



## Practical Assessment Cover Page

Candidate Details			
<b>Candidate Name</b>			
<b>Candidate Signature</b>		<b>Date</b>	/ /
<b>Unit of Competency</b>	<i>S123 (Mining Supervisor)</i>		
<b>Machinery Details</b> (if required)	<b>Make</b>		<b>Model</b>

Evidence Tools used for this Assessment. Please tick all that apply:

<b>Observation</b>	<input type="checkbox"/>
<b>Written</b>	<input type="checkbox"/>
<b>Simulated</b>	<input type="checkbox"/>
<b>Portfolio</b>	<input type="checkbox"/>
<b>Other; e.g. Logbook</b>	<input type="checkbox"/>

**Evidence must be attached.**

RESULT
<i>Competent / Not Yet Competent</i>
<b>Please write C or NYC</b>

<b>Training Start Date</b>	/ /	<b>Assessment End Date</b>	/ /
<b>Assessors Name</b>			
<b>Assessors Signature</b>		<b>Date</b>	/ /
<b>Important:</b> <i>Your signature verifies that the student has completed their assessment correctly in accordance with the assessment criteria..</i>			
Assessor Comments:			
<hr/> <hr/> <hr/>			

For Traineeships and Apprenticeships only			
<b>Supervisors Name</b>			
<b>Supervisors Signature</b>		<b>Date</b>	/ /

**Important:** *Your signature verifies that the student has completed the required on the job components and is ready for assessment and the student has successfully completed the training log book and competency requirements for this unit.*

OFFICE USE ONLY			
<b>Entered into Database</b>		<b>Certificate Number</b>	



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## Inclusions for Assessments

Version No#	Review Date	Date Updated	Validation Date	Validation Team	Details of Updates
v1.0	22/06/2018	22/06/2017	27/06/2017	Peter Musch	Document updated.
v1.1	19/08/2021	19/08/2020	/ /		Second occasion added
V1.2	03/02/2023	03/02/2021	/ /		Review
	/ /	/ /	/ /		

Note: please change Version number and date on each document to reflect the Version Plate.

### S123 (Mining Supervisor)

**Purpose of Assessment:** To assess the Trainee's ability to communicate in the workplace within the Resources and Infrastructure Industries; to apply risk management processes in the Resources and Infrastructure Industries; and conduct safety and health investigations in the Resources and Infrastructure Industries.

**Target Group:** Trainees and those working in the mining industry.

**Exclusions or Special Conditions:** This cluster of units is appropriate for those working in operational (communication); supervisory (risk management); or technical specialist (safety and health) roles.

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

**Note:** The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

**Assessment Process:** On completion of the assessment:

If you are deemed competent, the results of your assessment will be recorded and you will be asked to sign to verify that you have sighted the result.

If you are deemed not yet competent, your trainer and assessor will discuss the outcome of the assessment with you. As part of this process, the assessor will identify the skills gap and recommend a plan for further training. The Not Yet Competent result will still be recorded and the assessor may be required to notify the site supervisor of the outcome of the assessment. When you are ready for reassessment (second assessment attempt) a new assessment date will be set.

**Reassessment:** Students who are dissatisfied with their assessment outcome may apply for reassessment by contacting their trainer or assessor. Student will be given two opportunities for assessment. If a student does not achieve competency in the second attempt, the student will be required to repeat the unit of competencies.

### Demonstration (Performance / Practical) Assessment: Guide for Assessment of Demonstration

**Conditions of Assessment:** Assessors must satisfy SNR/ASQA assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

- Where assessment of competency includes third party evidence, individuals must provide evidence that links them to the required outcomes of the units.
- Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

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**Demonstration Requirements:** **RIICOM301E:** Trainee is to demonstrate - completion of communicating information that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion;  
**INCLUDING:**

- participating in one (1) meeting including asking questions and providing responses
- making one (1) formal presentation of meaningful information to others
- writing one (1) negotiation strategy plan, participating in a negotiation meeting and documenting negotiation outcomes

**RIIRIS301E:** Trainee is to demonstrate - completion of the application of risk management processes that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion.

**RIIWHS301E:** Trainee is to demonstrate - completion of conducting safety and health investigations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion.

Assessor is to schedule an appropriate time and duration for the Trainee to demonstrate the assessment task/s and associated questions.

**Oral Questions:** Questions must be asked while the demonstration is taking place or if appropriate directly after the task/s have been completed.

**Flexibility:** Assessor to modify activities to cater for variations in workplace context and environment.

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## SLAM / TAKE 5

Job Task		Crew	
Name		Date	

1. STOP – Engage your mind before your hands.		Y	N
a.	Am I trained, competent and authorised?		
b.	Am I fit to perform the task? ( <i>Aware, rested, alert</i> ).		
c.	Do I understand the task? ( <i>Is the task planned?</i> )		
d.	Is there a current procedure or SWP for this task?		
e.	Can the task be done without a permit?		
f.	Am I using appropriate tools / PPE for the task?		
g.	Do I know what to do in an emergency?		
<b>IF NOT – STOP AND CHECK WITH THE SUPERVISOR OR SITE MANAGER</b>			

2. LOOK – At the workplace and find the hazards.		Y	N
1.	Does the task involve any hazardous forms of energy?		
2.	Is isolation required?		
3.	Can I slip, trip or fall?		
4.	Have I completed basic housekeeping in my work area?		
5.	Can I get caught in or between anything?		
6.	Is this a manual handling task?		
7.	Have I planned the communication for the task?		
8.	Will I come in contact with mobile plant / moving equipment?		
9.	Do I need to barricade or block my work area?		
10.	Can I get hurt and / or introduce hazards or others?		
<b>IF ANY SHADED BOX IS TICKED, COMPLETE ASSESSMENT IN THE NEXT TABLE</b>			

ASSESS the effects of the hazards on people, property and environment.				
Hazard No#	CONTROLS IMPLEMENTED TO REDUCE RISK	<i>Safe to Continue</i>	Y	N
<b>PROCEED IF YOU FEEL THE TASK IS SAFE TO DO SO</b>				

**MANAGE With effective controls and by advising others.  
If you are unable to perform the task safely, contact your supervisor.**

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## S123 (Mining Supervisor) Practical Assessment

### Practical Assessment / (Portfolio of Evidence) Instructions for Participant

To meet the requirements of this unit of competency, you will be required to successfully complete the Practical Assessment. The assessor may be also asked to provide additional evidence to attach to the Practical component. This checklist should be completed in the following ways: -

- Indicates successful (S).** Demonstration to an acceptable industry standard with application of required knowledge, problem solving, following safe work practices and meeting the workplace responsibilities and expectations as required.
- Indicates unsuccessful (U/S).** In this case, reasons should be given to justify a decision of being unsuccessful. Re-assessments should be carried out only on that particular area where the participant were deemed unsuccessful and further evidence is required. The trainer or assessor needs to **observe** you demonstrating the following essential skills in **your workplace or in a simulated environment**. In order to achieve competency in this unit, every box should have a tick.

**Conditions of Practical Assessment:** The assessor / trainer will provide the instructions, if you are unclear about what you have to do, clarify instructions with your assessor /trainer before commencing practical tasks. You must be observed independently, and all activities demonstrated satisfactory. Practical tasks must be undertaken with correct footwear, high vis clothing and other Personal Protective Equipment (PPE) that may be required as appropriate. **The Practical Assessment may be stopped immediately at any time if you act in a way that puts yourself, other learners, the assessor / trainer, property or equipment in any danger. If this happens, rescheduling of the assessment will be at the discretion of your assessor / trainer.**

### Practical Assessment Instructions for Assessor

#### Prior to Assessment

Explain the practical assessment task(s) to be performed and task requirements to the student/trainee and record tasks in the practical assessment details section. For each required task record **“how”** the assessment was conducted and **“what”** each task is confirming.

Ensure all necessary Equipment/Documentation to perform the task safely is available and in good working order. Record applicable machinery and equipment in the practical assessment details section and required documentation under policies and procedures in the practical assessment details.

The course activities are sufficiently flexible to allow for modified assessment if required. If necessary assist student with provision of additional support to learners where necessary. If a learner cannot participate in an activity for assessment offer a reasonable suitable activity within the context of the assessment.

#### During Assessment

Complete the practical checklist to record performance as **satisfactory (s)** or **unsatisfactory (u/s)** against each practical criterion as the student/trainee demonstrates the required task(s).

#### Feedback

Where a student/trainee fails to meet the standard of competence and is deemed unsatisfactory (u/s), provide a written comment in the comment/feedback section of the relevant criterion on the practical checklist, which briefly explains the issue and includes feedback on the appropriate remedial action to complete the task satisfactory. **Please note:** No comment/feedback is required against practical criterion if the student/trainee performs the required task successfully.

Record overall comments on trainee/student performance in the **assessor comments** section.

#### NOTES

#### PRACTICAL ASSESSMENT FOR TRAINER'S COPY ONLY. PARTICIPANT VERSION INCLUDES:

- **Slam / Take 5 (to be completed by the Participant)**
- **Example Agenda & Meetings (to be completed by the Participant);**
- **Negotiation Strategy Plan example (to be completed by the Participant);**
- **Risk Assessment Action Plan example (to be completed by the Participant);**
- **Work Method Statement (to be completed by the Participant);**
- **Safety and Health Incident Investigation Report (to be completed by the Participant);**  
and
- **SUPPORTING EVIDENCE PAGE (To be removed if not required).**

**Trainer / Assessor's – Please note that there are five (5) Practical Assessments that make up this cluster of units.**

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## S123 (Mining Supervisor)

### Supporting Evidence for Practical and Observation Assessments

Practical Assessment Details			
<b>Unit of Competency</b>	S123 (Mining Supervisor)		
<b>Date of 1<sup>st</sup> Assessment</b>	/ /	<b>Location</b>	
<b>Date of 2<sup>nd</sup> Assessment</b>	/ /	<b>Location</b>	
<b>Machinery Details</b>			

What are the assessment activities taking place:

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<b>Industry Sector</b>		<b>Student's work role</b>	
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What safety policies or procedures were used in the assessment? (*Attach evidence where required*):

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Explain **how** the assessment is to be conducted and **what** it should confirm:

Task 1	<i>How</i>	
	<i>What</i>	
Task 2	<i>How</i>	
	<i>What</i>	
Task 3	<i>How</i>	
	<i>What</i>	
Task 4	<i>How</i>	
	<i>What</i>	
Task 5	<i>How</i>	
	<i>What</i>	

Further comments (*if applicable*):

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### PRACTICAL TASK 1

**Objectives, Outcomes or Requirements:**

The learner is required to prepare for, and run a workplace meeting.

Communications are the main focus of this assessment. You must ensure that the learner adequately communicates (**both written and verbal**) with others during the meeting and follows the structure provided in the assessment. The learner needs to demonstrate:

- Speaking clearly, in plain English so that everyone can hear properly and understand what is being said.
- Confirming and answering questions from meeting participants (as interruptions and at scheduled question times).
- Asking participants questions.
- Recording all details, decisions and outcomes of the meeting.

The assessor should assist the learner by identifying a reason for the meeting, relevant to the learner’s actual, or potential work responsibilities based on current knowledge of the industry. While the actual reason for the meeting needs to be generally relevant to an industry workplace to create a realistic context, the main purpose of the assessment is to see how well the learner prepares for and runs the meeting and communicates effectively with all participants.

The assessor needs to make sure the relevant information is available for the learner to effectively plan out the meeting to ensure that it meets all workplace requirements and that it can achieve the intended purpose.

The assessor will need to make sure all resources, information and documents are available for the purposes of the assessment and determine that the learner knows where to look for them on the work site.

**Space or Location Requirements:**

This assessment requires an adequate space to hold the meeting that allows for everybody to be heard and to sit or stand comfortably.

**Task or Site-Specific Requirements:**

The meeting should run for a minimum of 10 minutes to allow enough time for the learner to demonstrate the communication skills required for the successful completion of this assessment.

**Equipment or Resource Requirements**

- Guidelines or procedures for running a meeting that the learner can access to prepare for the task.
- Example of previous minutes to be referenced during the meeting.
- Relevant information relating to the purpose and agenda of the meeting.
- Templates for meeting agenda.
- Computer and printer to prepare and print meeting agenda.
- Personnel to attend the meeting.
- Pens, notepads or recording devices.

		1 <sup>st</sup> Occasion		2 <sup>nd</sup> Occasion		Comments / Feedback
A	RUN A MEETING:	S	U/S	S	U/S	
<b>PT1A1</b>	Locate workplace documentation relating to meetings and identify: <ol style="list-style-type: none"> <li>a) How the meeting should be run.</li> <li>b) What documents need to be prepared and the format they need to follow (how they need to be presented).</li> <li>c) The audience that will be attending.</li> <li>d) Communication barriers that may exist during the meeting and how they can be overcome.</li> <li>e) Requirements for scheduling and holding the meeting (where and when the meeting will be).</li> <li>f) Equipment that is available to run the meeting.</li> </ol>					

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<b>PT1A2</b>	<p>Prepare or gather the following documents:</p> <ol style="list-style-type: none"> <li>Minutes from a previous meeting.</li> <li>Information relevant to any issues being raised in the meeting (reports, diagrams, statistics).</li> <li>Meeting agenda written in plain English, including time for issues to be addressed, discussing actions that needs to be taken and allocating time limits to keep the meeting on track.</li> </ol>					
<b>PT1A3</b>	<p>Run the meeting, by:</p> <ol style="list-style-type: none"> <li>Preparing the meeting room or area.</li> <li>Providing everyone with a copy of the agenda.</li> <li>Confirming the purpose of the meeting.</li> <li>Reviewing previous minutes.</li> <li>Discussing issues, objectives and outcomes listed in the agenda.</li> <li>Communicating clearly and engaging with other personnel during the meeting by using plain English, asking questions and listening carefully.</li> <li>Assigning tasks to people in the meeting based on agenda items.</li> <li>Making accurate notes about everything that was discussed and any decisions that were made.</li> </ol>					
<b>PT1A4</b>	Complete and review the minutes of the meeting.					
<b>PT1A5</b>	Pass on written instructions to any personnel responsible for carrying out actions determined during the meeting.					
<b>PT1A6</b>	Follow up with personnel to make sure all items discussed in the meeting are being addressed as required.					

[End Practical Task 1...]

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## PRACTICAL TASK 2

**Objectives, Outcomes or Requirements:**

The learner is required to prepare for, and run a workplace presentation.

Communications are the main focus of this assessment. You must ensure that the learner adequately communicates (both written and verbal) with others during the presentation including:

- Speaking clearly, in plain English so that everyone can hear properly and understand what is being said.
- Confirming and answering questions from the audience (as interruptions and at scheduled question times).
- Asking the audience questions.

The assessor should assist the learner by identifying a subject for the presentation, relevant to the learner’s actual, or potential work responsibilities based on current knowledge of the industry. While the actual topic or subject of the presentation needs to be relevant, the main purpose of the assessment is to see how well the learner presents information and communicates with the audience.

The assessor needs to make sure the relevant information is available for the learner to effectively prepare and run the presentation.

The assessor will need to make sure all resources, information and documents are available for the purposes of the assessment and determine that the learner knows where to look for them on the work site.

**Space or Location Requirements:**

This assessment requires a meeting room with enough space to fit all personnel attending the presentation so that everyone can see and hear properly.

**Task or Site-Specific Requirements:**

The presentation should run for a minimum of 5 minutes with up to 5 minutes for questions and discussion to allow enough time for the learner to demonstrate the communication skills required for the successful completion of this assessment.

**Equipment or Resource Requirements**

- Guidelines or procedures for running a presentation that the learner can access to prepare for the task.
- Computer to prepare the presentation.
- Data projector.
- Screen.
- Printer to print off copies of the presentation, notes and presentation aids.
- Personnel to attend presentation.

		1 <sup>st</sup> Occasion		2 <sup>nd</sup> Occasion		
B	PREPARE AND DELIVER A PRESENTATION:	S	U/S	S	U/S	Comments / Feedback
<b>PT2B1</b>	Learner confirms the purpose of the presentation and identifies: <ol style="list-style-type: none"> <li>a. How the presentation should be run.</li> <li>b. What documents need to be prepared and the format they need to follow (how they need to be presented).</li> <li>c. The audience that will be attending.</li> <li>d. Communication barriers that may exist during the presentation and how they can be overcome.</li> <li>e. Requirements for scheduling and holding the presentation (where and when the presentation will be).</li> </ol> Equipment that is available to run the presentation.					

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<b>PT2B2</b>	<p>Learner prepares their presentation making sure that:</p> <ol style="list-style-type: none"> <li>The information is accurate and relevant.</li> <li>The language is appropriate for the audience.</li> <li>Format and organisation guidelines have been followed.</li> <li>Presentation aids, notes and copies for the audience have been prepared</li> <li>There will be enough time to deliver the presentation.</li> </ol>					
<b>PT2B3</b>	<p>Learner prepares to deliver the presentation by:</p> <ol style="list-style-type: none"> <li>Organising presentation aids, notes and copies for the audience.</li> <li>Checking that all equipment is available and working properly.</li> </ol>					
<b>PT2B4</b>	<p>Learner makes the presentation, and:</p> <ol style="list-style-type: none"> <li>Speaks clearly.</li> <li>Uses plain English.</li> <li>Asks the audience questions (as required).</li> <li>Confirms and answers questions clearly.</li> </ol> <p>Identifies any actions that need to be taken as a result of the presentation.</p>					

[End Practical Task 2...]

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### PRACTICAL TASK 3

**Objectives, Outcomes or Requirements:**

The learner is required to participate in a workplace negotiation.

Communications are the main focus of this assessment. You must ensure that the learner adequately communicates (both written and verbal) with others during the negotiation including:

- Speaking clearly, in plain English so that everyone can hear properly and understand what is being said.
- Confirming and answering questions or information from other participants.
- Asking participants questions and listening carefully and responding accordingly.

The assessor should assist the learner by identifying a subject for the negotiation, relevant to the learner’s actual, or potential work responsibilities based on current knowledge of the industry. The assessor should also prompt the learner to come up with a win-win strategy to take into the negotiations. This will help the learner to identify the best possible outcome of the meeting and will also help them to identify potential win-lose or lose-lose situations to be avoided during the discussion. While the actual subject of the negotiation needs to be relevant, the main purpose of the assessment is to see how well the learner communicates with the other participants.

The assessor needs to make sure the relevant information is available for the learner to effectively prepare and participate in the negotiation.

The assessor will need to make sure all resources, information and documents are available for the purposes of the assessment and determine that the learner knows where to look for them on the work site.

**Space or Location Requirements:**

This assessment requires a meeting room with enough space to fit all participants comfortably so that everyone can speak and hear properly.

**Task or Site-Specific Requirements:**

The negotiation should run for a minimum of 10 minutes to allow enough time for the learner to demonstrate the communication skills required for the successful completion of this assessment.

**Equipment or Resource Requirements**

- Guidelines or procedures for running negotiations that the learner can access to prepare for the task.
- Computer to prepare the negotiation plan / strategy
- Printer to print off copies of relevant information.
- Personnel to attend negotiations.
- Pens, notepads or recording devices.

		1 <sup>st</sup> Occasion		2 <sup>nd</sup> Occasion		
C	WORKPLACE NEGOTIATIONS:	S	U/S	S	U/S	Comments / Feedback
PT3C1	Locate workplace documentation relating to negotiations and identify: <ol style="list-style-type: none"> <li>a) How the negotiation should be run.</li> <li>b) What documents need to be prepared and the format they need to follow.</li> <li>c) The personnel that will be attending.</li> <li>d) Communication barriers that may exist during the negotiation and how they can be overcome.</li> <li>e) Requirements for scheduling and holding the negotiation (where and when the negotiation will be).</li> <li>f) Equipment that is available to run the negotiation.</li> </ol>					

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<b>PT3C2</b>	<p>Prepare or gather the following documents:</p> <ul style="list-style-type: none"> <li>a) Information relevant to any issues being raised in the negotiation (reports, diagrams, statistics).</li> <li>b) Negotiation plan written in plain English, including issues to be addressed, discussing actions that needs to be taken and allocating time limits to keep the negotiation on track.</li> </ul>					
<b>PT3C3</b>	<p>Participate in the negotiation by:</p> <ul style="list-style-type: none"> <li>a) Preparing the meeting room or area.</li> <li>b) Providing everyone with a copy of the relevant written information.</li> <li>c) Confirming the purpose of the negotiation.</li> <li>d) Discussing issues, objectives and outcomes listed in the plan.</li> <li>e) Communicating clearly and engaging with other personnel during the negotiation by using plain English, asking questions and listening carefully.</li> <li>f) Making accurate notes about everything that was discussed and any decisions that were made.</li> <li>g) Planning for further action or discussions (if required), based on the outcomes of the negotiation.</li> </ul>					
<b>PT3C4</b>	<p>Carefully document all outcomes of the negotiations and pass on the information to relevant personnel.</p>					

[End Practical Task 3...]

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### PRACTICAL TASK 4

Throughout the following activities you will be required to carry out the risk management process for a task, or work environment identified by your trainer. Throughout the completion of these activities you will need to demonstrate the following:

- Clear and effective communication skills when interacting with other personnel/workers or supervisors including:
  - Common industry language.
  - Questioning.
  - Active listening.
- Ability to work effectively as part of a team.
- Ability to complete documentation including reports in accordance with site requirements and procedures.

		1 <sup>st</sup> Occasion		2 <sup>nd</sup> Occasion		
A	RELEVANT DOCUMENTATION:	S	U/S	S	U/S	Comments / Feedback
PT4A1	Identify relevant legislative, OHS/WHS, organisational and site requirements relevant to the risk management process:  <b>Identify the compliance documentation relevant to the risk management process including:</b> <ul style="list-style-type: none"> <li>▪ Legislative requirements and procedures.</li> <li>▪ Organisational and site requirements and procedures.</li> </ul>					
PT4A2	Determine and explain how the relevant documentation impacts the risk management process in your workplace.					
PT4A3	Identify and document hazards associated with the task or work environment using the form provided or other relevant workplace documentation.					
B	IDENTIFY RISK LEVEL:	S	U/S	S	U/S	Comments / Feedback
PT4B1	Identify and record the risk level associated with the hazards identified in the above (A3) practical activity by determining the likelihood and consequence levels.					
PT4B2	Determine if the risk level is unacceptable in accordance with site procedures and requirements.					
PT4B3	Identify and report the required action for addressing hazards with unacceptable risk levels.					
PT4B4	Identify existing documentation or procedures relevant to the identified hazard.					

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C	CATEGORY THREE / Did the participant:	S	U/S	S	U/S	Comments / Feedback
PT4C1	Identify and report appropriate hazard controls/treatments for the hazard identified in <b>(A3)</b> practical activity. <ul style="list-style-type: none"> <li>▪ Determine and report the resources that are required to carry out the hazard control.</li> <li>▪ Determine which is the most feasible control strategy and explain your choice.</li> </ul>					
PT4C2	Complete an action plan that includes the following details: <ul style="list-style-type: none"> <li>▪ Implementation of the control strategy.</li> <li>▪ Resource coordination and availability.</li> </ul> Relevant workplace policies and procedures including requirements for authorisation of the control strategy implementation.					
PT4C3	Demonstrate or explain how you would communicate the details of the action plan to the relevant workers/personnel so that it can be implemented effectively.					
PT4C4	Demonstrate or explain how you would review the site safety system documentation including: <ul style="list-style-type: none"> <li>▪ The process for reviewing work instruction or other relevant documentation.</li> <li>▪ The process for auctioning an update (as required) to any work instruction or relevant documentation to reflect the outcomes of the risk management process.</li> </ul>					

[End Practical Task 4...]

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### PRACTICAL TASK 5

The following Practical Activities must be conducted in the context of the work environment.

- Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- Although the Practical Activities are designed as separate activities, the safety and health investigation can be conducted as a whole at the end of the unit, or in segments throughout the unit.

		1 <sup>st</sup> Occasion		2 <sup>nd</sup> Occasion		
A	COMPLIANCE DOCUMENTATION:	S	U/S	S	U/S	Comments / Feedback
<b>PT5A1</b>	Locate the compliance documentation related to safety and health investigations on your worksite.  Including: <ol style="list-style-type: none"> <li>a. Determine the legislative, organisation and site requirements and procedures that apply.</li> <li>b. Locate the <b>documentation related to risk management processes</b>, and explain the interaction of the risk management process and the safety and health investigation. <b>(WMS attached)</b>.</li> <li>c. Discuss the theory of safety and health investigations, and their application on your worksite in the context of your industry.</li> </ol>					
B	DETERMINE THE INVESTIGATION:	S	U/S	S	U/S	Comments / Feedback
<b>PT5B1</b>	Demonstrate and explain how you would determine the investigation objectives: <ol style="list-style-type: none"> <li>a. Determine the scope of the investigation.</li> <li>b. Determine the objectives for the investigation from analysis of available information.</li> <li>c. Test the objectives and clarify the scope of the investigation, ensuring:               <ol style="list-style-type: none"> <li>i. Final objectives and scope are achievable within available resources and authority constraints.</li> </ol> </li> </ol>					

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**Through completion of this Activity the learner must demonstrate effective planning and organisational skills.**

<b>C</b>	<b>GATHER INFORMATION:</b>	<b>S</b>	<b>U/S</b>	<b>S</b>	<b>U/S</b>	<b>Comments / Feedback</b>
<b>PT5C1</b>	<p>Demonstrate and explain the procedure for gathering information:</p> <ol style="list-style-type: none"> <li>a. Maintain site security and integrity of evidence in accordance with requirements.</li> <li>b. Plan and prepare for the systematic collection of information, including:               <ol style="list-style-type: none"> <li>i. Scheduling information collection and completion.</li> <li>ii. Demonstrating how information collection methods meet standards and legislative requirements.</li> </ol> </li> <li>c. Effectively collect, organise and test all information, including the use of interviewing and recording. During the collection of information, you must demonstrate:               <ol style="list-style-type: none"> <li>i. Knowledge of site procedures and conventions related to investigations.</li> <li>ii. Knowledge and understanding of symptoms and immediate effects of post-traumatic stress.</li> <li>iii. Speaking in plain English, questioning and active listening skills to obtain information.</li> <li>iv. Technical literacy skills to interpret and apply common industry terminology.</li> </ol> </li> </ol>					
<b>D</b>	<b>EVALUATING INFORMATION:</b>	<b>S</b>	<b>U/S</b>	<b>S</b>	<b>U/S</b>	<b>Comments / Feedback</b>
<b>PT5D1</b>	<p>Demonstrate and explain the procedures for evaluating information and drawing conclusions:</p> <ol style="list-style-type: none"> <li>a. Assess and evaluate the information collected for its validity and reliability, including:               <ol style="list-style-type: none"> <li>i) Identifying and confirming links between factors and outcomes, causes and effects, and direct/indirect causal relationships.</li> </ol> </li> <li>b. Conduct further research where information is unclear or inadequate, and correct the discrepancy or deficiency.</li> <li>c. Organise valid and reliable information as evidence.</li> <li>d. Analyse the evidence, determine the causes of the incident, and draw conclusions in consultation with investigative team members, employers or supervisors.</li> <li>e. Appraise whether your findings address the established objectives.</li> </ol>					

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**Through completion of this Activity the learner must demonstrate the ability to solve problems to assess technical mining issues.**

<b>E</b>	<b>IDENTIFYING COURSES OF ACTION:</b>	<b>S</b>	<b>U/S</b>	<b>S</b>	<b>U/S</b>	<b>Comments / Feedback</b>
<b>PT5E1</b>	Demonstrate and explain the procedures for identifying courses of action to be taken: <ol style="list-style-type: none"> <li>a. In consultation, determine the options available for courses of action to address the findings, and present them in an easily understood format.</li> <li>b. Select a course of action (or courses of action) that:               <ol style="list-style-type: none"> <li>i. Will resolve the issues or problems recognised by the investigation.</li> <li>ii. Will reduce the probability of recurrence.</li> <li>iii. Can be implemented in accordance with national, state and industry standards.</li> </ol> </li> </ol>					
<b>F</b>	<b>PRESENTING AN INVESTIGATION REPORT:</b>	<b>S</b>	<b>U/S</b>	<b>S</b>	<b>U/S</b>	<b>Comments / Feedback</b>
<b>PT5F1</b>	Demonstrate and explain the procedures for preparing and presenting an investigation report that meets the requirements of your organisation, and submit to your trainer: <ol style="list-style-type: none"> <li>a. Prepare the investigation report ensuring that:               <ol style="list-style-type: none"> <li>i. The report is written effectively, contains all required information for your organisation, and is prepared in accordance with specified standards, conventions and requirements.</li> <li>ii. Findings, causes, options and courses of action can be readily located and understood.</li> </ol> </li> <li>b. Present the report to the required audience (or trainer), demonstrating appropriate presentation skills.</li> </ol>					
<b>G</b>	<b>REVIEWING THE INVESTIGATION:</b>	<b>S</b>	<b>U/S</b>	<b>S</b>	<b>U/S</b>	<b>Comments / Feedback</b>
<b>PT5G1</b>	Demonstrate and explain the procedures for reviewing the investigation process, and passing on recommendations to appropriate authority (or trainer).					

[End Practical Task 5...]

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*S123 (Mining Supervisor)*

**MEETING AGENDA AND MINUTES**

<b>MEETING ATTENDEES</b> KEY:    ✓ for attendance ✗ for absence					
<b>FACILIATOR</b>				<b>MINUTE KEEPER</b>	
<b>MEETING DATE</b>				<b>MEETING LOCATION</b>	
<b>TIME START</b>				<b>TIME CLOSE</b>	

<b>PREVIOUS MEETING MINUTES</b>		<b>DATE</b>	Click here to enter a date.
<b>TOPIC DISCUSSED</b>	<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	

[Continued...]

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<b>OTHER TOPICS</b>		

[Continued...]

<b>NEW MEETING AGENDA</b>		<b>DATE</b>
		Click here to enter a date.
<b>TOPIC DISCUSSED</b>	<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>

[Continued...]

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<b>OTHER TOPICS</b>		

[End Meeting]

<b>NEXT MEETING</b>	<b>DATE</b>	Click here to enter a date.
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**Negotiation Strategy Plan Example Template**

NEGOTIATION STRATEGY PLANNING					
PROJECT				DATE	/ /
OVERALL GOAL					
Rank	Negotiation Item	Objective	Strategy to Obtain Objective	Outcome / Status	
<b>1.</b>					
<b>2.</b>					
Rank	Negotiation Item		Least Beneficial Outcome		
<b>1.</b>					
<b>2.</b>					
NOTES					



## Risk Assessment Action Plan Template

### RISK ASSESSMENT ACTION PLAN

A **Risk Assessment Action Plan** describes how you will implement your organisation's preferred treatment options for managing the risks that have been identified.

After completing the **Risk Register** it is helpful to determine where your workplace risk can be reduced and minimized through additional risk management strategies. This may be known as **Risk Assessment Action Plan**.

<b>Risk Item</b>	
<b>Recommended Response</b>	
<b>Proposed Actions</b>	
<b>Resource Requirements</b>	
<b>Responsibilities Throughout Implementation of the Plan</b>	
<b>Time Frame for Implementation of Action</b>	
<b>Reporting and Monitoring Requirements</b>	

<b>Person Responsible to Overall Implementation of the Plan</b>		<b>DATE</b>	/	/
<b>Reviewer</b>		<b>DATE</b>	/	/

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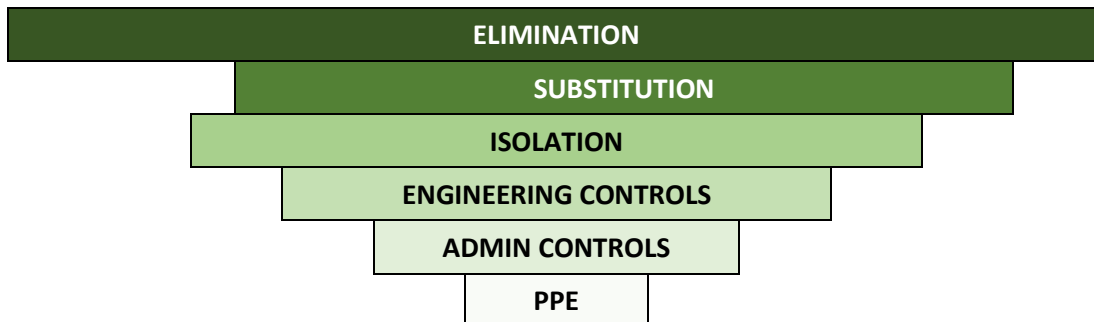
**RISK ASSESSMENT ACTION PLAN [Continued]**

**Use this table to determine the level of risk associated with an identified hazard.**

LIKELIHOOD	CONSEQUENCE				
	Insignificant	Minor First Aid Required	Moderate Medical Attention and Time Off Work	Major Long Term Illness or Serious Injury	Severe Kill or Cause Permanent Disability or Illness
Almost Certain	M	H	H	VH	VH
Likely	M	M	H	H	VH
Possible	L	M	H	H	VH
Unlikely	L	L	M	M	H
Rare	L	L	M	M	M

RISK LEVEL	ACTION
<b>VERY HIGH</b>	<p><u>Act immediately:</u> The proposed task or process activity must not proceed. Steps must be taken to lower the risk level to as low as reasonably practicable using the hierarchy of risk controls.</p>
<b>HIGH</b>	<p><u>Act today:</u> The proposed activity can only proceed, provided that:</p> <ul style="list-style-type: none"> <li>The risk level has been reduced to as low as reasonably practicable using the hierarchy of risk controls.</li> <li>The risk controls must include those identified in legislation, Australian Standards, Codes of Practice etc.</li> <li>The risk assessment has been reviewed and approved by the Supervisor.</li> <li>A Safe Working Procedure or Safe Work Method has been prepared.</li> <li>The supervisor must review and document the effectiveness of the implemented risk controls.</li> </ul>
<b>MEDIUM</b>	<p><u>Act this week:</u> The proposed task or process can proceed, provided that:</p> <ul style="list-style-type: none"> <li>The risk level has been reduced to as low as reasonably practicable using the hierarchy of risk controls.</li> <li>The risk assessment has been reviewed and approved by the Supervisor.</li> <li>A Safe Working Procedure or Safe Work Method has been prepared.</li> </ul>
<b>LOW</b>	<p><u>Act this month:</u> Managed by local documented routine procedures, which must include application of the hierarchy of controls.</p>

**Hierarchy of Hazard Control**



<b>1. ELIMINATION</b>	Completely remove the hazard. This is the best kind of hazard control.
<b>2. SUBSTITUTION</b>	Swap a dangerous work method or situation for one that is less dangerous.
<b>3. ISOLATION</b>	Isolate or restrict access to the hazard.
<b>4. ENGINEERING CONTROLS</b>	Use equipment to lower the risk level.
<b>5. ADMIN CONTROLS</b>	Site rules and policies attempt to control a hazard.
<b>6. PPE</b>	The least effective control. Use PPE while you carry out your work.

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## Safe Work Method Statement Example (SWMS / WMS)

<b>SWMS Name</b>		<b>SWMS Created By</b>		<b>Date of Creation</b>	/	/
<b>SWMS Summary</b>				<b>Last Review Date</b>	/	/

Company / Contractor Details		Project Details	
<b>Name</b>		<b>Client</b>	
<b>ABN</b>		<b>Contact Name</b>	
<b>Address</b>		<b>Site Address</b>	
<b>Contact No#</b>		<b>Contact No#</b>	
<b>Email</b>		<b>Start Date</b>	

How to complete this SWMS	
<b>1 CONSULT</b>	Consult with all persons who will be involved in the completion of the work.
<b>2 LIST</b>	List each of the steps in the task work being done.
<b>3 IDENTIFY</b>	Describe the health and safety hazards and risks arising from each step in the work.
<b>4 RISK ASSESSMENT</b>	Review the level of risk associated with each hazard listed.
<b>5 CONTROL</b>	Describe how the risks will be controlled, and describe what hazard control measures will be put in place.
<b>6 RESPONSIBILITY</b>	Allocate a person to be responsible for the hazard control measure.
<b>7 REVIEW</b>	Review the effectiveness of the control measures and apply further hazard control.

<b>Training / Qualifications required to carry out work</b>				
<b>PPE required to carry out work</b>				
<b>Are all workers adequately trained and qualified?</b>	<input type="checkbox"/>	<b>Yes</b>	<input type="checkbox"/>	<b>No</b>
<b>Legislation, Australian Standards &amp; Codes of Practice relevant to work</b>				
<b>Equipment required to carry out work</b>				
<b>Environmental Statement</b>				
<b>Safety Checks required prior to commencement of work</b>				
<b>Coordination with other Trades</b>				
<b>Permits required for commencement of work</b>				
<b>Have these permits been acquired?</b>	<input type="checkbox"/>	<b>Yes</b>	<input type="checkbox"/>	<b>No</b>

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**Safe Work Method Statement Example (continued)**

Use this table to determine the level of risk associated with an identified hazard.

LIKELIHOOD	CONSEQUENCE				
	Insignificant	Minor First Aid Required	Moderate Medical Attention and Time Off Work	Major Long Term Illness or Serious Injury	Severe Kill or Cause Permanent Disability or Illness
Almost Certain	M	H	H	VH	VH
Likely	M	M	H	H	VH
Possible	L	M	H	H	VH
Unlikely	L	L	M	M	H
Rare	L	L	M	M	M

RISK LEVEL	ACTION
<b>VERY HIGH</b>	<p><u>Act immediately:</u> The proposed task or process activity must not proceed. Steps must be taken to lower the risk level to as low as reasonably practicable using the hierarchy of risk controls.</p>
<b>HIGH</b>	<p><u>Act today:</u> The proposed activity can only proceed, provided that:</p> <ul style="list-style-type: none"> <li>The risk level has been reduced to as low as reasonably practicable using the hierarchy of risk controls.</li> <li>The risk controls must include those identified in legislation, Australian Standards, Codes of Practice etc.</li> <li>The risk assessment has been reviewed and approved by the Supervisor.</li> <li>A Safe Working Procedure or Safe Work Method has been prepared.</li> <li>The supervisor must review and document the effectiveness of the implemented risk controls.</li> </ul>
<b>MEDIUM</b>	<p><u>Act this week:</u> The proposed task or process can proceed, provided that:</p> <ul style="list-style-type: none"> <li>The risk level has been reduced to as low as reasonably practicable using the hierarchy of risk controls.</li> <li>The risk assessment has been reviewed and approved by the Supervisor.</li> <li>A Safe Working Procedure or Safe Work Method has been prepared.</li> </ul>
<b>LOW</b>	<p><u>Act this month:</u> Managed by local documented routine procedures, which must include application of the hierarchy of controls.</p>

Work Step	Associated / Identified Hazards	Risk Level (L, M, H, VH)	Hazard Controls	Revised Risk Level (L, M, H, VH)	Person Responsible
Work your way through each step in the work process, giving a brief description of what is required at each stage.	What hazards can be identified for this step?	What is the risk level?	What hazards controls will be put into place to deal with the identified hazards for this step?	Has the risk been reduced?	Who is responsible for carrying out the work and maintaining the hazard controls?

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**Safe Work Method Statement Example (continued)**

<b>Work Step</b>	<b>Associated / Identified Hazards</b>	<b>Risk Level (L, M, H, VH)</b>	<b>Hazard Controls</b>	<b>Revised Risk Level (L, M, H, VH)</b>	<b>Person Responsible</b>
Work your way through each step in the work process, giving a brief description of what is required at each stage.	What hazards can be identified for this step?	What is the risk level?	What hazards controls will be put into place to deal with the identified hazards for this step?	Has the risk been reduced?	Who is responsible for carrying out the work and maintaining the hazard controls?

**PERSONNEL / WORKER SIGNOFF**

All personnel/workers required to carry out this task need to be listed below. By signing this SWMS, each person declares that they have carefully read the SWMS and that they understand their responsibilities and requirements to complete the work.

<b>Name (please print)</b>	<b>Position / Qualification</b>	<b>Signature</b>	<b>Date</b>
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

**SENIOR MANAGEMENT SIGNOFF**

Does this SWMS meet the necessary safety requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this SWMS require review? (Review Date / / )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

<b>Name (please print)</b>	<b>Position / Qualification</b>	<b>Signature</b>	<b>Date</b>
			/ /

<b>Doc No.</b>	<b>Version No.</b>	<b>Name</b>	<b>Start Date</b>	<b>Review</b>	<b>Location</b>
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**Safety and Health Incident Investigation Report [Example Template]****SAFETY AND HEALTH INCIDENT INVESTIGATION REPORT**

Use this template to record your investigation findings and outline your recommendations. The extent of detail will be dependent on the severity of the incident.

INVESTIGATION TEAM LEADER	SIGNATURE
ROLE (e.g. Supervisor, Team Leader, Safety Officer, etc.)	DATE
	/ /
COMPANY	CONTACT NUMBER

**ADDRESS OF INCIDENT / INVESTIGATION**

--

**SUMMARY OF INVESTIGATION FINDINGS**

The summary should outline the event, who was involved, what happened, the scope of the investigation, the analysis and outcomes and any recommendations to prevent or minimise the recurrence of the incident.

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## Safety and Health Incident Investigation Report [Example Template] [Continued...]

### INVESTIGATION ANALYSIS

All other information (e.g. witness statements, details, photographs, diagrams, registers, etc.) should be attached to this report. This report template is designed to capture your analysis and outcome findings of your investigation.

**What were the events that contributed to the incident?**

*(You may find it helpful to construct a timeline of the events leading up to the incident.)*

**What were the identified or possible cause/s of the incident?**

*(You may find it helpful to ask why an event occurred on the event timeline to establish possible causes.)*

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**Safety and Health Incident Investigation Report [Example Template] [Continued...]****INVESTIGATION ANALYSIS CONTINUED**

**Which of the identified or possible cause/s are within control of the workplace?**

*(Outline which causes are within control of the workplace and provide explanations.)*

**What corrective action (solution/s) could be implemented to eliminate or reduce the risk of the identified cause/s?**

*(Provide explanations why the implemented control would eliminate or reduce the risk.)*

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## Safety and Health Incident Investigation Report [Example Template] [Continued...]

### INVESTIGATION OUTCOMES

Outline any controls that were put into place immediately after the incident to eliminate or reduce the risk of recurrence of the incident.

*(Outline the controls and who was responsible for implementing them.)*

### RECOMMENDATIONS

Outline recommended corrective action/s (i.e. solutions) to prevent the recurrence of the incident.

*(Number the recommendations from most effective to least effective, i.e. Hierarchy of Controls.)*

#### Hierarchy of Controls

##### **ELIMINATION**

*Complete the elimination of the risk.*

##### **SUBSTITUTION**

*Replace the item / process with a less dangerous one.*

##### **ISOLATION**

*Isolate the hazard by enclosure, hoarding or barriers.*

##### **ENGINEERING**

*Redesign the work process or equipment.*

##### **ADMINISTRATION**

*Provide training and / or procedures.*

##### **PPE**

*Use personal protective equipment.*

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**Safety and Health Incident Investigation Report [Example Template] [Continued...]**

**ADDITIONAL INFORMATION AND NOTES**

Large empty rectangular area for additional information and notes.

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