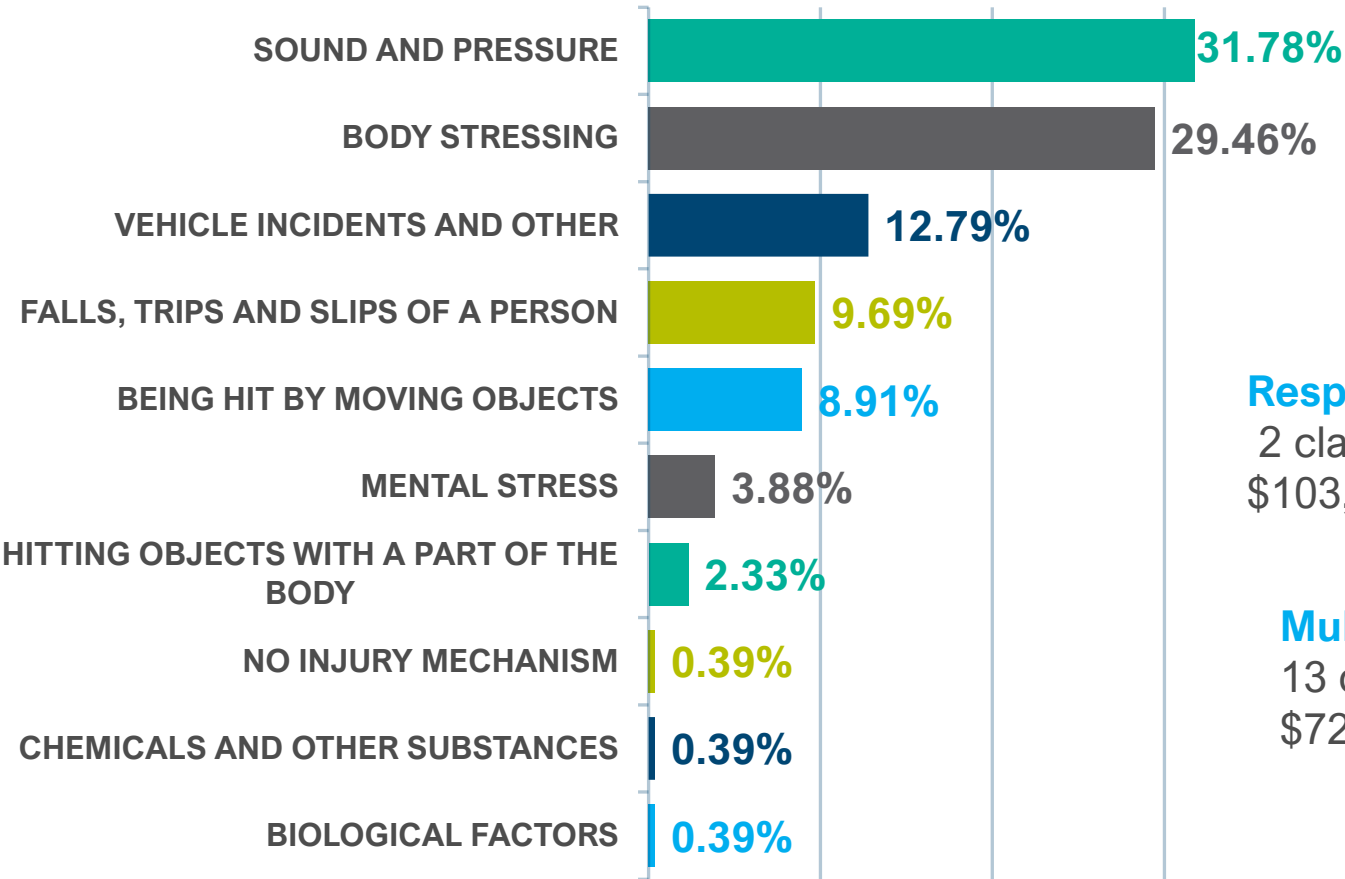


Open cut coal mine owners

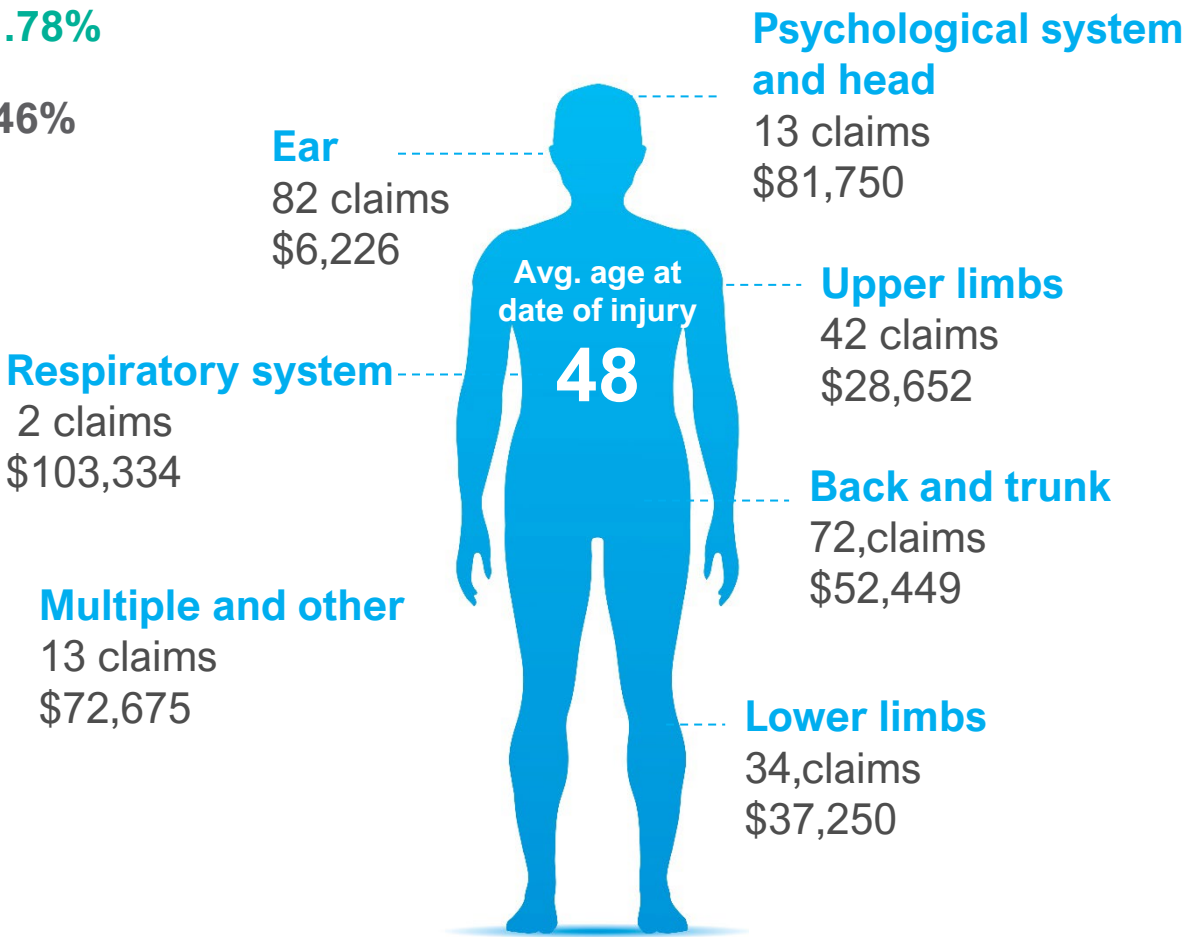
Claims and injury profile 1 July 2022 to 30 June 2023



Mechanism of injury



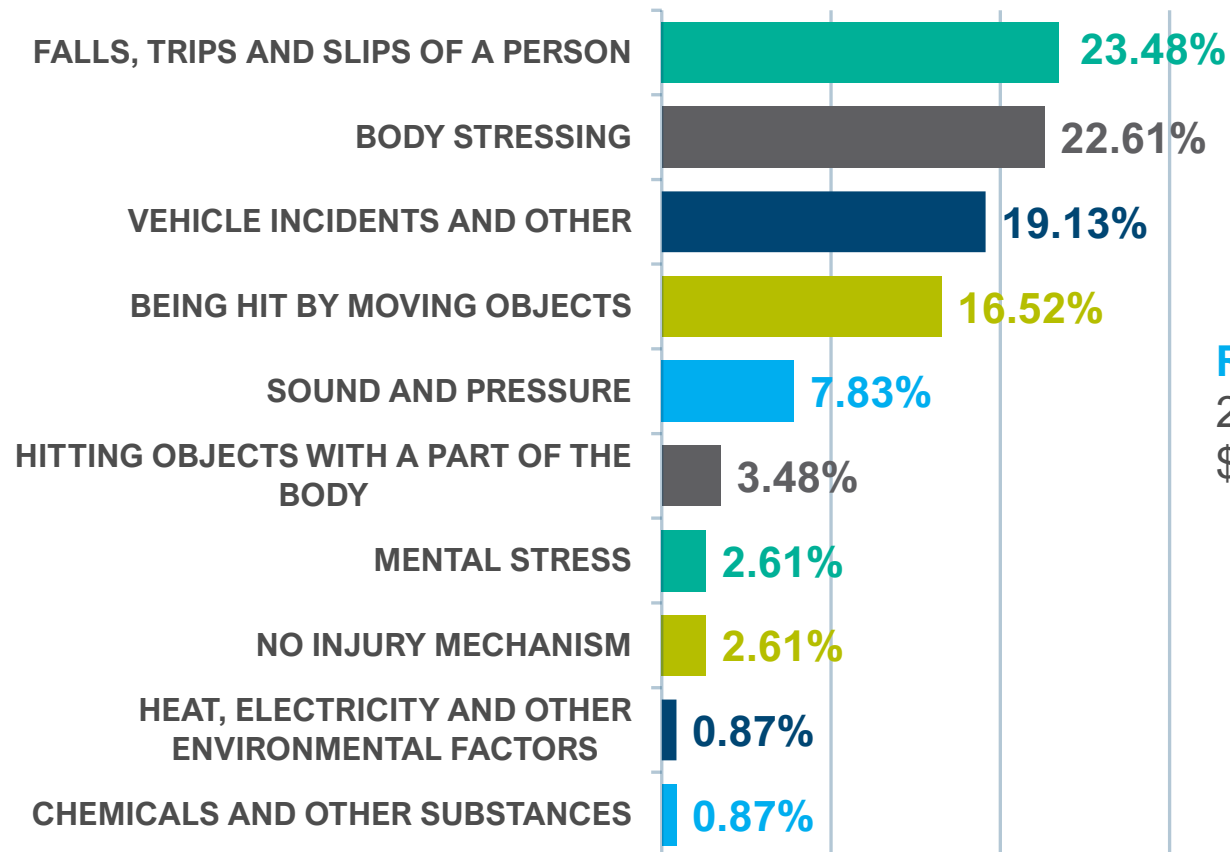
Body location, claims and average incurred cost



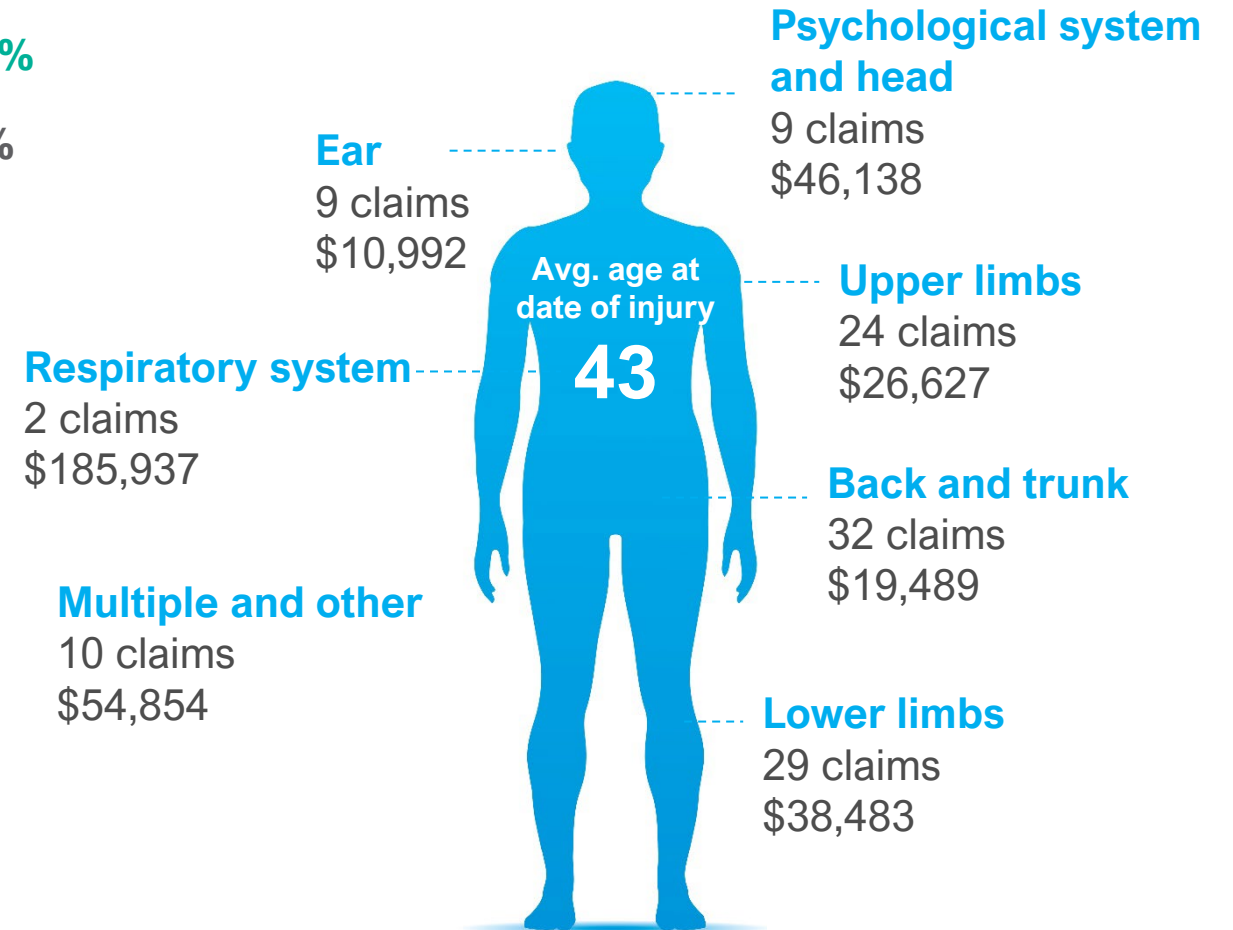
Open Cut coal contractors

Claims and injury profile 1 July 2022 to 30 June 2023

Mechanism of injury



Body location, claims and average incurred cost



CS Health

Standing Health Committee

CS Health Transformation



Strategy:
Proposition

- In 2022, CS Health underwent a structural transformation, moving from a regional operating model to a state-wide functional model.



Service delivery
Digitisation

- The transformation has led to standardisation of service delivery across offices and has improved health reporting.



Processes:
Standardisation



Organisation:
Regional vs.
Functional

- A dedicated **Preventative Health** function was created within CS Health:
 - Consistent with the preventative focus of Coal Services to 'protect' industry
 - The function promotes and delivers preventative health initiatives with an aim to provide effective solutions for **existing** and **emerging health issues** affecting the NSW Coal Industry.



People:
Workforce
composition



Technology:
Automation

Standing Health Committee - Function



- Lead positive change in the health outcomes of workers in the NSW Coal Mining Industry.
- Identify and prioritise health initiatives for Industry: **Health Standards** and **Health & Wellbeing**.
- Use organisational data to analyse Industry trends and identify emerging health and injury issues.
- Monitor and analyse all results and outcomes, to ensure initiatives meet the needs of Industry.
- Evaluate results and develop continuous improvement strategies.
- Provide regular reporting to Coal Services Board and Industry stakeholders on initiatives and outcomes.

Standing Health Committee - Expected Outcomes



- The SHC's role will be to identify areas of need across Industry and to prioritise initiatives.
- Outcomes and timeframes will be agreed by the committee according to each body of work.
- Results will be monitored with post-implementation reviews to measure success and impact on Industry.
- Success will be measured through:
 - **Initiative Completion:** a main body of work will be identified, with opportunities for smaller initiatives to be supported as well.
 - **Initiative Impact:** relevant outcome measures that show risk profiles, injury rates, injury severity or health outcomes will be assessed to highlight the overall impact of the project.
 - **Customer Satisfaction:** satisfaction and utilisation rates will be assessed to determine how the SHC initiatives have impacted industry.



Break – 20 mins

Open Cut Certificate III in Surface Extraction Operations

Programmed – TJ Jones

Programmed – Ara-Jane Reading

Revolutionizing Pathways: Navigating the Future with Adaptable and Innovative Industry Journeys

Troy Jones – National RTO Manager

20 July 2023



Programmed Skilled Workforce Limited RTO (110043) ensures revolutionized training outcomes for both white-collar and blue-collar industries throughout Australia, providing exceptional quality and adaptable programs to navigate and transition with industry.

The power of a job
done right.



Programmed knowledge & flexibility.....



Ensuring competitiveness and meeting changing market demands require businesses to embrace flexibility and adaptability to customer needs.



Our approach offers inclusive opportunities for individuals of all ages, whether they are new or existing workers, seeking part-time or full-time positions, or considering school-based apprenticeships and traineeships.



Training options are diverse, including on-the-job, off-the-job, or a combination of both, allowing individuals to choose the most suitable learning environment for their development.



Our commitment lies in prioritizing customer needs and embracing a flexible mindset, enabling businesses to effectively respond to market fluctuations, deliver exceptional customer experiences, and maintain a strong competitive position within today's dynamic business landscape.

Unleashing Potential The Power of Traineeships in Driving Personal and Professional Growth

The benefits for people, business & industry

Traineeships - benefits for learners

Traineeships offer several benefits for learners who participate in them.



- **Practical Work Experience:** Traineeships provide learners with the opportunity to gain practical work experience in their chosen field. This experience allows them to apply their theoretical knowledge in real-world scenarios, develop practical skills, and understand the demands of the workplace. It enhances their employability by providing valuable hands-on experience.
- **Industry-Relevant Skills Development:** Traineeships focus on developing industry-specific skills that are in demand. Learners receive targeted training and guidance to acquire the necessary competencies required for their chosen profession. This **specialised skill development makes them more job-ready and increases their chances of securing employment in their desired field.**
- **Workplace Exposure and Networking:** Traineeships expose learners to different work environments and enable them to interact with professionals in their industry. This exposure helps them understand workplace dynamics, build professional networks, and establish connections that can be valuable for future career opportunities. Networking during a traineeship can open doors to mentorship, references, and job prospects.
- **Enhanced Employability:** Traineeships provide learners with a competitive edge in the job market. Employers often value candidates who have practical work experience, as it demonstrates their ability to apply knowledge and adapt to a professional setting. Traineeships enhance learners' employability by equipping them with relevant skills, work experience, and industry connections that can set them apart from other candidates.

Traineeships - benefits for learners

Personal and Professional Development: Traineeships offer learners the opportunity for personal and professional growth. **They are exposed to new challenges, responsibilities, and tasks that help them develop important transferable skills such as communication, teamwork, problem-solving, and time management.** Traineeships also encourage self-reflection, self-motivation, and the ability to take initiative, fostering overall personal development.

Confidence Building: Through traineeships, learners gain confidence in their abilities and professional competence. **As they successfully navigate work responsibilities, complete tasks, and contribute to projects, their self-esteem and belief in their capabilities grow.** This increased confidence can positively impact their career trajectory and ability to tackle future challenges.

Pathway to Employment: Traineeships often serve as a pathway to employment. **Many organization's use traineeships as a talent pipeline to identify and recruit potential employees. Successful completion of a traineeship can lead to a job offer within the organisation or open doors to employment opportunities** elsewhere, as learners have gained relevant skills, experience, and industry references.

“

Traineeships provide learners with practical work experience, industry-relevant skill development, networking opportunities, and a pathway to employment.

They contribute to personal and professional growth, enhance employability, and prepare learners for successful careers in their chosen fields.

Traineeships – Benefits for Business



Up-to-date Skills: Vocational education and training (VET) equips employees with practical skills and knowledge that are directly applicable to their roles, ensuring they possess the latest industry-relevant expertise.



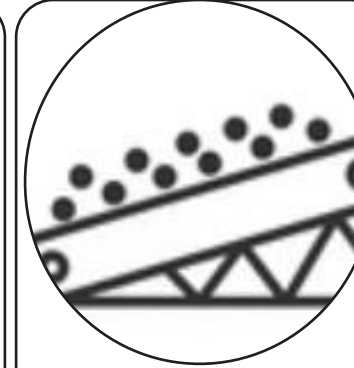
Adaptability: VET programs focus on developing adaptable professionals who can quickly respond to changing business needs. This flexibility helps future-proof a business by ensuring employees can easily transition to new technologies, processes, or job roles.



Industry-specific Training: VET programs offer specialized training tailored to specific industries. This targeted education enables employees to acquire in-depth knowledge and skills specific to their sector, making them highly valuable assets in future-proofing the business.



Enhanced Productivity: Through VET, employees gain the skills needed to perform their tasks efficiently and effectively. This increased productivity directly impacts the business's ability to stay competitive and adaptable in a rapidly changing market.



Reduced Training Costs: By investing in VET, businesses can reduce the cost and time associated with training new employees from scratch. Hiring individuals with existing vocational qualifications means they come with a certain level of expertise, reducing the need for extensive training and onboarding.



Retention: Offering VET opportunities within a business demonstrates a commitment to employee development and career advancement. This can boost staff morale, job satisfaction, and loyalty, leading to improved staff retention rates and reducing turnover costs.

Traineeships – Benefits for Business cont...



Innovation and Problem-solving: VET encourages creativity, innovation, and problem-solving skills by providing practical and hands-on training. This cultivates a culture of continuous improvement within the business, allowing it to adapt to challenges and seize new opportunities.



Stronger Industry Connections: Vocational education often involves partnerships with industry organizations and employers. These connections provide businesses with access to the latest industry trends, technologies, and networks, ensuring they stay informed and connected within their sector.



Diverse Skill Sets: VET programs cover a wide range of skills, allowing employees to develop diverse expertise. This diversity helps businesses to have a multifaceted workforce capable of addressing various challenges, minimizing dependence on a limited set of skills or individuals.



Enhanced Reputation: Businesses that invest in VET demonstrate a commitment to professional development and excellence. This can enhance their reputation as an employer of choice and attract top talent, which is vital for long-term success and future-proofing the business.

Bridging the Gap Skills Pipelines and the Changing Face of Talent

Partner with a business that's in the know!

“

Identifying suitable candidates for traineeships requires a targeted approach to attract individuals who align with the program's goals and requirements.

Attraction & Recruitment

Finding the right candidates...

Recruitment methodology should be thorough and robust to ensure you capture the right candidates

A consistent approach is a must to moderate and help continuously improve the process

Working with a partner to customise the process to make it work for your business

Open and transparent communications with customers and candidates



What is a skill pipeline & why is it important?

Skills pipelines are of significant importance within the structure of a business. They refer to the processes and strategies put in place to ensure a steady flow of skilled talent into an organization. Here are some reasons why skills pipelines are crucial:

Talent Acquisition: A well-designed skills pipeline allows businesses to **proactively identify and attract top talent**. By nurturing relationships with potential candidates, organizations can build a pool of qualified individuals to fill present and future job vacancies. This reduces the time and resources required for external recruitment.

Succession Planning: Skills pipelines play a vital role in succession planning. They help identify and develop internal talent to fill critical roles when current employees leave or are promoted. **By proactively training and grooming employees, businesses ensure a smooth transition and minimize disruptions.**

Continuous Skill Development: Skills pipelines emphasize ongoing training and development. They facilitate the identification of skill gaps within the organization and allow for targeted training programs to bridge those gaps. **This ensures that employees remain up-to-date with industry trends and possess the skills necessary to excel in their roles.**

What is a skill pipeline & why is it important?

Improved Employee Engagement and Retention: A well-established skills pipeline demonstrates to employees that the organization is invested in their growth and development. This can boost employee morale, job satisfaction, and overall engagement. When employees see opportunities for advancement and development within the company, they are more likely to stay, reducing turnover rates.

Agility and Adaptability: Skills pipelines enable businesses to adapt to changing market dynamics and technological advancements. By proactively identifying emerging skills and competencies required in the industry, organizations can build a talent pool that can quickly respond to new challenges and opportunities.

Increased Innovation and Creativity: A diverse skills pipeline that brings in talent from different backgrounds and experiences fosters a culture of innovation and creativity. By incorporating diverse perspectives, businesses can drive fresh ideas and approaches, leading to improved problem-solving and competitive advantage.

Cost Savings: Skills pipelines can save costs associated with external recruitment, such as advertising, agency fees, and onboarding. By investing in internal development programs and promoting from within, businesses reduce reliance on external hires and their associated costs.

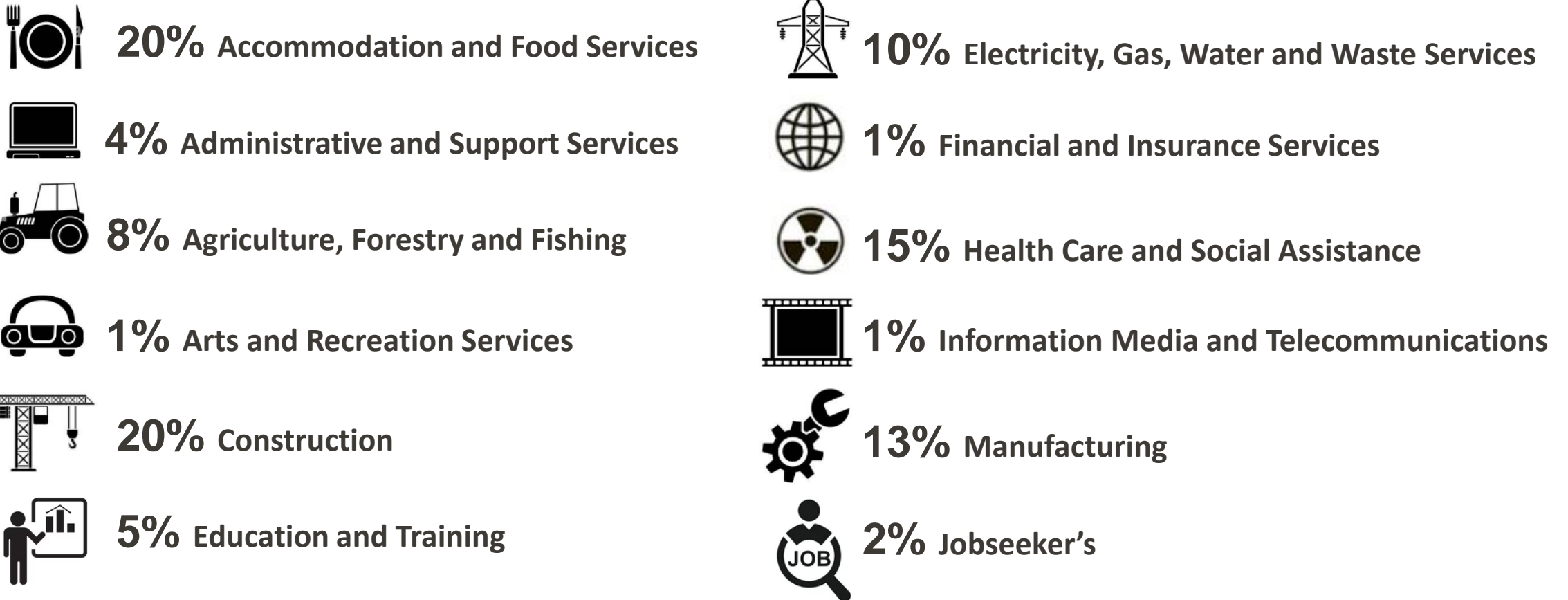
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In conclusion, skills pipelines are essential for businesses to attract, develop, and retain top talent, foster innovation, and ensure long-term success.

By focusing on skills development and succession planning, organizations can build a sustainable workforce that meets current and future needs.

Previous Employment History

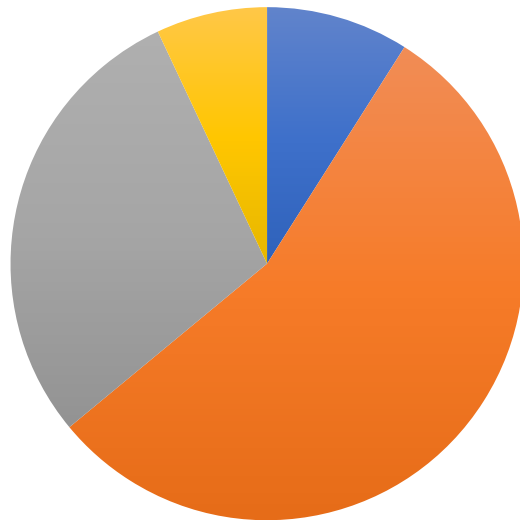
Where do our RII30120 trainees come from.....



RII30120 - Enrolment Demographics

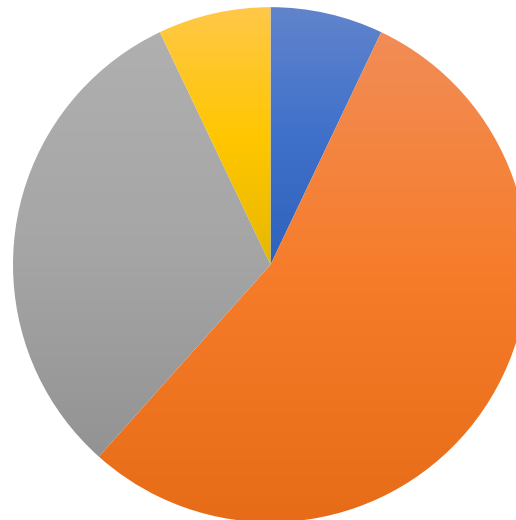
Average age range of learners currently enrolled;

RII30120 - Enrolment Age Range



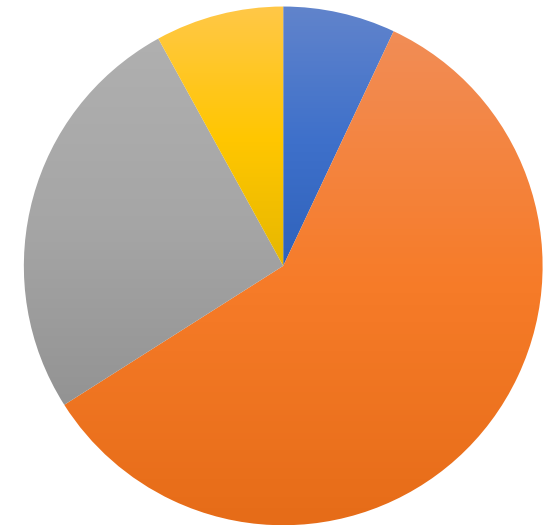
■ 17-21yrs ■ 21-35 yrs ■ 35-50 yrs ■ 50+ yrs

RII30120 - Completion by Age



■ 17-21yrs ■ 21-35 yrs ■ 35-50 yrs ■ 50+ yrs

RII30120 - Early cancellation by Age



■ 17-21yrs ■ 21-35 yrs ■ 35-50 yrs ■ 50+ yrs

Programmed Skilled Workforce employee retention and development

98%

Trainee > FTE

48%

FTE > Host FT

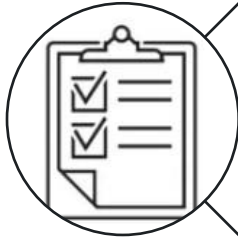


Inside Out Dissecting Qualifications and Unlocking the Value of Units of Competence

An insight to the RII30120 qualification
scope and associated UOC's.

RII30120 - CERTIFICATE III IN SURFACE EXTRACTION OPERATIONS

Qualification Description



This qualification reflects the role of individuals such as production operators, working in open cut coal or metalliferous mines or quarries, who perform tasks involving a broad range of skilled applications in a varied work context, using some discretion and judgement in selecting equipment, services or contingency measures.

Entry Requirements



Nil (NRT) – Nationally



Programmed Skilled Workforce Branch in unison with Programmed RTO (110043) require applicants to complete RTO pre-enrolment process, which includes; Enrolment Form, LLN assessment (LLN Robot), RPL eligibility assessment, Training plan agreement.



Furthermore, applicants will be required to complete a Coal Services Order 43 Medical and live within the mine site travel and fatigue policy requirements.

RII30120 - VET Trainer & Assessor Qualification's

Compliance requirements for qualification delivery

Delivers training

Delivers assessments

Holds vocational competencies at least to the level being delivered and assessed

Holds current industry skills directly relevant to the training and assessment being provided

Holds current knowledge and skills in vocational training and learning that informs their training and assessment.

Holds the required training and assessment credential

Participates in professional development

RII30120 - CERTIFICATE III IN SURFACE EXTRACTION OPERATIONS

Qualification Packaging Rules & Scope

13 Units of
Competence

3 Core Units
(3)

1 from
Group A (2
Available
Options)

1 from
Group B (2
Available
Options)

At least 3
from Group
C (51
Available
Options)

No more
than 3 from
Group D (55
Available
Options)

No more than
2 from this or
any other
currently
endorsed
training
package or
accredited
course.

Qualification Packaging Rules & Scope

Electives must be relevant to the work environment and the qualification.







Maintain overall integrity of the AQF alignment.

Not duplicate the outcome of another unit chosen

Contribute to a valid industry supported outcome.

The elective bank also contains both licensed and non-licensed units. Licencing, legislative and certification requirements apply to this qualification and can vary between states and territories and industry sectors.

RII30120 - CERTIFICATE III IN SURFACE EXTRACTION OPERATIONS

	LEVEL	GROUP	UNIT CODE	UNIT TITLE
	Core	-	RIIENV201E	Identify and assess environmental and heritage concerns
	Core	-	RIIRIS301E	Apply risk management processes
	Core	-	RIIWHS201E	Work safely and follow WHS policies and procedures
	Elective	Group A	RIICOM302D	Communicate workplace information
	Elective	Group B	RIIGOV201E	Comply with site work processes/procedures
	Elective	Group C	RIIMPO338E	Conduct rigid haul truck operations
	Elective	Group C	RIIVEH201E	Operate a light vehicle
	Elective	Group C	RIIMEX302D	Assess ground conditions
	Elective	Group D	HLTAID011	Provide First Aid
	Elective	Group D	RIIERR302E	Respond to local emergencies and incidents
	Elective	Group D	MSMWHS201	Conduct hazard analysis
	Imported	Imported	RIISAM202E	Isolate and access plant
	Imported	Imported	TLIF2010	Apply fatigue management strategies

RII30120 - CERTIFICATE III IN SURFACE EXTRACTION OPERATIONS

Programmed's Industry Current Contextualised Approach

HLTAID011 Provide First Aid can be swapped with RIIRIS202E Respond to site-based spills, another Group D elective.

RIIMPO338E Conduct rigid haul truck operations be swapped with RIIBHD310E Conduct surface blast hole drilling operations, another Group C unit

Delivery of 2nd operational skill in Lieu of another UOC. RIIMPO206D Conduct bulk water truck operations is generally the most popular natural progression swapping it out for RIIVEH201E Operate a light vehicle

RII30120 - CERTIFICATE III IN SURFACE EXTRACTION OPERATIONS

Customer variations and contextualisation

Traineeships have the potential to be extended and delivered over 2 years (opposed to the current 12 months)

Multiple skills and UOC's can be delivered/ included in the qualification (e.g. 3 elective unit bank group C UOC over a 2-year traineeship)

Not limited to Haul Truck and Black Coal only. Current trainees in mineral processing completing process operations units and others in sand dredging operations.

Future-Proofing Industries: Harnessing the Power of Transferable Skills for Sustainable Success

What specific skills are included in our
industry training packages?

Transfer of skills across business verticals and industry sectors

Units of competence, also known as skills or qualifications, can transfer across industries when they involve transferable skills and knowledge that are applicable in different contexts.

Transferable **skills** such as **communication, problem-solving, teamwork, leadership, and critical thinking** can be valuable in various industries and job roles.

Units of competence that focus on general principles, regulations, or standards applicable across industries (e.g., occupational health and safety, quality management) **can be transferred to different sectors.**

Units of competence that involve technical or specialized knowledge, such as project management, data analysis, customer service, or sales, can be relevant in multiple industries as these skills are often required across various sectors.

Units of competence that involve operating or using specific equipment or machinery may have industry-specific variations, but the underlying skills and principles can still be transferable. Additional training or familiarization may be necessary for the specific equipment used in a new industry.

Some units of competence may require contextualisation or upskilling to align with industry-specific regulations, practices, or standards. However, the core concepts and foundational knowledge can still be applicable and transferable.

Transfer of skills across business verticals and industry sectors

Industry recognition and validation of prior learning (RPL) processes can facilitate the transfer of units of competence across industries by assessing an individual's existing skills, knowledge, and experience and providing credit for relevant competencies.

Ongoing professional development and **continuous learning can help individuals adapt and update their units of competence to meet the specific requirements of a new industry.**

Networking and building connections across industries can provide opportunities for individuals to showcase their transferable skills and qualifications to potential employers in different sectors.

Demonstrating the practical application and outcomes of units of competence through relevant examples, projects, or work experience can help individuals convey their transferable skills to prospective employers in new industries.

Codes in Nationally Recognised Training

How to decipher Qualification & Unit Codes



Each nationally recognised qualification will have a unique code.

This is so it can be differentiated against qualification of similar names or different versions of the same qualification.

The code allows the different versions to be distinguished.

Unit codes are used for a similar purpose to qualification codes, they allow for a representation of a unique identifier for each unit of competence.

As with qualifications unit codes can be used to identify the currency status for a specific unit.

Codes in Nationally Recognised Training

- The first 3 letters refer to the training package

RIIRIS301 E

- Apply risk management processes

Codes in Nationally Recognised Training

- The next 3 letters refer to the competency field or specialization (or Field of Education Identifier – FOE)

RIIRIS301E

- Apply risk management processes

Codes in Nationally Recognised Training

- The next number refers to the AQF level

RIIRIS301E

- Apply risk management processes

Codes in Nationally Recognised Training

- The following numbers are a uniquely assigned set of numbers for that unit

RIIRIS301E

- Apply risk management processes

Codes in Nationally Recognised Training

- The final letter refers to the revision number (starting at A)

RIIRIS301**E**

- Apply risk management processes

Training Package – RII30120

Standard units which make up the RII30120 Certificate III in Surface Extraction Operations Training Package requirements carry unit codes from;

RII – Resource Infrastructure Industry (89)

MSL- Laboratory Operations (4)

MSM- Manufacturing (2)

BSB- Business Services (3)

AHC- Agriculture, Horticulture and Conservation
(2)

CPC- Construction, Plumbing and Services (3)

TLI- Transport and Logistics (9)



RIIRIS301E

- Apply risk management processes

Specialisation – Field of Education Identifier (FOE)



Unit codes or specialised FOE identifiers within the standard unit packaging out of (113) UOC's reach across multiple industry verticals;

Building, N.e.c.

Business And Management, N.e.c.

Construction Engineering

Environmental Studies, N.e.c.

First Aid

Horticulture

Justice And Law Enforcement, N.e.c.

Laboratory Technology

Mechanical And Industrial Engineering
And Technology, N.e.c.

Work Practices Programs

Statistics

Mining Engineering

Occupational Health And Safety

Plant And Machine Operations

Purchasing, Warehousing And Distribution

Quality Management

Scaffolding And Rigging

Soil Science

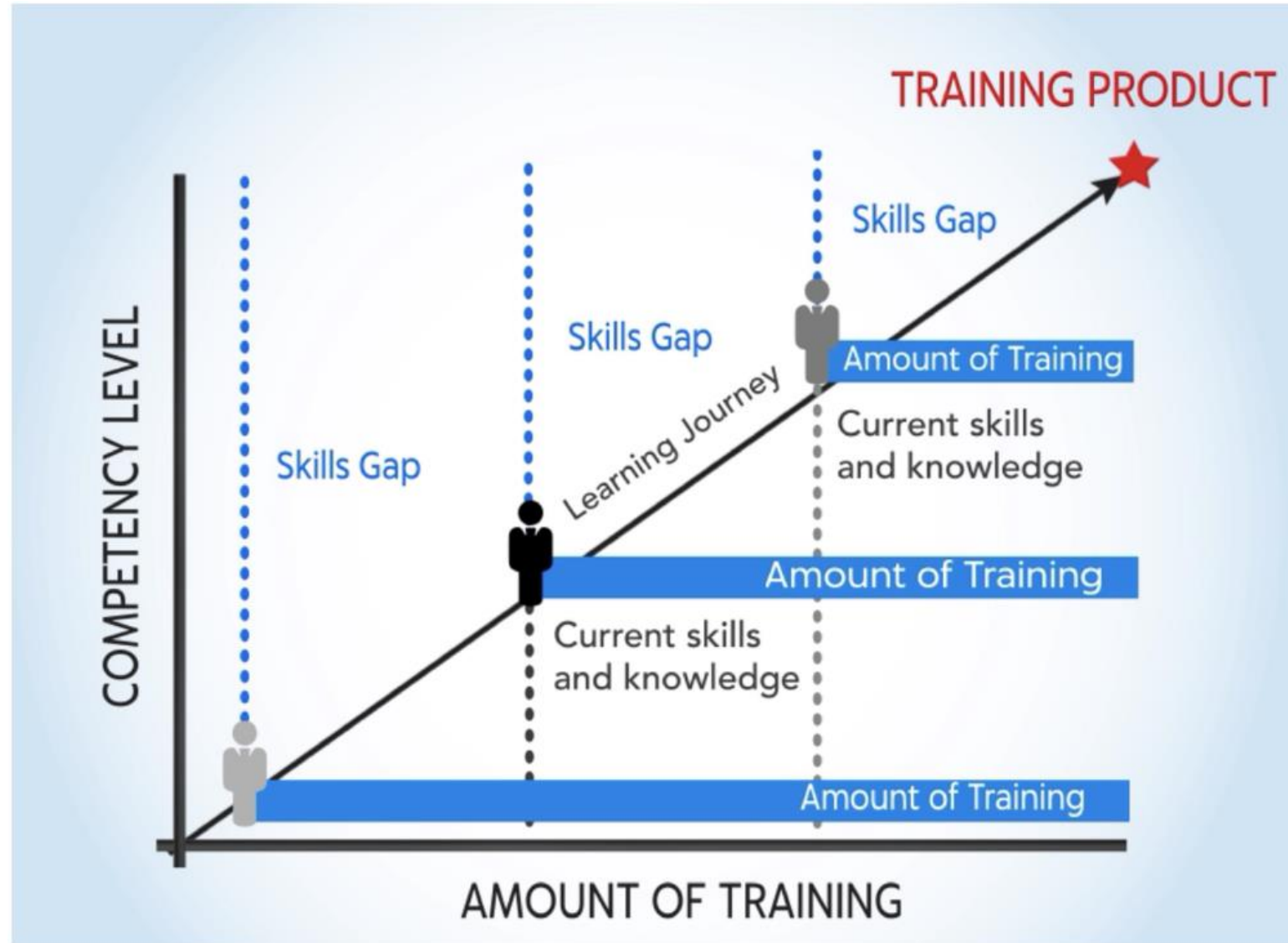
RIIRIS301E

- Apply risk management processes

Transferrable (Upskill) Skills Gap & Competence

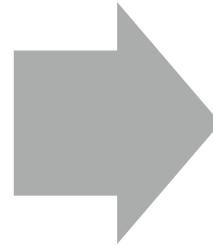
The AQF volume of learning describes how long a learner, who does not hold any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level.

*Communication, Problem-solving, Teamwork
Leadership, Critical thinking, General Principles, Standards*

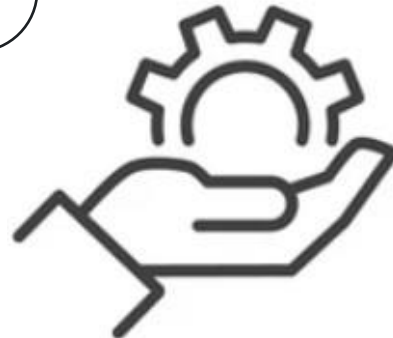


Closing the skills gap

Lifelong Learning and Continuous Skill Development: Recognizing the need for **continuous skill development**, individuals are embracing lifelong learning. They are **pursuing self-directed learning, participating in online courses, attending workshops, and seeking professional development opportunities**. This proactive approach supports the closing of the skills gap by **ensuring individuals stay relevant and adaptable in their careers**.



Recognition of Prior Learning (RPL): Recognition of Prior Learning is gaining importance in **acknowledging individuals' existing skills and experiences**. RPL assessments help individuals gain credit for their prior learning, which can contribute to closing the skills gap. **By recognizing and validating existing competencies, individuals can build on their strengths and acquire new skills more efficiently.**



How well do we RPL?

Let's analyze the three core units from RII30120 Certificate III in Surface Extraction Operations and determine their presence within other industry qualifications.

LEVEL	GROUP	UNIT CODE	UNIT TITLE
Core	-	RIIENV201E	Identify and assess environmental and heritage concerns
Core	-	RIIRIS301E	Apply risk management processes
Core	-	RIIWHS201E	Work safely and follow WHS policies and procedures

RIIENV201E - Identify and assess environmental and heritage concerns

RII21222- Certificate II in Autonomous Workplace Operations..

RII30120- Certificate II & III in Surface Extraction Operations

RII32020- Certificate III in Drilling Oil & Gas (Onshore)

RII30520- Certificate III in Mining Exploration

RII20920- Certificate II in Drilling Operations

RII20120- Certificate II in Resources and Infrastructure Work Preparation..

RII30320- Certificate III in Underground Metalliferous Mining

RII32220- Certificate III in Well Servicing Operations

RII30420- Certificate III in Resource Processing

RII21120- Certificate II in Oil & Gas Drilling (Onshore) and Well Servicing

RII20620- Certificate II in Mining/Field Exploration..

RIIRIS301E - Apply risk management processes

RII40320- Certificate IV in Underground Metalliferous Mining Operations

RII31619- Certificate III in Trenchless Technology..

RII30820- Certificate III in Civil Construction Plant Operations

RII30920- Certificate III & IV in Civil Construction

RII30120- Certificate III & IV in Surface Extraction Operations

UEG40220- Certificate IV in Gas Supply Industry Operations..

RII30220- Certificate III & IV in Underground Coal Operations

RII32020- Certificate III in Drilling Oil & Gas (Onshore)..

UEG40221- Certificate IV in Gas Supply Industry Operations

RII30320- Certificate III in Underground Metalliferous Mining

RII32220- Certificate III in Well Servicing Operations..

RII30420- Certificate III & IV in Resource Processing

RII30719- Certificate III in Emergency Response and Rescue

RII31220- Certificate III in Civil Foundations

RIIWHS201E - Work safely and follow WHS policies and procedures

RII21222- Certificate II in Autonomous Workplace Operations..

RII30820- Certificate III in Civil Construction Plant Operations..

RII30920- Certificate II & III in Civil Construction

RII31220- Certificate III in Civil Foundations..

NWP20122- Certificate II in Water Industry Operations..

RII20120- Certificate II in Resources and Infrastructure Work Preparation..

RII21120- Certificate II in Oil & Gas Drilling (Onshore) and Well Servicing

RII20520- Certificate II & III in Resource Processing

RII30520- Certificate III in Mining Exploration

RII20620- Certificate II in Mining/Field Exploration

RII20920- Certificate II in Drilling Operations

RII21120- Certificate II in Oil & Gas Drilling (Onshore) and Well Servicing

RII30320- Certificate III in Underground Metalliferous Mining

"Industry pathways provide the roadmap to success, guiding individuals towards their full potential and opening doors to endless possibilities."

programmed.com.au | tj.jones@programmed.com.au

 **PROGRAMMED**
Skilled Workforce





Lunch Break - 30 mins

Workshop: Unit of Competency Mapping

Mines Rescue RTO - Ruth Langford

Order 34 Mid-Year Workshop

Open Cut

Mapping a unit of competency

Mid-Year 2023



RIIVEH201E Operate a light vehicle

Release: 1

Agenda



1 Accredited Training vs. Non-Accredited Training

2 Locating a Unit of Competency

3 Using the Information Within a Unit of Competency

4 Mapping

Vehicle Incidents

Resources Regulator
Department of Regional NSW



Safety Alert

Date: March 2023

Unintended movement of haul truck

This safety alert provides safety advice for the NSW mining industry.



Home Community safety Safety notices About us Media Contact us ResHealth

Safety and Health

> Mining safety and health

> **Mobile equipment collisions**

> Petroleum and gas safety

> Explosives safety and security

> Occupational Health

Home > Resources Safety & Health Queensland > Safety notices > Mines > Mobile equipment collisions

Print notice Back to results



Queensland Mines Inspectorate
Resources Safety & Health
Queensland

BULLETIN | BULLETIN | BULLETIN | BULLETIN | BULLETIN

Mines safety bulletin no. 162 | 21 June 2017 | Version 1

Mobile equipment collisions

A NSW Government website



Home Safety ▾ Rehabilitation ▾ Our role ▾ News ▾ Events ▾ Contact us ▾ Document library

[Resources Regulator Home](#) > [News](#) > Targeted intervention campaign for vehicle safety

Targeted intervention campaign for vehicle safety

19 May 2022

Our targeted intervention campaign starts next week at open cut mines across NSW. The campaign continues our engagement with industry on the issue of vehicle interactions at surface operations.

News

Mine operators encouraged to monitor vehicle interactions



EMILY MURPHY

January 24, 2022, 5:35 pm



Resources Regulator
Department of Regional NSW

Weekly incident summary

Week ending 9 June 2023

This incident summary provides information on reportable incidents and safety advice for the NSW mining industry. To report an incident to the NSW Resources Regulator: phone 1300 814 609 24 hours a day, 7 days a week.

At a glance

High level summary of emerging trends and our recommendations to operators.

Type	Number
Reportable incident total	31
Summarised incident total	5

Summarised incidents

Risk Assessment

RISK ANALYSIS					
LIKELIHOOD	CONSEQUENCE				
	1. INSIGNIFICANT Dealt with by in house first aid	2. MINOR Treated by medical professionals, hospital out patients	3. MODERATE Significant non permanent injury overnight hospital stay	4. MAJOR Extensive permanent injury eg. Loss of fingers, extended hospital stay	5. CATASTROPHIC Death, permanent disabling injury eg. Loss of hand, quadriplegia
	A. Almost certain to occur in most circumstances	MEDIUM 8	HIGH 16	HIGH 18	CRITICAL 23
	B. Likely to occur frequently	MEDIUM 7	MEDIUM 10	HIGH 17	CRITICAL 24
	C. Possibly and likely to occur at sometime	LOW 3	MEDIUM 9	MEDIUM 12	HIGH 19
	D. Unlikely to occur but could happen	LOW 2	LOW 5	MEDIUM 11	MEDIUM 14
	E. May occur but only in rare circumstances	LOW 1	LOW 4	LOW 6	MEDIUM 13

Results

- using appropriate tools and equipment
- identifying and not using faulty equipment, materials and tools

Accredited vs. Non-Accredited



- What do you need to achieve?
- Which option is going to be best for your organisation?

Non-Accredited

- Procedures
- Codes of Practice
- Australian Standards
- MDG's
- TRG's



Trade &
Investment
Mine Safety

GUIDELINE

MDG 2007

**Guideline for the selection
and implementation of
collision management
systems for mining**

Resources Regulator
Department of Regional NSW



NSW code of practice

Mechanical engineering control plan

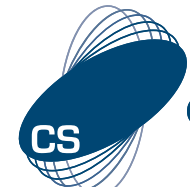
Work Health and Safety (Mines and Petroleum Sites) legislation

February 2023

Managing the risks of plant in the workplace

Code of Practice

OCTOBER 2021



Coal Services



Accredited

In short, accreditation is formal confirmation that the course:

- is nationally recognised and meets quality assurance and training package requirements
- meets an established industry, enterprise, educational, legislative or community need
- provides appropriate competency outcomes and a satisfactory basis for assessment
- is aligned appropriately to the Australian Quality Framework (AQF) where it leads to a VET qualification.



Accredited

Assessment Conditions

- Assessment conditions describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers, assessors and the context for assessment
- It is possible that you cannot meet assessment conditions and therefore cannot consider an accredited UOC.
- You **CANNOT** assess a learner on content that is not in the UOC.



Locating a Unit of Competency



You are on the updated home page that includes an improved search function that allows you to filter and export search results. You can still access the previous version of the home page and search [here](#).

Home

Training.gov.au is the national register of vocational education and training (VET)

Nationally recognised training

RTO/Organisation

operate a light vehicle



Search

What is training.gov.au?

Training.gov.au is the national register of VET, as required by [s 216 of the National Vocational Education and Training Regulator Act 2011](#). Information held on the national register includes:

1. **Nationally recognised training (NRT)**: training packages, qualifications, units of competency, skill sets and accredited courses.
2. **Registered training organisations (RTOs)** that are approved to deliver nationally recognised training.

The national register is intended for VET sector professionals, including: RTOs, trainers and assessors, regulators, training package developers, researchers, and policy makers.

National Register Enhancements

The National Training Register Enhancement Project is improving the infrastructure and technology that underpins the national register. This will support the vocational education and training sector well into the future.

The new TGA website is scheduled for release in the first half of 2024 and will feature more powerful reporting tools, improved navigation, and a mobile-responsive design.

More information, including how you can participate, can be found [here](#).

Looking for something else?

I am looking to choose a VET course and training provider.

Redirect to

myskills



I want to be or hire an apprentice.

Redirect to

**A U S T R A L I A N
A P P R E N T I C E S H I P S**
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Latest news

Locating a Unit of Competency



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operate a light vehicle X Search

Refine your search

Status/Usage v

☒ Current (2)
☐ Superseded - Equivalent (0)
☐ Superseded - Non-Equivalent (0)
☐ Deleted (0)
☐ Current (Re-accreditation pending) (0)
☐ Cancelled (0)
☐ Non-Current (0)

NRT type v

☐ Training package (0)
☐ Qualification (0)
☐ Unit of competency (2)
☐ Skill Set (0)
☐ Accredited course (0)
☐ Accredited course unit/module (0)

Education level >

Recognition Manager >

Occupations (ANZSCO) >

Field of Education (ASCED) >

Export list ▼

Sort by: NRT Type ▼ Display: 10 ▼

Clear all x Current x

[+ Expand all tag filters](#)

2 result item(s) match your search.

[RIIVEH201E - Operate a light vehicle](#)
Status/Usage: **Current**
TP developer: PwC's Skills for Australia

Release: 1
NRT Type: Unit of competency

See RTO List

[RIIVEH203E - Operate a light vehicle underground](#)
Status/Usage: **Current**
TP developer: PwC's Skills for Australia

Release: 1
NRT Type: Unit of competency

See RTO List

1


Displaying items 1 - 2 of 2

2 result item(s) match your search.

Sort by: NRT Type ▼ Display: 10 ▼


Back to top

Locating a Unit of Competency



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AND STATE AND TERRITORY GOVERNMENTS

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NRT RTO/Org

Keyword search Search

[Home](#) > [Training](#) > RIIVEH201E

[Export summary to Word](#)
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Unit of competency details

RIIVEH201E - Operate a light vehicle (Release 1)

Summary

Usage recommendation: **Current**

Mapping:

Mapping	Notes	Date
Supersedes and is equivalent to RIIVEH201D - Operate light vehicle		22/Sep/2020

Release Status: **Current**

Releases:

Release	Release date
1 (this release)	23/Sep/2020

Companion volumes: Unit of competency

- [Companion Volume implementation guides is found on VETNet](#)

Assessment requirements

- [Companion Volume implementation guides is found on VETNet](#)

Delivery: [Find RTOs approved to deliver this unit of competency.](#)

Training packages that include this unit

Code	Title	Release
RII	Resources and Infrastructure Industry Training Package	5.0-9.0

Locating a Unit of Competency

Content

Compare: [Compare content of this unit of competency with other releases or training components](#)

Download:  [Unit of competency \(1.26 MB\)](#)  [Unit of competency \(194.14 KB\)](#)

 [Assessment requirements \(1.26 MB\)](#)  [Assessment requirements \(201.48 KB\)](#)

Unit of competency

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to operate a light vehicle in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work under supervision to undertake a prescribed range of functions involving known routines and procedures and take responsibility for the quality of work outcomes.

Licensing, legislative and certification requirements may apply to this unit and can vary between states, territories and industry sectors. Users must check requirements with relevant body before applying the unit.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for light vehicle operations	1.1 Obtain, interpret and confirm work requirements 1.2 Access, interpret and apply documentation required to operate a light vehicle 1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures according to workplace procedures

Vital Review – Elements and Criteria

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for light vehicle operations	<ul style="list-style-type: none">1.1 Obtain, interpret and confirm work requirements1.2 Access, interpret and apply documentation required to operate a light vehicle1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures according to workplace procedures1.4 Select and wear appropriate personal protective equipment for planned work activities1.5 Plan vehicle operations with consideration to the work activity, route, passengers and equipment safety1.6 Obtain and interpret emergency procedures, and be prepared for emergency situations
2. Operate light vehicle	<ul style="list-style-type: none">2.1 Carry out prestart, start-up, park-up and shutdown procedures according to workplace procedures2.2 Operate light vehicle according to manufacturer specifications2.3 Complete light vehicle operations according to workplace procedures2.4 Use vehicle lights and indicators in accordance with traffic regulations2.5 Identify and respond to hazardous and/or emergency driving situations according to workplace procedures
3. Carry out operator maintenance	<ul style="list-style-type: none">3.1 Conduct equipment inspections to identify faults according to manufacturer specifications and workplace procedures3.2 Conduct routine operational servicing, lubrication and housekeeping activities according to workplace procedures3.3 Carry out minor maintenance and repairs according to manufacturer specifications3.4 Provide operator support during preparation for, and conduct of, major maintenance tasks3.5 Report defective or irregular performance to relevant personnel according to workplace procedures3.6 Process vehicle written maintenance records according to workplace procedures

Vital Review – Performance Evidence

Assessment requirements

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate a light vehicle on at least two occasions, including:
 - organising work activities to comply with site standards
 - identifying, selecting and loading equipment and/or ancillary attachments
 - reporting environmental issues
 - carrying out pre-start, start-up, park-up and shutdown procedures for a light vehicle
 - operating a light vehicle, equipment and attachments
 - correctly using the vehicle lights and indicators
 - carrying out inspections and identifying faults
 - processing written records.

During the above, the candidate must:

- locate and apply relevant legislation, documentation, policies and procedures and confirm that the work activity is compliant
- implement the requirements, procedures and techniques for operating a light vehicle
- work effectively with others to operate a light vehicle in a way that meets all required outcomes
- communicate clearly and concisely with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities.

Vital Review – Knowledge Evidence

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key legislation required to operate a light vehicle
- key policies, procedures and documentation required to operate a light vehicle, including:
 - organisation and site requirements and procedures
 - light vehicle maintenance requirements and procedures
 - light vehicle refuelling procedures
 - loading and offloading procedures
- equipment and trailer types, characteristics, uses and limitations
- principles and techniques for identifying:
 - driving hazards and related defensive driving techniques
 - fatigue management techniques
 - relevant hazards and emergencies
- principles and techniques for map reading and road navigation techniques
- principles and techniques for securing loads
- techniques for coordinating and communicating job activities with others.

Vital Review – Assessment Conditions

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
 - personal protective equipment
 - equipment related to operating a light vehicle
 - relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Using the Information Within The UOC



Stage 1

Identify the Evidence required



Stage 2

Select appropriate Assessment Methods



Stage 3

Identify Assessment Tools

Using the Information Within the UOC

Stage 1 - Identify the Evidence required

Visualise Competency

- A key step in unpacking a Unit of Competency involves developing a picture of competence.
- This is a description of how a unit or cluster of Units of Competency is applied within a work context.

Application

This unit describes the skills and knowledge required to operate a light vehicle in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work under supervision to undertake a prescribed range of functions involving known routines and procedures and take responsibility for the quality of work outcomes.

Licensing, legislative and certification requirements may apply to this unit and can vary between states, territories and industry sectors. Users must check requirements with relevant body before applying the unit.

Create an Evidence Required List

- Review knowledge as well as performance evidence and compile a list of the evidence required

Using the Information Within the UOC

Stage 2 - Select appropriate Assessment Methods

Assessment Methods

- Theory questions
- Direct observation
- Structured activities
- Third party evidence



Using the Information Within the UOC

Stage 3 – Identify Appropriate Assessment Tools

Direct Observation Tool

- Observation checklist
- Assessor instructions
- Learner instructions

Questioning Tool

- Written questions
- Sample responses
- Assessor instructions
- Learner instructions

Project Tool

- Project brief
- Sample responses
- Assessor instructions
- Learner instructions

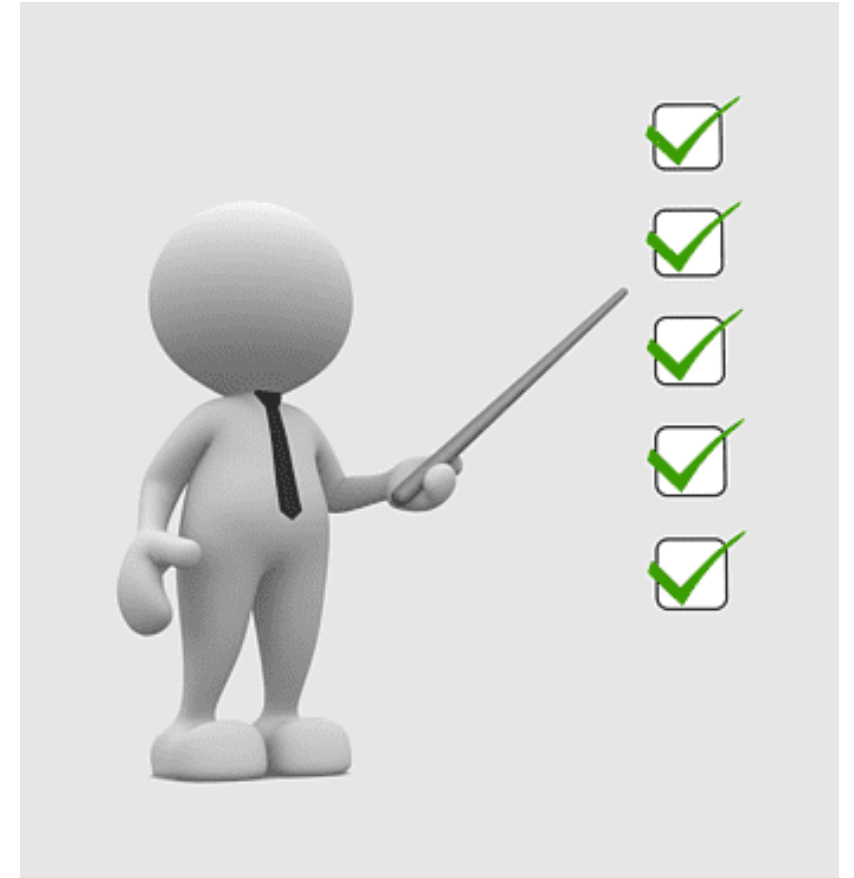
Mapping

- Through mapping, we are trying to match what's in the assessment tool to the unit of competency and its assessment requirements - effective mapping ensures everything gets covered!
- Done well, accurate mapping gives us assurance that our delivery has addressed all components of the unit of competency and that learners have the opportunity to meet all requirements.



Mapping cont....

- To summarise in its simplest form mapping is simply matching the criteria of the unit to all the stuff in your assessments.
- This includes:
 - All performance criteria
 - All performance evidence
 - All knowledge evidence
 - All assessment conditions



Mapping

Knowledge Evidence:	Assessment Activities:	
	Theory Assessment Task 1	Practical Assessment Tasks 2 & 3
<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> key legislation required to operate a light vehicle 	A1 Q1	
<ul style="list-style-type: none"> key policies, procedures and documentation required to operate a light vehicle, including: <ul style="list-style-type: none"> organisation and site requirements and procedures light vehicle maintenance requirements and procedures light vehicle refuelling procedures loading and offloading procedures 	A1 Q2, Q7 A1 Q8, Q11 A1 Q10 A1 Q12	
<ul style="list-style-type: none"> equipment and trailer types, characteristics, uses and limitations 	A1 Q3, Q6	
<ul style="list-style-type: none"> principles and techniques for identifying: <ul style="list-style-type: none"> driving hazards and related defensive driving techniques fatigue management techniques relevant hazards and emergencies 	A1 Q9 A1 Q5 A1 Q4	
<ul style="list-style-type: none"> principles and techniques for map reading and road navigation techniques 	A1 Q13	
<ul style="list-style-type: none"> techniques for coordinating and communicating job activities with others. 	A1 Q14	

Performance Evidence:	Assessment Activities:	
	Theory Assessment Task 1	Practical Assessment Tasks 2 & 3
<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> operate a light vehicle on at least two occasions, including: <ul style="list-style-type: none"> organising work activities to comply with site standards identifying, selecting and loading equipment and/or ancillary attachments reporting environmental issues carrying out pre-start, start-up, park-up and shutdown procedures for a light vehicle operating a light vehicle, <u>equipment</u> and attachments correctly using the vehicle lights and indicators carrying out inspections and identifying faults processing written records. <p>During the above, the candidate must:</p> <ul style="list-style-type: none"> locate and apply relevant legislation, documentation, <u>policies</u> and procedures and confirm that the work activity is compliant implement the requirements, procedures, and techniques for operating a light vehicle work effectively with others to operate a light vehicle in a way that meets all required outcomes communicate clearly and concisely with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities. 		
		A2.1; A3.1
		A2.1; A3.1
		A2.2; A3.2
		A2.3; A3.3
		A2.4; A3.4
		A2.5; A3.5
		A2.1; A3.1
		A2.6; A3.6
		A2.1; A3.1
		A2.4; A3.4
		A2.5; A3.5
		A2.1; A3.1 A2.5; A3.5

Mapping

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in performance criteria and foundation skills of this unit, including evidence of

- conduct underground lifting operations on at least two occasions, including:
 - developing a preliminary lifting plan, including a minimum of five of:
 - confirmed details of underground lifting requirements *2.1, 2.2, 2.3*
 - confirmed dimensions *2.1, 2.2, 2.3*
 - site access and egress *2.1, 2.2, 2.3*
 - suitability and availability of materials *2.1, 2.2, 2.3*
 - tools and equipment *2.2, 2.3*
 - identification of potential hazards *2.2, 2.3*
 - probable control measures *2.1, 2.2, 2.3*
 - identification of site coordination requirements *2.1, 2.2*
 - obtaining, interpreting and clarifying work requirements, including in forms:
 - shift briefings *2.1, 2.2*
 - handover details *2.1, 2.2*
 - work orders *2.1*
 - selecting and preparing appropriate anchors *2.1, 2.2*
 - identifying and confirming appropriate safe working loads and centre
 - directing load using appropriate signals *2.4, 2.5, 3.4, 3.5, Q1*
 - connecting load to movement device *2.3, 3.3*
 - applying load movement procedures to ensure stability of the load *2.6*
 - dismantling and removing or restore load shifting equipment. *2.6*

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key policies, procedures and documentation required to conduct underground lifting operations, including those related to:
 - work health and safety *Q 2, 3, 8, 12, 13, 14*
 - site and equipment safety *Q 2, 3, 5, 6, 7, 9, 17*
 - operational and maintenance activities *Q 2, 3, 8*
 - record maintenance and reporting *Q 8*
- principles and techniques for developing preliminary lifting plans, including:
 - confirmed details of underground lifting requirement *Q 19, 20*
 - confirmed dimensions and mass *Q 6, 7, 8, 21*
 - site access and egress *2.2, 3.2*
 - suitability and availability of materials *Q 6, 7, 8*
 - tools and equipment *2.2, 3.2*
 - identification of potential hazards *Q 2, 8, 10*
 - probable control measures *Q 2, 8, 10*
 - identification of site coordination requirements *2.1, 3.1, 2.2, 3.2*
- principles and techniques for identifying and responding to relevant hazards and emergencies *Q 4, 5, 10, 26*
- principles and techniques for interpreting underground lifting work requirements, including in the following forms:
 - shift briefings *Q 20*
 - handover details *Q 20*
 - work orders *Q 20*

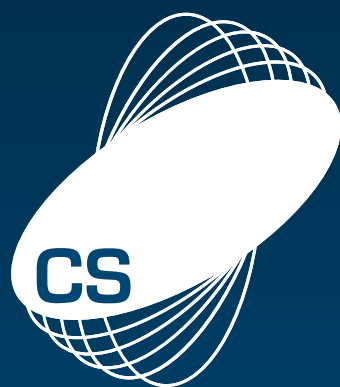
Questions?



Conclusion

- What worked?
- What would you like to see/discuss in the future?
- Survey to be sent out following these workshops
- General feedback and questions





Coal Services

