

SIRXWHS001

Work safely

Assessor Guide



Students are completing the unit SIRXWHS001 – Work safely.

Application of this unit

This unit describes the performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice.

This unit applies to individuals working under direct supervision in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Unit Elements, Performance evidence and Knowledge evidence

The elements, performance evidence and knowledge evidence describe what a student must demonstrate in order to be considered competent in this unit. For a student to be assessed as competent in this unit overall, they must show they have absorbed the knowledge and skills as outlined on www.training.gov.au.

Students must complete all of the performance criteria as specified in the following elements:

1. Follow safety procedures.
2. Follow emergency procedures.

Performance evidence for this unit that must be demonstrated by the student:

Evidence is to be collected for each student of their ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.

There must be demonstrated evidence that the student has:

- o followed organisational work health and safety procedures in day-to-day work activities on three different occasions
- o demonstrated an appropriate response to one emergency situation
- o reported one workplace health and safety event.

Knowledge evidence for this unit that must be absorbed and demonstrated to complete the tasks as listed in the elements and performance criteria for this unit by the student:

The student must be able to demonstrate knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- o basic key aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers:
 - worker responsibilities
 - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- o industry, organisational and job role:
 - workplace hazards and associated risks
 - work health and safety policies and procedures for:
 - working safely with equipment and hazardous substances
 - safe manual handling
 - use of personal protective equipment
 - bullying and harassment
 - communication and reporting
 - responding to emergencies
 - evacuations.

Please refer at all times to the unit information on www.training.gov.au

What do the students need to complete and submit?

Students will need to satisfactorily complete the following assessment tasks for this unit:

Assessment Task 1: Practical Demonstrations.

Assessment Task 2: Question and Answers.

Each task is referenced in detail on a corresponding mapping guide to show the specific criteria from the unit of competency being assessed.

When is each assessment task due?

This is to be arranged between you, the trainer/assessor and each individual student. Consultation and guidance will be given by Savile Training to ensure that all learning objectives and training package requirements for this unit are met.

What am I looking for in the assessment time frame?

Each assessment task will have a set time period in which to complete that assessment. This is to ensure fairness.

Reasonable Adjustment

Reasonable adjustment reflects fairness and flexibility within our assessment system, allowing for a student's unique circumstances and/or disability to be accommodated in the assessment process but only to the extent that it does not compromise training package outcomes or impose an unreasonable burden on the RTO.

Students are advised and strongly encouraged to contact you as their trainer/assessor prior to attempting this task if they do not understand any part of this task or if they have any learning issues/ personal needs that may hinder them from performing to their best of their ability when attempting any part of the assessment. Please refer to Savile's Assessment Policy and Reasonable Adjustments Policy and all related procedures and ensure students have read and are aware of these before commencing any assessment task.

Students with specific learning needs

Reasonable adjustment can be made to the assessment process for students with specific learning needs. For example, a written theory assignment could be completed orally to support an individual with LLN or ESL issues. This should be completed in compliance with the Training and Assessment policies and procedures and must not compromise the training package requirements in any way, nor impose any unreasonable burden on Savile to provide such adjustment.

Academic Integrity

To ensure academic integrity is maintained, Savile will not allow any academic cheating, copying other student's answers or plagiarism. Cheating, plagiarism and collusion in any form during assessments will result on the assessment submission being invalidated.

By submitting this assessment task, a student is formally declaring that their submission is the result of only their own work, that is, it is authentic.

Authenticity is a rule of evidence under *Table 1.4 Rules of Evidence* under the *Standards for Registered Training Organisations (RTOs) 2025* and must be demonstrated and verified at all times as being the student's own original work, thoughts, performance and ideas. If you believe a student has not adhered to the Rules of Evidence in any way in their response, please contact the student to first discuss their evidence and make notes about what was discussed. This shows fairness to the student and may clarify or confirm.

What is a simulated assessment environment?

A simulated assessment environment (SAE) is used by assessors when the option of workplace assessment is not a viable or reasonable option for the student being assessed. A SAE is created to reflect industry standards and the industry environment. This is reflected within the customer interaction, instruments and items being utilised by the students to perform tasks and industry standard timelines to complete tasks. The 'Assessment Conditions' within the training package will often confirm that skills must be demonstrated in either a workplace, or in a simulated environment that reflects workplace conditions. Further guidance will state that where simulations are used, they must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

You may be utilising industry standard scenarios with your students to replicate the expectations of the community services sector. The emphasis is placed on the students demonstrating they have:

- Technical skills
- Underpinning knowledge
- Generic skills such as decision making and problem solving
- Workplace practices such as effective communication
- Other skills and employability skills related to the unit of competency.

Read and apply the following instructions before administering any assessments

The following information will set up and guide you through the assessment process for the unit outlined in this assessor pack.

Trainers/assessors must have a full understanding of the training and assessment, academic misconduct and student support policies and procedures prior to administering assessments. The training manager must be contacted if you are unsure about any part of the assessment policy and procedure and your responsibilities.

Students are required to demonstrate (for the whole unit of competency), their satisfactory performance by completing all of the assessment tasks in their entirety, as set out within this document.

If part of a task is not satisfactorily completed, you must arrange for them to undertake further assessment. Students are permitted three (3) attempts to demonstrate satisfactory at each task. Additional fees for a reassessment may apply which the student must be advised of – please refer to our Policy Handbook for details or speak to the RTO manager. Where a student still has not demonstrated a satisfactory result in any task after further learner supports, you must grade that student as having failed the assessment.

Overall student performance in the unit is to be recorded on the student's assessment documentation and also in Savile's student management system as either 'Competent' or 'Not Competent' (NC).

If at any stage you have a question or concern with the assessment, reasonable adjustment or processes, please contact the training manager to clarify the information before finalising an assessment outcome.

Benchmark answers

Benchmark answers are provided for all questions and tasks that require a written response.

For students to be deemed satisfactory in the question they are required to meet or exceed the benchmark answer provided.

Trainer/assessors are to either tick or cross answers as correct or incorrect or otherwise use S or NS for each question. Trainer/assessors are required to use their knowledge, expertise and skill to determine the context in which they have taught and delivered the unit to their students as well as complying with training package assessment conditions.

Students are required to be deemed satisfactory in all questions (unless otherwise identified in the relevant mapping document). If a student requires a verbal discussion to demonstrate their knowledge, this must be noted down in annotated note form and co-signed by the student to verify the discussion (when possible).

The trainer/assessor shall place a V/D (which indicates a verbal discussion has taken place) beside the question/ task and write the correct answer provided by the student.

The trainer/assessor should not lead the student to the answer but prompt them in this process. The trainer/assessor must also confirm the answer written by them is the student's intended response. The trainer/assessor and student should sign the written or electronic submission to indicate confirmation of this recorded information.

Trainer/assessors may also record/indicate that they have adjusted the assessment process along with reason/s and place the record in the student file. All medical or other related evidence that has informed the reasonable adjustment process should also be saved in the student's assessment file to support the reason for why reasonable adjustment was given.

The reason/s for adjusting the process may be consistent with the specific students' identified learning needs in the pre training review, or it may relate to a temporal disability. e.g. broken arm.

Students are afforded three (3) attempts to satisfactorily demonstrate their understanding and knowledge. If a student is not able to demonstrate their knowledge within three (3) attempts, please consult your training manager for further avenues for the student.

How to assess written responses

Please ensure that you have read and fully understand the processes below before administering a written assessment.

Before assessment occurs

- Refer back to the training and assessment strategy to ensure that all learning activities have been completed and are reflective of the qualification that is being completed.
- Ensure that students have been given feedback about their progress in the unit and the learning that has taken part of this.
- Ensure that the students have completed any required formative assessments for the unit.
- Ensure that students have clearly read and understood the student guide of the UOC.
- Provide students with the opportunity to clarify any questions about the UOC, assessment processes or assessment instruments before they complete their summative assessment.
- Confirm the identity of the student prior to commencing assessment to ensure the correct student is being assessed.
- Ensure all physical resources are available for the student and yourself as assessor before the assessment task commences and that the assessment location has been provided to the student prior to the assessment. Do not commence any assessment task unless all resources are available for use, including any reasonable adjustments for any student.
- That you, as an assessor, are compliant in your evidence as an assessor under VET Quality Framework legislation.

While assessment is being conducted

- Provide assistance when required, while ensuring that the academic integrity of the unit and assessment is not maligned.
- Ensure that provided times of assessment are adhered to (fairness and validity) and that where additional time is being provided to students as part of reasonable adjustment that this has been made clear.
- Ensure that the student submits the required evidence in line with the due date and understands what that agreed due date is.

To conclude assessment

- Ensure that work has been authenticated as own students alone.
- Refer to the benchmark answers for guidance and any notes made against pre-benchmarked assessment documentation. For example, word counts for theory assessments or completion of required forms, reports or templates.
- Provide opportunities for re-assessment and reasonable adjustment where a student has not addressed all of the assessment criteria in accordance with Savile's assessment/re-assessment and reasonable adjustment/equity policies and procedures.
- Provide feedback to the student so they understand the reasons for their assessment grading.
- Ensure that the final assessment result has been recorded on the student documentation and student management system.
- Record the names, signatures and dates in the relevant space/s.
- If applicable ensure that a reassessment date has been set with the students and record this in writing between yourself and the affected student/s.

How to assess using direct observation

Please ensure that you have read and fully understand the processes below before administering a direct observation assessment.

Before assessment occurs

- Provide opportunities for the student to clarify and disclose information to ensure fairness.

- Ensure that the formative assessment enables the student to develop the knowledge and skills in the context/s outlined in the unit of competency.
- Ensure that students have completed formative assessment activities, received feedback including being notified of areas for improvement to facilitate demonstrating satisfactory performance in the summative assessment.
- Read and become familiar with Savile’s training and assessment policy and procedure, including reasonable adjustment policy and procedures – refer to Savile’s Policy and Procedures for more information.
- Read and become familiar with Savile’s relevant observation checklist (observable behaviours) and the assessment task itself, as it relates to the unit of competency in www.training.gov.au
- Read and understand the unit of competency training package requirements in www.training.gov.au including any companion volumes/ implementation guides that relate to this unit.
- Confirm the student’s identity before commencing any assessment as part of authenticity measures and that the correct student’s assessment outcomes are being recorded against the correct student.

While assessment is being conducted

- Ensure correct body position for assessment observation.
- Ensure that no electronic device, other than your marking tool is being used at the same time as the observation.
- Ensure student behaviour is at an appropriate standard.
- Utilise the observation checklist and all benchmarking (observable behaviours for practical tasks and word counts for theory assessments) to determine student result.
- Indicate performance as satisfactory or unsatisfactory by placing a tick in the relevant box.
- Record appropriate comments and use for feedback purposes (where and when appropriate).

To conclude assessment

- Record the assessment outcome on documentation provided.
- Meet with the student to discuss the outcome and any reasons for the assessment decision.
- If verbal discussion has taken place, record the conversation (abbreviated notes) and have student co-sign document to indicate agreement.
- Insert assessment result where required as Satisfactory (S) or Not Satisfactory (NS).
- If student has been deemed NS, arrange a new assessment time.
- If this is the student’s final attempt at an assessment, complete all unit summary forms as well as Competent (C) or Not Competent (NC) for the VET unit of competency being assessed.
- Ensure that all signatures, written names and dates have been captured by both trainer/assessor and student on the assessment tool as well as any assessment time and location of the assessment for best practice record keeping.

How to assess using a simulated environment

Please ensure that you have read and fully understand the processes below before administering a simulated assessment.

Before assessment occurs

- Ensure assessments are using assessment criteria that relate to the quality of work expected by the industry.
- Ensure that students have completed formative assessment activities, received feedback including being notified of areas for improvement to facilitate demonstrating satisfactory performance in the summative assessment.
- Ensure assessments reflect real life work and are appropriately contextualised, including through prior industry engagement.
- Provide students with the appropriate assessment materials and verbal and written instructions.
- Provide students with the timeframe/period in which the assessment task is to be undertaken. Consider whether a student has also applied and is to be given additional time to undertake any task as a result of any reasonable adjustments.
- Ensure that all required equipment, resources and materials are available for use throughout the assessment.
- Ensure that relevant and industry standard policies and procedures are available for students to view, access and utilise throughout the assessment.

- Ensure that students have been fully briefed on expectations and outline of the scenario.
- Supply role play information to students (where appropriate) and any 'actors' in the simulation (if used).
- Clearly define the role of the assessor (where appropriate).

While assessment is being conducted

- Ensure correct body position for assessment observation.
- Ensure that no electronic device, other than your marking tool is being used at the same time as the observation.
- Ensure student behaviour is at standard.
- Utilise the observation checklist, including all benchmarks, to determine student result.
- Indicate performance as satisfactory or unsatisfactory by placing a tick in the relevant box.
- Record appropriate comments and use for feedback purposes (where and when appropriate).

To conclude assessment

- Record the assessment outcome.
- If verbal discussion has taken place post assessment, record the conversation (abbreviated notes) and have student co-sign and date the document.
- Provide feedback verbally and/or written to the student and confirm the student understands.
- Ensure that the assessment result Satisfactory (S) or Not Satisfactory (NS) has been recorded.
- If applicable ensure that a reassessment date has been set with the students.
- If this is the student's final attempt at an assessment, complete all unit summary forms as well as Competent (C) or Not Competent (NC) for the VET unit of competency being assessed.
- Record the signatures and dates in the relevant space.
- Ensure all documentation has been saved in the student management system under the correct student file.

Use of VCAA scoring system

As part of the VCE/VET Sports Coaching Unit sequence, students that complete this unit may be required to receive a nominal score for the overall unit as per VCAA guidelines.

Each task and observation inside this unit has a set mark awarded to it (school-based result) as well as S or N as per RTO requirements.

Once a student is deemed Satisfactory in the task, they will receive a 1 to 5 grading based on the teacher's discretion.

Teachers will differentiate student's academic practical, theoretical understanding and application of the unit compared to the marks allocated to have a varied scale of marks inside their cohort of students.

Resources and equipment required to administer the assessment tool

Each assessment task in this assessor guide indicates the resources and equipment required for the task.

In accordance with Clause 1.8 of the Standards for RTOs 2025, trainers/assessors are to confirm the availability of resources prior to students commencing assessment tasks by ensuring the resources and equipment are in place and fit for purpose prior to student use. This may include any additional reasonable adjustments required by students being assessed. Any issues are to be immediately reported to the Training Manager.

Resources required for SIRXWHS001 – Work safely:

In addition to compliant trainers/assessors, the following physical resources are required:

Skills must be demonstrated in:

- An industry workplace and a simulated industry environment.

Assessment must ensure access to:

- equipment and material requirement by the job role
- organisational work health and safety policies and procedures.

Assessment Task 1

Practical Demonstrations

In this assessment task students are required to demonstrate their abilities in consistently following their workplace policies and procedures for safe work practice.

There must be demonstrated evidence that the student has satisfactorily completed the following requirements:

1. Followed organisational work health and safety procedures in day-to-day work activities on three different occasions.
2. Demonstrated an appropriate response to one emergency situation.
3. Reported one workplace health and safety event.

Simulated assessment environment

This project has been written and developed to be administered in a sporting/play environment using simulations and scenarios for the students to work through. The students will be presented with a variety of different workplace procedures that they must follow to show they can work in line with the requirements of each procedure to keep themselves and all others safe.

There are four (4) parts to this assessment task:

- o Part A: Pre-game checks and record.
- o Part B: Sporting equipment maintenance.
- o Part C: Clean up chemical spill.
- o Part D: Emergency evacuation response.

Required Resources:

To complete all parts of this task, students require the following resources, facilities and equipment:

- Pen
- Computer with internet access
- SIRXWHS001 Student workbook*
- SIRXWHS001 Student assessment guide*
- SIRXWHS001 Work Performance Booklet*
- Real and simulated workplace settings with corresponding safety equipment (as specified at each part)
- 3 Classmates or other persons to take part in a role play.

**These are provided by the RTO and included in student tuition fees.*

Assessor requirements:

To assess all parts of this task, you will need:

- SIRXWHS001 This Assessor Guide
- SIRXWHS001 Mapping Guide
- SIRXWHS001 Work Performance Booklet_ Answers.

Conditions of Assessment:

- o You, the trainer/assessor must confirm with the students; date, time and location of the assessment at least two (2) weeks prior to the assessment.
- o In order for student's performance to be deemed satisfactory in this assessment task, students must successfully complete all areas of the task and provide and maintain evidence of this. If part of this task is not satisfactorily completed, you may ask a student to complete further assessment, and/or provide further learner supports to demonstrate a satisfactory result to ensure sufficient evidence has been gathered/collected to demonstrate granting of competency for the unit.

- o Assistance can be provided to the student by you as their trainer/assessor, however the academic integrity of the assessment must be maintained to ensure that the work is authentically the students and that the inherent requirements of the unit are able to be demonstrated/ only fulfilled to a competent level by the student to preserve the training package requirements.
- o Students must be provided feedback on their performance by you as their trainer/assessor. This could be after each question or task answered, or in the space provided at the end of the task. You must advise students of the questions that need to be re-attempted at a later date to demonstrate satisfactory performance for specific areas of the unit.
- o Students have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal. Students must follow the instructions in the student handbook regarding this. Please refer to our Complaints and Appeals Policy and Procedures for further details.
- o All required equipment is to be made available to the student for the assessment process. Savile will retain records of ownership and/or control over those equipment items to demonstrate they were used by the student and yourself as trainer/assessor for the timeframes stipulated under any relevant law.
- o As the trainer/assessor, you may be required to role play a workplace supervisor or manager at times (where appropriate).

Assessment Task 1, Part A: Pre-game checks and record

For this part of the task the student is required to perform a practical demonstration where they will be carrying out a pre-session check of the sports' play environment and equipment.

Students must demonstrate that they can:

- o Attend the workplace (sporting environment) and conduct a walk around OHS inspection.
- o Check facilities and equipment as part of the pre-game inspection.
- o Address immediate safety concerns and/or unsafe practices.
- o Complete and lodge the required workplace checklist.
- o Record information about identified hazards/risks, including actions taken.

You will be observing the students complete the task to demonstrate a satisfactory performance. They will also be submitting written work for marking. The *SIRXWHS001 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor advice for set up: The area to be inspected has to be a sporting facility where team sports are played. Prior to the student taking on their duty as head coach and carrying out their inspection, you must deliberately set up some resources that will trigger the student to tick a couple of 'No' responses on their checklist. Examples could be as simple as a rubbish bin in the way, a deflated ball or trip hazard, but be careful not to overdo it!

Some 'No's' may already occur naturally, for example, lack of evacuation plan or signage, no AED on site, ambulance access.

Assessor role: As the one person who is present during the inspection, you will ideally play the role of the coach's 'manager' on site who has asked them to carry out the inspection. In this role you may be asked some questions and the student must also verbally report any urgent safety concerns that they have as a result of the play area and amenities inspection.

Trainer/Assessor note if considering contextualised variations to this task:

This part of the task is written around the setting of an outdoor grassed playing field with mostly generic descriptions for equipment and resources. This is intentional and allows for minor contextual changes to suit a chosen ball sport, such as, inserting the words, 'Soccer', 'AFL', 'Rugby', 'Hockey', 'Baseball' or similar.

There is also some scope to swap out the task to a different sport/environment. Note: If you choose to do this it will require more changes and verbal instruction from you for the students.

It is also important to note that you cannot change or remove any of the required areas of performance from the observation/marking checklist as these are written to specifically cover the unit of competency requirements!

If you choose to proceed with the task as designed, just guide your students through the instructions provided below.

The students have been provided with the following instructions for this part:

Task instructions – Part A

For this part, you must demonstrate your ability to conduct an OHS inspection of the sporting facilities, equipment, and playing areas, using a checklist provided by the organisation, and reporting findings.

Your trainer/assessor is responsible for checking that the work area is suitable and already set-up for you to conduct the inspection.

The practical component of your walk around inspection should take approximately 10, but no longer than 15 minutes.

Your job role

You are a head coach for an outdoor ball sport. You have 6 months of experience in this role. Working in this role you have a duty of care to follow all safe work policies and procedures as implemented your employer (the sporting organisation)

Your work policies and procedures

There are specific work procedures that you must follow for working safely in your workplace, which in this case is a sporting environment.

These safe work policies and corresponding procedures are in place for you to follow - in order to keep yourself and all others healthy and safe at all times.

Your policies and procedures, *as extracted from your work documentation*, include:

Risk assessment policy

The coaching staff are familiar with this organisations' risk assessment policy and procedures and apply these to the various training environments. Coaches have a responsibility to identify and promptly report any hazards or potential risks to health and safety in the sporting environment to prevent incidents.

Risk assessment procedures for coaching staff:

- Pre-game check: Perform a risk assessment of the training area before each game. This includes not just the equipment but also the playing surface (For example, checking for holes, debris, or uneven ground) and the overall environment which includes current and changes to weather conditions.
- Dynamic assessment: Be aware of changing circumstances during a session and be prepared to modify activities or cease them if a new hazard arises (For example, a piece of equipment breaks, or a participant is misusing it).

Hazard Identification and Reporting

If an immediate hazard is identified, such as broken equipment, slippery surface, unanchored goalpost, the coach must:

- Control the hazard immediately if safe to do so. For example, remove broken equipment and cordon off an area.
- Warn others of the hazard.
- Immediately notify the designated person through the quickest means possible. For example, phone call, urgent text.

For non-immediate hazards or ongoing concerns, complete the organisation's formal hazard report form/system. This includes:

- Clear description of the hazard.
- Location and date of identification.
- Potential risks associated with the hazard.
- Any actions taken to control them.
- Suggestions for permanent control measures. (if applicable)

Step 1

Before the inspection

Make sure you have the **Pre-game Inspection Checklist** ready. You will find this checklist in your *SIRXWHS001Work Performance Booklet*.

- o Read through the Pre-game Inspection checklist.
- o Read through your work policies and procedures (as outlined above).
- o Read the information about your work scenario and workplace.

The work scenario

It's game day for your sport and your manager has asked you to arrive one hour early to conduct a pre-session check to inspect the indoor facilities, equipment, and outdoor playing area, using the checklist provided by your workplace.

The workplace

The workplace is an outdoor grassed sporting field that will play host to participants, umpires and sideline spectators. The sport is played using equipment including balls, goal posts, flags. The umpires, coaching staff and participants

have access to the wider environment that includes changing rooms, with lockers and showers, a break room with refreshments served at half time and post-game. The public areas that family friend and spectators have access to include water fountain/bubblers, a canteen and public toilets.

Make sure your assessor is ready to observe you and is prepared to act in the role of your manager before proceeding!

Step 2

Conducting the inspection

Your role, head sports coach: Your assessor will be observing you carry out this inspection working in your role of the head sports coach. This requires you to follow your work procedures as provided above whilst being thorough and efficient as you work through each section of the checklist.

Your manager: Your assessor is also working in the role of your manager who has asked you to perform this task. You can verbally interact with them, from time to time, if you need to as it may be required in your work procedures.

Tip: if you find a hazard or other area of concern, you need to take action and report it in line with your workplace procedures.

Step 3

Submit the inspection checklist

Once you have finished filling in all sections of the inspection checklist, sign it and submit it for your assessor to review and mark.

Submission requirements – Part A

As the trainer/assessor, you must observe the students' performance throughout the task.

Students must also submit the following as evidence:

1. Fully completed Pre-game Inspection checklist.

As the trainer/assessor, you are required to complete for each student the provided observation checklist in their Work Performance Booklet as evidence of their demonstration and submission, marking and feedback.

END OF PART A

Assessment Task 1, Part B: Sporting equipment maintenance

For this part of the task the student is required to perform a practical demonstration where they will be carrying out some maintenance on items of sports equipment.

Students must demonstrate that they can:

- o Attend the workplace (sporting environment) and follow the safe work procedures for performing equipment maintenance.
- o Select the correct resources and equipment that is required to carry out the maintenance.
- o Use appropriate and safe techniques to perform the maintenance.
- o Store equipment safely and securely in the designated area.
- o Record information about equipment maintenance, including any that is damaged, needs repair, or that requires replacing.

You will be observing the students complete the task to demonstrate a satisfactory performance. They will also be submitting written work for marking. The *SIRXWHS001 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor advice for set up: The equipment to be maintained is a number of sports balls that are to be located in a safe storage area of a sporting facility.

You will need to ensure the student has access to:

- more than one ball that needs to be inflated
- at least one ball that needs repair or replacement (you can simulate this if required by sticking a piece of coloured tape on a ball to pretend is damaged, faulty or unsafe in some way)
- a large hand or foot pump with a pressure gauge, or
- a small electric pump with a pressure gauge
- an inflation needle to insert into the valve
- water or glycerine to lubricate the needle
- protective eyewear.

Assessor role: As the one person who is present during the task, you will ideally play the role of the coach's 'manager' on site who has asked them to carry out the maintenance task. In this role you may be asked some questions and the student must also verbally report any urgent safety concerns that they have as a result of the equipment maintenance task.

Trainer/Assessor note if considering contextualised variations to this task:

This part of the task is written for the purpose of performing maintenance on sporting balls as the chosen equipment. The specific maintenance task is to safely inflate the air in the balls to the correct pressure. This does allow for minor contextual changes to suit a chosen ball sport, such as, inserting the words, 'Soccer', 'AFL', 'Rugby', 'Volleyball', 'Netball' or similar.

There is also some scope to swap out the task to different sports equipment. Note: If you choose to do this it will require more changes, especially to the safe work procedures and additional verbal instruction from you for the students. It is also important to note that you cannot change or remove any of the required areas of performance from the observation/marking checklist as these are written to specifically cover the unit of competency requirements!

If you choose to proceed with the task as designed, just guide your students through the instructions provided below.

The students have been provided with the following instructions for this part:

Task instructions – Part B

For this part, you must demonstrate your ability to follow your safe work procedures to carry out some maintenance on items of sports equipment.

Your trainer/assessor is responsible for checking that the work area and equipment is suitable and already set-up for you to safely perform the task.

The work demonstration should take approximately 10, but no longer than 15 minutes.

Your job role

You are an assistant coach for an outdoor ball sport. You have 18 months of experience in this role. Working in this role you have a duty of care to follow all safe work policies and procedures as implemented your employer (the sporting organisation)

Your work policies and procedures

There are specific work procedures that you must follow for working safely in your workplace, which in this case is a sporting environment.

These safe work policies and corresponding procedures are in place for you to follow - in order to keep yourself and all others healthy and safe at all times.

Your policies and procedures, *as extracted from your work documentation*, include:

Safe work Procedure for inflating a sports ball

The primary risks of sports ball inflation are in damage to the ball itself and harm to the players using it later. There are also a few safety risks for the person doing the inflating, especially when using the wrong equipment or technique.

To summarise, there are three main concerns when inflating a sporting ball that revolve around:

1. Overinflation.
2. Damage to the ball's valve.
3. Risks for the person inflating the ball.

Overinflation

Inflating a ball (soccer, basketball, volleyball, rugby, AFL football, etc.) beyond its recommended pressure (PSI) can pose several risks:

- Increased risk of player injuries - An overinflated ball becomes excessively hard.
- Impact injuries - Increased firmness can lead to harsher impacts on a player's body, especially during heading in soccer or catching/receiving hard passes in other sports. For example, studies on soccer balls show that higher pressure significantly increases the acceleration of a player's head during a header, potentially raising the risk of head injury.
- Joint/muscle strains - The harder, less yielding surface can increase the force transmitted on impact when kicking, striking, or catching the ball, potentially contributing to joint or muscle strain.
- Risk of ball rupture - Pumping too much air can stress the ball's bladder and outer materials beyond their limit, increasing the chance of the ball 'popping' or rupturing, which could cause a sudden loud noise or a small shock/injury if it happens during play or close to a person.
- Poor ball performance - An overinflated ball will bounce unnaturally and become difficult to control, negatively affecting the game and a player's ability to execute skills correctly. For example, overinflating a rugby ball can permanently deform its shape, ruining its flight path and grip.

Damage to the ball's valve

Using the wrong tools or technique can also lead to issues. Valve damage and other issues can result from:

- Improper Insertion - Inserting the inflation needle too quickly, forcefully, or at an angle can damage the ball's air valve or puncture the internal bladder, leading to a leak and rendering the ball unusable.
- Lack of lubrication - Inserting a dry needle is more likely to damage the valve. Lubricating the needle with water, or a specific valve oil/glycerol before insertion is essential.
- Wrong needle size/type - Using an incorrect needle for the specific ball type can damage the valve.
- Using high-pressure pumps - Using pumps designed for car tyres or other high-pressure applications (like those found at a petrol station) without a proper pressure gauge is dangerous. These deliver air very quickly and at high volume, making it easy to overinflate and rupture the ball before a manual or automatic cutoff can react.

- No pressure gauge: Pumping up a ball by only "feel" can easily result in overinflation. Using a specific ball pressure gauge is the safest way to ensure the ball is inflated to the manufacturer's recommended PSI, which is often printed near the valve.

Risks for the person inflating the ball

1. Risk of injury from a bursting ball

The most dramatic, though rare, risk is that the ball ruptures or bursts due to extreme overinflation. Effects can be:

- Noise/startle - A bursting ball, especially one with a high PSI like a volleyball or an overinflated soccer ball, will make a loud noise that could startle the person inflating it.
- Minor impact - In a worst-case scenario, the force of the sudden release of pressure might cause a quick impact with the person's hands or face, but for standard sporting balls (soccer, basketball, etc.), this is unlikely to cause serious injury. The risk is more significant with large, high-pressure items like exercise/stability balls, which have a much larger volume of air and have been known to cause serious injuries when they rupture.

How to mitigate:

- o Use a gauge: Always use a pressure gauge to ensure you do not exceed the manufacturer's recommended PSI.
- o Do not use tyre compressors: Avoid using high-volume, high-pressure pumps (like those at a petrol station for car tyres) as they can overinflate a ball to a rupture point very quickly.

2. Physical strain from a hand pump

If you are inflating multiple balls with a manual hand or foot pump, the repetitive action and force required can lead to minor physical strain, such as:

- Hand/wrist fatigue - Pumping many balls can cause fatigue or strain in the hands, wrists, and arms.
- Back/shoulder strain - Using a large hand or foot pump, especially when done with poor posture, can lead to back or shoulder discomfort.

How to mitigate:

- o Use proper technique: Maintain good posture or use a small electric pump for large quantities of balls.

3. Needle-related injuries

Handling the sharp inflation needle introduces a minor risk of injury, such as:

- Needle stick - Careless handling or insertion of the needle into the valve could result in accidentally poking your finger or hand.
- Eye injury - Although rare, an incorrectly seated or bent needle could potentially snap or fly out under pressure.

How to mitigate:

- o Handle with care: Always insert the needle slowly, straight, and with caution.
- o Lubricate: Use water or glycerine on the needle to ensure smooth insertion, which protects both the valve and helps guide the needle safely.

Inflation procedure

1. Wear closed toe shoes before accessing the work area.
2. Put on eye protection.
3. Use a manual or small electric pump that has a pressure gauge.
4. Insert the inflation needle slowly, straight, and with caution.
5. Be aware of posture to prevent strain injury.
6. Slowly inflate ball to the recommended PSI (which is typically printed on the ball near the valve).
7. Store inflated balls and inflation equipment safely and securely in the designated areas.
8. Remove from use, any unsafe sports or inflation equipment. Report unsafe items to a manager for attention.
9. Complete the maintenance log, recording any items of equipment that are in need of repair or replacement.

Step 1

Before carrying out the maintenance

Make sure you have the **Maintenance log sheet** ready. You will find this document in your *SIRXWHS001 Work Performance Booklet*.

- o Read through your work policies and procedures (as outlined above).
- o Read the information about your work scenario and workplace.
- o Look through the Maintenance log sheet so you understand how to fill it in.

The work scenario

It's the beginning of a new playing season and your manager has asked you to carry out some equipment maintenance. They have identified a batch of sports balls that are in the storage area that need to be inflated to the correct pressure and checked for wear, faults and imperfections. Reportable issues that may affect the safe use of the balls will be dependent upon the type of the balls and can include uneven surface, bubbles, leaky valve, stitching unravelling, etc.

The workplace

The workplace is a storage area of a sporting facility. The balls you will be inflating and checking are typically stored where they are restrained/secured so that they cannot roll out and become a trip hazard.

You will have access to either a hand pump with a pressure gauge, a foot pump with a pressure gauge or a small electric pump with a pressure gauge.

Step 2

Carrying out the maintenance

Your role, assistant coach: Your assessor will be observing you carry out the equipment maintenance in your role of assistant coach. This requires you to follow your work procedures as provided above whilst taking care to work safely as you do so.

Your manager: Your assessor is also working in the role of your manager who has asked you to perform this task. You can verbally interact with them, from time to time, if you need to as it may be required in your work procedures.

Tip: if you find a hazard or other area of concern, you need to take action and report it in line with your workplace procedures.

Step 3

Submit the maintenance log sheet

Once you have finished filling in all sections of the maintenance log sheet, sign it and submit it for your assessor to review and mark.

Submission requirements – Part B

As the trainer/assessor, you must observe the students' performance throughout the task.

Students must also submit the following as evidence:

1. Fully completed Equipment maintenance log sheet.

As the trainer/assessor, you are required to complete for each student the provided observation checklist in their Work Performance Booklet as evidence of their demonstration and submission, marking and feedback.

END OF PART B

Assessment Task 1, Part C: Clean up chemical spill

For this part of the task the student is required to perform a practical demonstration where they will be undertaking the clean-up of a chemical spill.

Students must demonstrate that they can:

- o Attend the workplace (sporting environment) and follow the safe work procedures for cleaning up a chemical spill.
- o Select and use the correct resources and equipment that is required to carry out the clean-up.
- o Use appropriate and safe techniques to perform the clean-up.
- o Store the collected chemical material safely until it can be disposed of properly.
- o Record information about the incident, safety concerns, actions taken and suggestions for improvement/prevention.

You will be observing the students complete the task to demonstrate a satisfactory performance. They will also be submitting written work for marking. The *SIRXWHS001 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor advice for set up: The chemical spill to be cleaned up is a quantity (about 1 Cup) of dry powder chlorine. The 'spill' is located in close proximity to the change rooms alongside a heated indoor swimming pool. For this demonstration, this setting and the chlorine itself can both be simulated to replicate it as a realistic scenario. To simulate the key characteristics of granular pool chlorine (a white, fine, particulate solid that is easily swept and is water-soluble), a few excellent, cheap, and non-hazardous substitutes to consider are outlined in the following table:

Substitute	Why it works	Key practice points for simulations	Cost/Availability
Baking Soda (Sodium Bicarbonate)	It's a fine, white, inexpensive powder that looks very similar to many granular chlorine products. It's completely non-toxic and water-soluble (mimicking the dilution method).	<ul style="list-style-type: none">▪ Sweeping - Easily swept up without creating excessive dust (when careful).▪ Dilution - Dissolves completely when a hose is used.	Very cheap, easily available in bulk.
Table Salt (Fine granules)	It has a very similar granular/crystalline texture to some chlorine products like Dichlor. It's safe and dissolves easily.	<ul style="list-style-type: none">▪ Granular control - Simulates the need to use a scoop/shovel to collect large spills without crushing the granules.▪ Dilution - Dissolves completely when rinsed.	Very cheap, easily available.
Sugar (Granulated)	Similar size and colour to chlorine granules, and also water-soluble.	<ul style="list-style-type: none">▪ Visibility and sweeping - Clearly visible on dark surfaces and sweeps up similarly to fine granules.	Cheap, easily available.
White Sand (Fine play sand)	Whilst not water-soluble, it has a dusty quality and can simulate the need to 'contain' and 'collect' a dry powder carefully.	<ul style="list-style-type: none">▪ Dry collection - Best for practicing careful sweeping with a broom and dustpan to avoid kick-up.▪ Containment - Can be used with absorbents (like kitty litter) if you want to practice a full chemical spill response with an absorbent powder.	Cheap, available at hardware stores.

You will also need to ensure the student has access to:

- PPE, including protective goggles, face mask and rubber gloves
- Protective apron (for students that are not wearing long pants)
- A cautionary sign to cordon off the area during clean up
- Metal or plastic brush and shovel set
- Cleaning cloth
- Clean container or bucket with a lid
- Marker pen or sticky label.

TIP: To make the demonstration more realistic, create the 'spill' on a dark-coloured surface (like a black rubber mat or concrete patio) so the spilled white powder is highly visible. Provide clean, dedicated equipment for the clean up to reinforce the "do not contaminate" rule. (It is expected that the student will follow the option B in their procedures to perform the dry collection method and follow steps 1-4)

Assessor role: As the one person who is present during the task, you will ideally play the role of the coach's 'supervisor' on site who has asked them to carry out the clean-up task. In this role you may be asked some questions and the student must also verbally report any urgent safety concerns that they have as a result of the clean-up and disposal task.

The students have been provided with the following instructions for this part:

Task instructions – Part C

For this part, you must demonstrate your ability to follow your safe work procedures to undertake the clean-up of a chemical spill.

Your trainer/assessor is responsible for checking that the work area and equipment is suitable and already set-up for you to safely perform the task.

The work demonstration should take approximately 10, but no longer than 15 minutes.

Your job role

You are an assistant coach for a water sport. You have 12 months of experience in this role. Working in this role you have a duty of care to follow all safe work policies and procedures as implemented your employer (the sporting organisation)

Your work policies and procedures

There are specific work procedures that you must follow for working safely in your workplace, which in this case is a water sports environment.

These safe work policies and corresponding procedures are in place for you to follow - in order to keep yourself and all others healthy and safe at all times.

Your policies and procedures, as extracted from your work documentation, include:

Safe work Procedure for clean-up of chemical spill: Dry powdered or granulated chlorine

Cleaning up spilled granular or powdered pool chlorine (such as Calcium Hypochlorite or Dichlor) requires caution due to the chemical's corrosive, oxidising, and potentially reactive nature.

The safest cleanup procedure depends on the amount spilled and the location.

1. Safety first: Gear up!

Before attempting any cleanup, put on the following Personal Protective Equipment (PPE):

- Eye protection - Chemical splash goggles (essential).
- Gloves - Chemical-resistant gloves (e.g., thick rubber or neoprene).
- Clothing - Long sleeves and pants, or a chemical apron, and closed-toe shoes to protect your skin.
- Respiratory protection - If the spill is large or the area is poorly ventilated, wear a dust mask or respirator rated for fine particles to avoid inhaling the corrosive dust.
- Isolate the hazardous zone - Cordon off the area with safety signage.

2. General cleanup procedures (Small spills)

For small spills (a few handfuls) on an outdoor patio or concrete area, the easiest and safest method is usually dilution with a large amount of water.

Option A: Immediate dilution (Recommended for outdoor concrete/patios)

- Step 1. Stop the spill - Secure the original container and move any other chemicals away from the area.
- Step 2. Dilute heavily - Use a garden hose to thoroughly 'flood' the spilled area with a large volume of water. The goal is to immediately dissolve and dilute the chlorine until it is washed away. *Caution: Be aware that this process creates a highly concentrated bleach solution that may discolour or kill vegetation (like grass) and can corrode some metal surfaces.*
- Step 3. Rinse thoroughly - Continue rinsing until all visible granules are gone and the solution is highly diluted.

Option B: Dry collection (Best for indoors or sensitive areas)

If the spill is indoors, or on a surface where water runoff is a problem, use dry collection:

- Step 1. Ventilate - Open doors and windows to air out the area.
- Step 2. Sweep carefully - Using a clean, dry plastic or metal shovel/scoop and a brush, carefully sweep up the bulk of the material.

DO NOT use a vacuum cleaner (especially a wet/dry vac) as the chlorine can react with debris inside the vacuum and cause a fire or explosion.

DO NOT use combustible materials like sawdust for cleanup, as they can react with the chlorine.

- Step 3. Place in a container - Put the collected chlorine into its original container or a clean, dry plastic bucket with a lid. Label the container. Store it safely until you can dispose of it properly.

DO NOT seal the lid tightly, as a pressure buildup is possible.

- Step 4. Decontaminate - Wipe the cleanup area with a damp cloth and then thoroughly rinse the cloth, brush and shovel you used.
- Step 5. Dissolve and dispose - The safest way to ultimately dispose of the collected material is to dissolve it completely in a large quantity of water (e.g., a 20 litre bucket) and then add the highly diluted solution directly into your pool. If the material is contaminated or you are unsure, you will need to take it to a Household Hazardous Waste facility (see below).

3. Important DON'T's for Chlorine spills

- DO NOT put powdered chlorine in general waste bins.
- DO NOT pour it down a drain or toilet.
- DO NOT mix it with other chemicals or organic waste, as this can cause dangerous reactions.
- DO NOT mix chlorine powder with ANY other chemical, especially acids (like muriatic acid or pool pH decriaser), ammonia, oil, fuel, or other organic matter. This can cause the release of highly toxic gas, fire, or explosion.
- DO NOT rinse it down a storm drain, sewer drain, or street gutter, as this can contaminate the public water system or local environment.
- DO NOT vacuum the dry powder with a regular vacuum cleaner or shop vac.

4. Handling major spills or unsure of disposal

If the spill is very large (more than a few hundred grams), has mixed with any other substance, or if you are not comfortable handling it:

- For a 24/7 response to a hazardous materials emergency in Victoria, call the Vic Emergency Hotline at 1800 226 226.
- Call WorkSafe Victoria: Contact the WorkSafe Advisory service on 1800 136 089 for advice on hazardous substance issues during business hours.
- Call the emergency number (000 in Australia) or the non-emergency fire department number for advice and assistance.

Household Hazardous Waste facilities

You can find drop off locations on the Sustainability Victoria website or check with the local council for permanent hazardous waste collection sites, which may be available at community recycling centres or other facilities.

Step 1

Before undertaking the clean up

Make sure you have the **Incident report form** ready. You will find this document in your *SIRXWHS001 Work Performance Booklet*.

- Read through your work policies and procedures (as outlined above).
- Read the information about your work scenario and workplace.
- Look through the Incident report form so you understand how to fill it in.

The work scenario

Your supervisor has just asked you to undertake an urgent clean-up of a dry pool/spa chlorine product that has just been knocked over near the changerooms adjacent to the pool.

The workplace

The workplace is an indoor heated swimming pool with amenities such as locker rooms, change rooms with showers and toilets that are located in reasonably close proximity to the pool.

You will have access to some items of PPE as well as clean up equipment and tools.

Step 2

Undertaking the clean-up

Your role, assistant coach: Your assessor will be observing you clean up the chemical spill in your role of assistant coach. This requires you to follow your safe work procedures as provided above whilst taking care to work safely as you do so.

Your supervisor: Your assessor is also working in the role of your supervisor who has asked you to perform this task. You can verbally interact with them, from time to time, if you need to as it may be required in your work procedures.

Tip: A chemical spill can be classed as a reportable incident, so you'll need to take action and report it in line with your workplace procedures.

Step 3

Submit the incident report form

Once you have finished filling in all sections of the incident report form, sign it and submit it for your assessor to review and mark.

Submission requirements – Part C

As the trainer/assessor, you must observe the students' performance throughout the task.

Students must also submit the following as evidence:

1. Fully completed Incident report form.

As the trainer/assessor, you are required to complete for each student the provided observation checklist in their Work Performance Booklet as evidence of their demonstration and submission, marking and feedback.

END OF PART C

Assessment Task 1, Part D: Emergency evacuation response

For this part of the task the students are required to take part in a role play where they will demonstrate their ability to react appropriately and safely in the event of an emergency evacuation in the workplace.

Students must demonstrate that they can:

- o Follow emergency warning advice and take a leadership role in an emergency evacuation.
- o Evacuate immediately and efficiently, whilst prioritising safety.
- o Check the areas for all participants to be evacuated.
- o Guide participants, providing assistance when necessary and assemble at the designated point.
- o Record information about the incident, safety concerns, actions taken and suggestions for improvement/prevention.

You will be observing the students complete the task to demonstrate a satisfactory performance. They will also be submitting written work for marking. The *SIRXWHS001 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor advice for set up: The area to be evacuated is an indoor swimming pool. You will need to simulate this workplace setting.

You will need to ensure the student has access to:

- An emergency evacuation diagram on site (it must have an assembly point on it)
- A dedicated area as the assembly point.
- Three more people to play the role of the participants that must be safely evacuated.

Assessor role: In this role play you are the 'Facilities manager'. When there is an emergency event at this workplace, you also automatically assume the duty of 'designated incident controller'. Both you and the Head coach have just arrived very early to start the work day, and there are there are 3 early bird participants who have also just arrived at the pool. You have just seen down the side of the building that the large metal dump master is smouldering, and some small flames are coming out the top! You suspect it is from the cleaners who just left, they must have thrown out a broken container of chlorine and it has reacted with organic matter that was in the bin from the canteen from the night before. You have to alert every one of the dangers and initiate an emergency evacuation. Your main support person to help you evacuate everyone safely is the head coach, so kick off the role play by giving them clear, concise instructions to commence an evacuation. You can also let them know that you will be immediately calling triple zero whilst they are helping everyone get out.

NOTE: At the end of the evacuation, the Head coach must also verbally report to you post event, for a de-brief to discuss how it went.

There are no set scripts for the 3 participant role players to follow, you just need to brief these 3 participants on what they need to do. You can improvise and keep changing their acting notes if desired.

(This is also a good idea for adding authenticity to each role play so that the students are not all copying the same process).

Examples for role players:

- One can be asked to try and go back inside to retrieve their phone. (this is not safe to do)
- One can be asked to act very frightened and confused.
- One can be asked to act like they are unsteady or need assistance with moving/walking.

Trainer/Assessor note if considering contextualised variations to this task:

This part of the task is written for the purpose of conducting an emergency evacuation in response to the threat of a small fire spreading.

There is scope to swap out the evacuation response to a different scenario if you wish. Note: If you choose to do this it may require changes to the EAP procedures and additional verbal instruction from you for the students.

It is also important to note that you cannot change or remove any of the required areas of performance from the observation/marking checklist as these are written to specifically cover the unit of competency requirements!

If you choose to proceed with the task as designed, just guide your students through the instructions provided below.

The students have been provided with the following instructions for this part:

Task instructions – Part D

For this part of the task, you will be working in a leadership role as you follow procedures during an emergency evacuation in the workplace.

This meeting is a role play with 5 people, including yourself.

Roles:

1. You, Head Coach – you can use your own name, so be sure to introduce yourself.
2. Facilities manager – to be played by your assessor.
3. Participant 1 – to be played by a classmate or another nominated person.
4. Participant 2 – to be played by a classmate or another nominated person.
5. Participant 3 – to be played by a classmate or another nominated person.

This role play will move along very quickly, so be prepared to listen to instructions, ask questions if anything is not clear and try to remain professional and calm as you help others.

Your job role

You are the head coach for an indoor water sport. You have over 2 years of experience in this role. Working in this role you have a duty of care to follow all safe work policies and procedures as implemented your employer (the sporting organisation)

Your work policies and procedures

There are specific work procedures that you must follow for working safely in your workplace, which in this case is a water sports environment.

These safe work policies and corresponding procedures are in place for you to follow - in order to keep yourself and all others healthy and safe at all times.

Your policies and procedures, *as extracted from your work documentation*, include:

Procedure for emergency evacuation response: Head coach

There are potential triggers that require an immediate evacuation response from the workplace (sporting environment). Such triggers can include:

- o Fire: Smoke, flames, or a fire alarm activation.
- o Gas leak/Hazardous substance spill: Strong unusual odours, visible fumes, or notification of a spill.
- o Structural damage: Cracks, collapses, or instability in buildings or apparatus such as, a grandstand or gymnasium roof.
- o Severe weather: Imminent lightning strike, cyclone warning, severe hailstorm, or flash flooding.
- o Security threat: Active threat, bomb threat, or other security alerts.
- o Widespread medical emergency: A situation affecting multiple people that requires the area to be cleared. For example, carbon monoxide poisoning, mass allergic reaction.

EMERGENCY ACTION PLAN (EAP) for an evacuation

Immediate actions ("Evacuate, Alert, Assemble")

Evacuate immediately

- The absolute priority is to get everyone to safety. Do not allow participants to collect personal belongings (bags, phones, water bottles) unless it is safe to do so and does not delay evacuation.
- Shout clear, calm, and concise instructions: "Evacuate! Everyone out now! Follow me!" or "Emergency! Everyone to the assembly point!"
- Guide participants to the nearest safe and clear exit route. As the Coach, you should be familiar with multiple exit paths from your training area.
- Provide immediate assistance to anyone with mobility issues, injuries, or those who may be distressed or confused.

Do not leave anyone behind!

Alert others / Raise the alarm

Immediately notify the designated club/organisation management or emergency contact person about the evacuation and the nature of the emergency.

- If the emergency is not already known to emergency services, you must call 000 once people are safely evacuating, or if it's safe to do so. Provide clear details (What, Where, Who, How, What's being done)

Activate any alarms if safe and appropriate to do so.

Assemble at designated point

Emergency evacuation diagrams that are located on site provide the corresponding assembly points. As the coach it is your responsibility to look for, read and understand these diagrams for each of the venues you work at.

- Guide everyone to the pre-determined, safe assembly point(s) away from the building or hazard.
- Maintain order by keeping the group together and encouraging them to remain calm.

Prevent anyone from re-entering the danger zone.

Coach's role (Sweeping and leading)

Depending on the layout and your position, you may lead the group out or sweep through the area to ensure no one is left behind. For example, checking locker rooms and bathrooms. This must be done quickly and safely.

- Headcount: Once at the assembly point, immediately conduct a headcount of all participants (athletes, assistant coaches, volunteers, etc.) who were under their supervision. Compare this to a pre-existing attendance list if available.
- Report missing persons: If anyone is unaccounted for, immediately report this to the designated Incident Controller as per the EAP. This could be a senior club official, emergency services personnel on site or other as identified, providing your name and last known location.

Do NOT re-enter the building to search!

Liaison with Emergency Services

A designated incident controller (the facilities manager) should meet emergency services upon arrival to provide them with crucial information:

- Nature of the emergency.
- Confirmation that an evacuation has occurred.
- Number of people evacuated and accounted for.
- Details of any missing persons and their last known location.
- Layout of the facility and any known hazards.

As the Coach, you should be prepared to provide your headcount and any relevant observations to this designated liaison.

Control and reassurance

Keep the group calm and together at the assembly point.

- Reassure participants, especially children, that help is on the way and they are safe.
- Prevent anyone from leaving the assembly point until given the all-clear by emergency services or the designated Incident Controller.

Post-Evacuation Procedures

Remain at assembly point

- Do not leave the assembly point until an official "all clear" is given by emergency services or the designated Incident Controller.
- Do not re-enter the evacuated area for any reason unless explicitly instructed and accompanied by emergency personnel.

Further instructions

Listen carefully for further instructions from emergency services or the Incident Controller regarding next steps. For example, returning to the facility, moving to an alternative safe location, contacting parents and carers.

Step 1

Before undertaking the emergency evacuation

Make sure you have the **Incident report form** ready. You will find this document in your *SIRXWHS001 Work Performance Booklet*.

- o Look at the emergency evacuation diagram that shows the exits and assembly points. Ask questions if you need guidance on this)
- o Read through your work policies and procedures which includes the Emergency Action Plan (EAP) as outlined above.
- o Read the information about your work scenario and workplace.
- o Look through the Incident report form so you understand how to fill it in.

The work scenario

It's very, very early in the morning (still dark outside) and you and the facilities manager have both arrived at the indoor heated pool to start work for the day. A team of two contract cleaners have just left to go off to their next job. The facilities manager

The workplace

The workplace is an indoor heated swimming pool with amenities such as locker rooms, change rooms with showers and toilets that are located in reasonably close proximity to the pool.

At the current time there are five persons in the building, yourself, the facilities manager and three swimming participants who have just arrived.

Make sure your assessor is ready to observe you and has briefed the other role player prior to starting.

Step 2

Undertaking the emergency evacuation

Your role, head coach: Your assessor will be observing you in your role of head coach. This requires you to follow the emergency response procedures and EAP as provided above, whilst meeting the inherent leadership responsibilities as you do so.

The facilities manager: Your assessor is also working in the role of the manager of the swimming facility who has asked you to evacuate immediately. In an emergency, they assume the role of 'Designated incident controller'. You must listen to their instructions and can also verbally interact with them, from time to time, if you need to as it may be required in your work procedures.

TIP: Post emergency debrief - Be prepared to participate in a quick verbal debrief with the facilities manager as soon as practical after the emergency event.

Step 3

Submit the incident report form

Once you have finished filling in all sections of the incident report form, sign it and submit it for your assessor to review and mark.

Submission requirements – Part D

As the trainer/assessor, you must observe the students' performance throughout the task.

Students must also submit the following as evidence:

1. Fully completed Incident report form.

As the trainer/assessor, you are required to complete for each student the provided observation checklist in their Work Performance Booklet as evidence of their demonstration and submission, marking and feedback.

END OF PART D

END OF TASK 1

Assessment Task 2

Written Task – Question and Answer

This is an assessment of the knowledge gained throughout the training of this unit.

In this assessment task students are required to read the questions and either; select the one (1) correct answer from a number of alternatives or write in the correct answer in the spaces provided.

The students must be deemed 'Satisfactory' or 'Not Satisfactory' for each question they have answered. Students that complete this assessment task in written form will have a mark awarded to their answer to provide a differentiation across the class at the conclusion of the assessment task (trainer discretion required).

Required resources – Hard copy assessment

- Pens
- Assessment task and relevant materials to complete the task
- Assessment instructions

Conditions of Assessment

- This is a closed book assessment and is designed to take no longer than 60 minutes to complete. This assessment is to be completed by students in front of the trainer/assessor in a classroom environment.
- For a student's performance to be deemed satisfactory in this assessment task, they must provide a satisfactory response to every question. If part of this task is not satisfactorily completed, students may be asked to complete further assessment to demonstrate competence.
- Assistance may be provided to the student from you, the trainer/assessor, however the academic integrity of the assessment must be maintained to ensure that the work is authentically the students own.
- Students will be provided feedback on their submitted answers by you their trainer/assessor, this could be after each question answered or in the space provided at the end of the task. Advise each student of the questions that they must re-attempt a later date to demonstrate a satisfactory result.
- Students have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal. Students must follow the instructions in the student handbook regarding this.
- Assessors are to use the corresponding answer guide for marking guide for all responses.

END OF TASK 2