



ASSESSMENT TOOLKIT  
**ASSESSOR GUIDE**

RIIMPO301D

Conduct hydraulic excavator operations

Insert Logo



**skills**DMG



SAMPLE ONLY - Incomplete Product

# Introduction

This guide provides advice for an assessor on how to use the Resources and Infrastructure Industry Assessment Toolkit to manage the required assessment, or recognition of prior learning (RPL) process, for the relevant unit of competency. It provides general information on how to integrate the unit of competency performance criteria with the authentic workplace context to enable a candidate to be deemed competent for a particular stand-alone Unit of Competency, Skill Set or Qualification.

## Companion Volumes and Support Materials

SkillsDMC has developed a range of Companion Volumes to assist with implementation of the RII Resources and Infrastructure Industry Training Package. The Companion Volumes are non-endorsed components which provide implementation and assessment advice for RII Training package materials.. Development and maintenance of these Companion Volumes occurs through the SkillsDMC continuous improvement process.

Companion Volumes currently available on SkillsDMC website are:

### Companion Volume Implementation Guide

- provides an overview of the RII Resources and Infrastructure Industry Training Package including information about mapping, regulation and licencing, implementation, pathways advice and relevant links.

### Companion Volume Foundation Skills

- provides information about the core skill demands of learning, reading, writing, oral communication and numeracy in a unit of competency. It also offers advice on the development and assessment of Foundation Skills in the Resources and Infrastructure Industries and includes mapping of all Units of Competency to the Australian Core Skills Framework (ACSF).

### Companion Volume Range of Conditions

- contains the Range Statements for all Units of Competency. This volume has been broken up into 'competency streams' to simplify navigation.

The Companion Volume and Support Materials are located at [www.skillsdmc.com.au](http://www.skillsdmc.com.au)



# Assessor Guide

This Guide includes:

## General Assessment Advice

- An Introduction to the Guide and guidance on how to contextualise the tool for an assessment or use the materials for Recognition of Prior Learning (RPL) purposes.
- Advice on Planning for the Assessment and Conducting and Finalising the Assessment.

## Assessment Information and templates for this Unit

- An outline of suggested Assessment Methods with corresponding marking information
- Assessment Summary Tool
- Practical and Theory Assessment Tools
- Supporting Evidence Tool

This Assessor Guide provides a framework for an assessor to manage the specific competency-based assessment for this unit. It combines the operational (workplace) context with the industry standard to provide a comprehensive assessment tool to ensure the Candidate has the opportunity to be deemed competent.

The assessor is to conduct the assessment within the boundaries of the Assessor Guide so all requirements of the unit can be met.

## Contextualising the tools

Before using the tools for any type of assessment, the documents must be read over by the assessor to ensure they are suitable for the context in which they are being used.

There is an “Additional Section” at the end of both the Assessor and Candidate Guide for contextualisation. This section provides scope for supplementary or replacement questions and the customisation of specific organisational policies, procedures or similar to be identified

Assessment tools may also be combined for multiple units, where units are combined for delivery. This involves combining the same types of tool (practical with practical, theory with theory) under headings that match the plan of delivery.

## Using the Assessment materials for RPL

The assessment tools can be used for assessment after training has been delivered or for RPL purposes.

RPL is a process to recognise a person's skills and knowledge, regardless of how they have been acquired. RPL assessments can cover part or whole units of competency. All employees interested in training should be made aware of what the RPL process is, and how RPL can be applied for, according to the organisation's site policy.



## Steps in the RPL process

Step 1:

Candidate applies for RPL according to site policy

Step 2:

Initial interview and collection of documents

Step 3:

Conduct a competency conversation

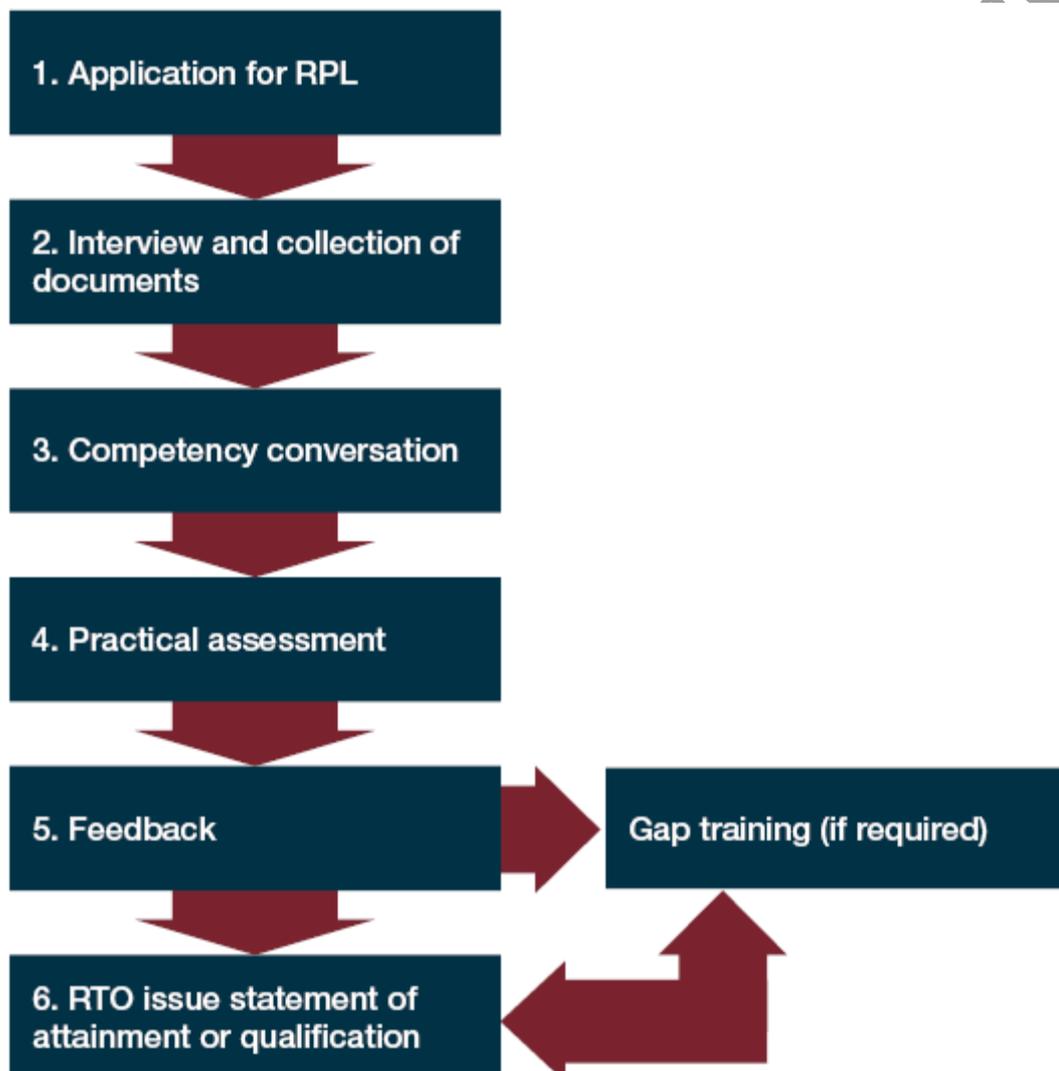
Step 4:

Observe performance

## Overview of RPL process

The steps in the RPL process are covered in the following diagram.

xe Product





# 1. Planning for Assessment

## Set up for Practical Assessment

- Ensure date, time, place, Candidate, assessment instrument and any tools/equipment are arranged.
- Ensure the environment is adequate for verbal delivery of assessment.
- Clarify the timing of the assessment with the Area Supervisor or relevant person and any other work in progress during this time.
- Determine contingency options if this access is interrupted.
- Gather relevant site standards and procedures from the appropriate authorised company personnel.

## Set up for Theory Assessment

- Ensure date, time, place, Candidate, assessment instrument and any tools/equipment are arranged
- Ensure the environment is adequate for delivery of assessment, eg by computer, pen-and-paper or orally
- Confirm the assessment questions have been drafted for easy conversion into a computer-based questionnaire
- Check availability of support where English or computer literacy is an issue for the Candidate.
- Confirm the theory assessment has been drafted as a bank of assessment questions from which a suitable set of sample questions can be chosen for any one assessment
- Check that when sample of assessment questions is chosen from the complete bank of items they have been suitably selected (e.g. all areas of the job role have sufficient sample questions included; all sections of the assessment have representative questions included) Issues of question selection and coverage are decided according to site policy.
- Ensure the assessment form is finalised for the Candidate to use (whether in computer, pen-and-paper or oral format).
- Gather relevant site standards and procedures from the appropriate authorised company personnel.

### Preparation for Assessment

Item	Details	Contingency
Date/Time		
Location/Site		
Equipment/tools		
Other resources required		
PPE required		
Mode of communication		
Special Requirements		



## Meeting with the Candidate

- Introduce yourself and verify the identity of Candidate
- Establish that learning has occurred and confirm the Candidate is prepared for the assessment
- Explain what is required of Candidate. Both Candidate and assessor must confirm Candidate's readiness for assessment.
- Discuss the process of the assessment and how a mix of questions and actions will be part of the assessment process
- Advise the Candidate of performance requirements for "Satisfactory" performance, according to site policy.
- Discuss your organisation's approach to skills recognition (or RPL) and the procedure to apply for it
- Explain how evidence needs to be collected in a variety of ways
- Confirm the number of attempts to be given on any particular assessment item
- Indicate the Candidate's rights in the appeals process if a conflict arises
- Indicate the link between the assessment and the corresponding unit of competency

## 2. Conducting the Assessment

Skills need to be applied in the workplace in a variety of circumstances. As such, assessors must ensure that the Candidate can competently and safely undertake the task/s being assessed in different situations and conditions. Sound assessment practice involves the assessor determining that candidates are able to demonstrate the required level of performance prescribed by the unit of competency consistently, over time, and in a range of workplace conditions/settings.

The requirement for performance to be demonstrated on more than one (1) occasion is intended to drive the use of rigorous assessment practices. Assessment decisions based on a single observation of performance are not sufficient to make a valid or reliable determination of competency.

### Managing risk

- Define the assessment work area and equipment to be used as part of the assessment.
- Check any safety requirements, such as the use of PPE, have been met.
- Explain the methods of communication and the signal to stop the assessment.
- Where the Candidate is working dangerously or without necessary care or confidence, the assessor must direct the Candidate to cease work and terminate the assessment. Immediate feedback should be given.

### Gathering and recording evidence during practical assessment

- Do not interrupt while the Candidate is performing a task.
- Ask "What if ..." questions where possible to assess knowledge relating to emergency and/or operating situations
- Keep instructions to specific actions and position yourself so not to hinder the Candidate but still be able to observe all actions.
- Ask safety related questions prior to instructing the Candidate to act, in order to clarify his/her intent.
- Keep quiet through action steps to allow the Candidate to concentrate.



SAMPLE ONLY - Incomplete Product



ASSESSMENT TOOLKIT  
**CANDIDATE GUIDE**

RIIMPO301D

Conduct hydraulic excavator operations

Insert Logo



**skills** **DMIC**

DRILLING • MINING • QUARRYING • CIVIL INFRASTRUCTURE

# Suggested Methods of Assessment and marking guidance

## RIIMPO301D - Conduct hydraulic excavator operations

The following information outlines the assessment items Candidates will be required to complete during each unit. For each separate assessment method there are acceptable responses recorded and parameters are set in which the assessment context is defined.

Note that some methods require the collection of a number of pieces of 'evidence' over a period of time. Other methods, such as the theory assessment, will take a more definitive amount of time.

Assessment Method 1			
<b>Nature of task:</b>	Direct Observation and Competency Conversation		
<b>Location for assessment:</b>	Candidate Workplace		
<b>Supervision:</b>	Trainer/ Assessor		
<b>Commence Date:</b>		<b>Complete Date:</b>	
<b>Information:</b>			
<ol style="list-style-type: none"><li>1. Skills need to be applied in the workplace in a variety of circumstances. As such, assessors must ensure that the Candidate can competently and safely undertake the task/s being assessed in different situations and conditions, to industry standards. Sound assessment practice involves the assessor determining that the Candidate is able to demonstrate the required level of performance prescribed by the unit of competency consistently, over time, and in a range of workplace conditions or settings.</li><li>2. Assessors will evaluate the skills demonstrated by Candidates as specified in the Observation Checklist, (contained in this Assessor Guide). The Assessor will also conduct a competency conversation to determine and record Candidate competence. These questions guide your conversation with the Candidate and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.</li><li>3. The Assessor will provide feedback to the Candidate and record results appropriately.</li><li>4. The Candidate will need to ascertain appropriate times and dates with Supervisors/ Managers and plan for the assessment.</li><li>5. Explain the elements of the observation (contained in this Assessor Guide) at the pre-assessment and how the Candidate will be required to demonstrate competence at the observation.</li></ol>			

## Assessment Method 2

<b>Nature of task:</b>	Theory / Questioning		
<b>Location for assessment:</b>	Workplace / Own time		
<b>Supervision:</b>	Trainer/ Assessor		
<b>Commence Date:</b>		<b>Complete Date:</b>	
<b>Information:</b>			
<ol style="list-style-type: none"> <li>1. The questions pertaining to this assessment are included in the Candidate Guide.</li> <li>2. The questions and candidate answers are to be submitted to the Assessor as evidence of competency.</li> <li>3. Candidates are required to complete these questions in their own time to hand back to the Assessor at the time of final summative assessment.</li> <li>4. The Assessor should provide feedback to the Candidate and record results appropriately on the Marking Sheet provided (found within this Assessor Guide).</li> </ol>			

## Assessment Method 3

<b>Nature of task:</b>	Supporting Evidence – Third Party (Supervisor Report)		
<b>Location for assessment:</b>	Workplace		
<b>Supervision:</b>	Supervisor		
<b>Commence Date:</b>		<b>Complete Date:</b>	
<b>Information:</b>			
<ol style="list-style-type: none"> <li>1. The Third Party/ Supervisor Report is included in the Candidate Guide.</li> <li>2. Once completed by the workplace Supervisor, this report is to be extracted from the Candidate Guide and submitted to the Assessor as evidence of competency.</li> <li>3. Candidates are required to have their Supervisor complete this report in the workplace to hand back to the Assessor at the time of final summative assessment.</li> <li>4. The Assessor should provide feedback to Candidate and record results appropriately on the Marking Sheet provided (found within this Assessor Guide).</li> </ol>			

## Assessment Method 4

<b>Nature of task:</b>	Workplace Portfolio (Project)		
<b>Location for assessment:</b>	Workplace / Own time		
<b>Supervision:</b>	Trainer/Assessor		
<b>Commence Date:</b>		<b>Complete Date:</b>	
<b>Information:</b>			
<ol style="list-style-type: none"> <li>5. Instructions pertaining to the workplace portfolio (Project) are included in the Candidate Guide.</li> <li>6. The pages reflecting the workplace portfolio (Project) results are to be extracted and submitted to the Assessor as evidence of competency.</li> <li>7. Candidates are required to complete this project in their own time and to hand back to the Assessor at the time of final summative assessment.</li> <li>8. The Assessor should provide feedback to the Candidate and record results appropriately on the Marking Sheet provided (found within this Assessor Guide).</li> </ol>			

# Assessment Summary Cover Sheet

## RIIMPO301D - Conduct hydraulic excavator operations

Candidate	Assessor
<b>Candidate name:</b> <hr/> (Print)	<b>Assessor name:</b> <hr/> (Print)
<b>Candidate comments:</b>  	<b>Assessor comments:</b>  
	<b>Co-Assessor</b>
	<b>Co-Assessor name:</b> <hr/> (Print)
	<b>Co-Assessor comments:</b>  
<b>Candidate information</b> Any documentation provided as evidence must be prepared by you to a satisfactory standard and be in accordance with workplace/site policy and procedures, and industry standards. If collecting material for an assessment portfolio, please ensure that the confidentiality of colleagues, workers and other persons is protected, and block out any sensitive information. If you have any doubts regarding confidentiality and privacy issues, contact the organisation concerned.	
<hr/> (Signature)	<hr/> (Signature)
<hr/> (Date)	<hr/> (Date)
<b>Candidate Declaration:</b> I declare that all work submitted for assessment has been completed by me, that all work has been attributed in the references provided for each item and that the intellectual property of authors is acknowledged. Where work has been completed as part of a group activity, the work of each individual has been recognised.	

## Pre-Assessment

Assessment process explained to the Candidate (✓ if Yes).	<input type="checkbox"/>
Any appeal relating to the outcome of the assessment or the way in which the assessment was conducted shall be made through the company's fair treatment policy as explained to the Candidate (✓ if Yes).	<input type="checkbox"/>
<b>Candidate name:</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Print)	<b>Assessor name:</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Print)
<b>Candidate comments:</b>	<b>Assessor comments:</b>
I fully understand the assessment and appeals process.	Assessment and appeals process has been explained to the Candidate.
<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Signature)	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Signature)
<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Date)	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> (Date)

## Assessment Summary

<b>Candidate Name</b>				
<b>Date Submitted:</b>				
<b>Unit Name &amp; Code</b>		RIIMPO301D - Conduct hydraulic excavator operations		
<b>Assessment Methods</b>			<b>Overall Outcome (✓)</b>	
Tick ✓ the box when an assessment method is completed			<b>Satisfactory</b>	<b>Not Satisfactory</b>
<input type="checkbox"/>	1.1	Direct Observation and Competency Conversation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.2	Theory Assessment – Questioning	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.3	Supporting Evidence <i>Note: this report supports the assessment by the Assessor.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.4	Workplace Portfolio (Project)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1<sup>st</sup> Assessment Overall Result for Unit of Competency</b>			<b>Competent</b>	<b>Not Yet Competent</b>
			<input type="checkbox"/>	<input type="checkbox"/>
<b>Re-submission/ re-sit</b>		<b>What is required?</b>		
Yes <input type="checkbox"/>				
(Date)				
<b>Assessor</b>		<b>Candidate</b>		
		I have been provided with feedback on my performance for each assessment activity or task. I agree with the outcomes of my assessment for this unit of competency.		
(name)				
(Signature)		(Signature)		

(Date)		(Date)		
Re-assessment				
Re-assessment Overall Result for Unit of Competency		Competent	Not Yet Competent	
		<input type="checkbox"/>	<input type="checkbox"/>	
<b>Assessor</b> <hr/> (name) <hr/> (Signature) <hr/> (Date)		<b>Candidate</b> I have been provided with feedback on my performance for each assessment activity or task. I agree with the outcomes of my assessment for this unit of competency. <hr/> (Signature) <hr/> (Date)		
<b>Assessment Methods</b> Tick ✓ the box when an assessment method is completed		<b>Date:</b> <b>Overall Outcome (✓)</b>		
		Satisfactory	Not Satisfactory	
<input type="checkbox"/>	1.1	Direct Observation and Competency Conversation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.2	Theory Assessment Questions	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.3	Supporting Evidence <i>Note: this report supports the assessment by the Assessor.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.4	Workplace Assignment (Project)	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Method 1 – Direct Observation and Competency Conversation					
<b>Candidate Name:</b>					
<b>Assessor Name:</b>					
<b>Workplace location:</b>					
Site details					
<p><b>NOTE: This unit must be assessed in the context of this sector’s work environment; and, this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed.</b></p>					
<p>During the assessment, the Candidate must ‘demonstrate knowledge’ of the following when conducting hydraulic excavator operations.</p> <p><b>You will need to have a competency conversation to assess if the Candidate has the required knowledge for this unit.</b></p>					
<p><b>Competency Conversation</b></p> <p>Ask where and how the organisational policy and procedures are used for the following:</p> <ul style="list-style-type: none"> <li>• complying with worksite inspection requirements</li> <li>• applying signage and barricade requirements</li> <li>• communicating and performing isolation procedures</li> <li>• identifying equipment processes, technical capability and limitations</li> <li>• identifying, interpreting and using geological and technical data (basic)</li> <li>• being prepared for fire/accident/emergency</li> <li>• identifying signs of operator fatigue and how it should be managed</li> <li>• applying site quality requirements</li> <li>• applying operational, maintenance and basic diagnostics</li> <li>• completing housekeeping activities</li> </ul>		<p><b>Assessment Component</b></p>	<p><b>Satisfactory (✓)</b></p>		
		<p>RIIMPO301D Knowledge Evidence</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No
Yes	No				
<input type="checkbox"/>	<input type="checkbox"/>				
<p><b>Candidate Feedback:</b></p>					
<p><b>Competency conversation comments:</b></p>					
<b>Candidate Signature:</b>		<b>Date:</b>			
<b>Assessor Signature:</b>		<b>Date:</b>			



<ul style="list-style-type: none"> <li>• keep clear of obstacles and avoid running over items</li> <li>• effectively use the heel of the bucket</li> <li>• correctly shut down and park the excavator equipment</li> </ul>		
<b>Candidate Feedback:</b>		
<b>Observation comments:</b>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

SAMPLE ONLY - Incomplete Product

## Assessment Method 2 Theory - Questioning

**Candidate Name:** \_\_\_\_\_

**Assessor Name:** \_\_\_\_\_

During the assessment, did the Candidate adequately answer the following questions:

	<b>Assessment Component</b>	<b>Satisfactory</b> (✓)	
<p><b>Q1.</b> Identify two (2) sources of information that you could refer to if you needed to clarify the correct way to complete a task associated with a hydraulic excavator.</p> <p><i><b>A1. Answers could include, but are not limited to: Work instructions; documented work procedures (e.g. safe work method statements); operator manuals; manufacturer's specifications and guidelines</b></i></p>	RIIMPO301D 1.1, 1.2. Performance Evidence Knowledge Evidence	Yes  <input type="checkbox"/>	No  <input type="checkbox"/>
<p><b>Q2.</b> Identify three (3) pieces of personal protective equipment (PPE) that you may be required to wear during hydraulic excavator operations.</p> <p><i><b>A2. Answers could include, but are not limited to: Hard hat; safety glasses; hearing protection; respiratory protection; safety cap boots; hi-vis clothing/long pants/long sleeve shirt; gloves</b></i></p>	RIIMPO301D 1.4. Performance Evidence	Yes  <input type="checkbox"/>	No  <input type="checkbox"/>
<p><b>Q3.</b> Disposing of site contaminants correctly is covered in:</p> <p>A. Heritage policies                      B. Environmental and site procedures                      C. Government legislation                      D. Supervisors advice</p> <p><i><b>A3. Answer. B</b></i></p>	RIIMPO301D 1.1, 1.3. Performance Evidence	Yes  <input type="checkbox"/>	No  <input type="checkbox"/>
<p><b>Q4.</b> Identify two (2) examples of communications equipment OR techniques that would be effective in the coordination of work activities involving hydraulic excavator operations in your industry.</p> <p><i><b>A4. Answers could include, but are not limited to: Radio; lights; flags; hand signals; whistles; alarms; horns</b></i></p>	RIIMPO301D 2.2. Performance Evidence	Yes  <input type="checkbox"/>	No  <input type="checkbox"/>
<p><b>Q5.</b> If you need to isolate an excavator for any reason, how should you inform other site personnel that they should not start or operate the machine?</p> <p>A. Place a notice on the crib room information board                      B. Place an isolation tag on the excavator's ignition                      C. Send an e-mail to all site personnel                      D. Erect a barricade around the excavator</p> <p><i><b>A5: Answer. B</b></i></p>	RIIMPO301D Performance Evidence Knowledge Evidence	Yes  <input type="checkbox"/>	No  <input type="checkbox"/>

## Continue Assessment Method 2: Theory - Questioning

<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
During the assessment, did the Candidate adequately answer:	Assessment Component	Satisfactory (✓)	
<p><b>Q6.</b> Identify one (1) type of geological data that you may need to obtain and read prior to hydraulic excavator operations in your industry.</p> <p><i><b>A6: Answers could include, but are not limited to: Rock type and characteristics; faults and joints; water tables or other sources of water</b></i></p>	RIIMPO301D 1.5. Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q7.</b> Identify one (1) type of survey data that you may need to obtain and read prior to hydraulic excavator operations in your industry.</p> <p><i><b>A7: Answers could include, but are not limited to: Floor heights; bench widths; grades</b></i></p>	RIIMPO301D 1.5. Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q8.</b> Identify three (3) different signs that an excavator operator might be fatigued?</p> <p><i><b>A8: Answers may include: Trouble focusing; inability to keep eyes open; head nodding; difficulty remembering the last few minutes; slower reaction time; shortened attention span; yawning; constant rubbing of eyes; trouble keeping machinery in a straight line; erratic movements of the machine</b></i></p>	RIIMPO301D 1.3, 2.9, 4.2. Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q9.</b> Reorder the steps below to show the correct procedure for shutting down and isolating a hydraulic excavator during park-up, an inspection or maintenance activities.</p> <p>A. Turn the ignition off and remove the key                      B. Tag out the equipment (if required) and complete tag out records                      C. Lock hydraulic arm lever                      D. Lower any attachments to the ground                      E. Put the excavator in neutral</p> <p><i><b>A9: Answer (in order). D, C, E, A, B</b></i></p>	RIIMPO301D 2.1. Performance Evidence Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Continue Assessment Method 2: Theory - Questioning

<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
During the assessment, did the Candidate adequately answer:	Assessment Component	Satisfactory (✓)	
<p><b>Q10.</b> Identify three (3) environmental OR site risks/hazards that should be looked for during a pre-work site inspection.</p> <p><i>A10. Answers could include, but are not limited to: The presence of underground services (e.g. water, gas, electricity, telecommunications); hazardous materials (e.g. asbestos, nearby fuel sources); unstable ground/the risk of soil damage or erosion; whether there are stakeholders who could be affected by operations (e.g. other site personnel, neighbours to the site, other property holders, etc.); areas of the site that are potentially sensitive (for either environmental or heritage reasons); areas of the site that will cause a risk to the excavator (e.g. drop-offs, embankments, soft or boggy ground); the presence of overhead services (e.g. electrical, telecommunications)</i></p>	RIIMPO301D 1.3, 1.6, 4.2. Performance Evidence Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q11.</b> Name two (2) types of signs that you may need to install (or confirm the presence of) on a site prior to commencing excavation works.</p> <p><i>A11. Answers could include, but are not limited to: Danger: Deep Excavation; Keep out; PPE Required; Watch Out for Trucks; Underground Service Warnings; Traffic Control/Management Signs (e.g. Give Way; Stop; etc.)</i></p>	RIIMPO301D 1.6. Performance Evidence Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q12.</b> Identify one (1) type of barrier or barricade that could be installed around an excavation area to prevent vehicles or people from falling onto an excavation trench or pit.</p> <p><i>A12. Answers could include, but are not limited to: Hoardings; reflective tape; concrete barricade; wheel stoppers</i></p>	RIIMPO301D 1.6. Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><b>Q13.</b> A pre-start check of an excavator must be conducted:</p> <p style="margin-left: 20px;"> <b>A.</b> if any repair or service work has been performed  <b>B.</b> at each shift change  <b>C.</b> at each shift change or after repair/service work has been performed  <b>D.</b> once a week                 </p> <p><i>A13. Answer. C</i></p>	RIIMPO301D 1.7, 2.1. Performance Evidence Knowledge Evidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>

# Assessment Method 3 Supporting Evidence - Supervisor Testimony

Assessment Method 3: Supporting Evidence – complete where applicable						
<b>Candidate Name:</b>						
<b>Assessor Name:</b>						
Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations						
Supervisor Testimony	<b>Assessment Component</b>	<b>Satisfactory</b> (✓)				
<b>Details:</b>  Supervisor verification of Candidate performance	RIIMPO301D Foundation Skills Performance Evidence And / or Knowledge Evidence	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No					
<input type="checkbox"/>	<input type="checkbox"/>					
<b>Feedback to Candidate:</b>						
<b>Candidate Signature:</b>		<b>Date:</b>				
<b>Assessor Signature:</b>		<b>Date:</b>				

# Assessment Method 4 Workplace Portfolio (Project)

Assessment Method 4: Workplace Portfolio (Project)		
Candidate Name:		
Assessor Name:		
During the assessment, did the candidate satisfactorily demonstrate the following		
<p>The candidate is required to assemble a portfolio of evidence that shows that they can identify and access the compliance documentation that applies to hydraulic excavator operations on their site AND that they can complete any required administrative or housekeeping processes associated with hydraulic excavator operations on their site.</p> <ul style="list-style-type: none"> <li> <b>Part A: Compliance and Work Documentation:</b> In this part, the candidate must identify the key compliance documentation that applies to hydraulic excavator operations on their site. This may include (but is not limited to) legislation, regulation, company policies and procedures, Australian standards and manufacturer’s guidelines, manuals and specifications. They are also required to provide copies of work requirements and instructions related to hydraulic excavator operations that have been assigned to them.         </li> <li> <b>Part B: Administration, Housekeeping and Written Work Samples:</b> In this part, the candidate is required to supply work samples of any administrative, housekeeping or written tasks related to hydraulic excavator operations that they have completed as part of their role. These could include (but are not limited to) forms, records or reports, completed templates/checklists or screen shots of company system use.         </li> <li> <b>Part C (optional): Hydraulic Excavator Operation:</b> In this optional part, you may request that the candidate supply video or photographic evidence of their operation of a hydraulic excavator in a live working environment. Depending on your overall assessment strategy, this may or may not be required.         </li> </ul>	Assessment Component	Satisfactory (✓)
	RIIMPO301D 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 2.1, 2.2, 2.9, 3.2, 3.5, 4.2, 4.3. Performance Evidence Knowledge Evidence	Yes <input type="checkbox"/>

<p><b><u>Examples of evidence that could be included in Part A include, but are not limited to:</u></b> Legislation and regulation; organisational policies and procedures; site policies and procedures; manufacturer's guidelines, specifications and manuals; Australian standards; codes of practice; work requirements and instructions; geological, survey and technical data; risk management plans, policies and procedures; environmental management plans, policies and procedures; safe/standard operating procedures/safe work method statements (SWMS), etc.; emergency/evacuation plans</p> <p><b><u>Examples of evidence that could be included in Part B include, but are not limited to:</u></b> Completed risk analysis (such as Take 5s or JHAs); completed environmental reports; examples of written communication (e.g. e-mail); fault or issue reports for tools and equipment; incident/accident reports; start-up/shutdown checklists; logbooks; refuelling records; work records; maintenance records; etc.</p>		
<p><b>Feedback to Candidate:</b></p>		
<p><b>Workplace project comments:</b></p>		
<p><b>Candidate Signature:</b></p>		<p><b>Date:</b></p>
<p><b>Assessor Signature:</b></p>		<p><b>Date:</b></p>



## Additional Section

This section provides scope for you to add supplementary assessment items. It can be used to customise additional assessment methods and/or contextualised questions.

## The Context of Assessment

The RTO/Compliance Manager should take time to consult with the candidate's site to determine the information that will complete the list below. Each of the assessment methods in this Guide should then be conducted using this list as a reference. This will help to ensure that the assessment process is consistent with the organisation's/site's work context.

Where assessment is being conducted in a simulated environment, the RTO should complete this page based on the documentation, policies, procedures and equipment that are used in the simulated environment. Further information about appropriate simulated assessment environments can be found in the SkillsDMC Companion Volume: Implementation Guide, available from [www.skillsdmc.com.au](http://www.skillsdmc.com.au).

The Assessor using this document should take time to familiarise themselves with the items in the list below. Where this is not possible, the Assessor should consider working with an Industry Subject Matter Expert from the organisation/site who is already familiar and experienced with the items listed.

### Specific company policies that must be assessed against:

- 
- 
- 

### Specific company procedures (including work procedures) that must be assessed against:

- 
- 
- 

### Specific legislative/regulatory/statutory documentation that must be adhered to during the assessment:

- 
- 
-



## Additional Items

<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
Evidence			
		<b>Satisfactory</b> (✓)	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Feedback to Candidate:</b>			
<b>Workplace project comments:</b>			
<b>Candidate Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

SAMPLE ONLY - Incomplete PIC



*RTO Name here*

*RTO ID Number here*

SAMPLE ONLY - Incomplete Product