

CPCCLRG4001

Licence to perform rigging advanced level

Language Literacy & Numeracy Requirements

This unit specifies the skills and knowledge required to safely perform advanced rigging work. Riggers use mechanical load shifting equipment and associated gear to move, place or secure loads, including plant, equipment or members of a building or structure. Riggers ensure the stability of those members and set up and dismantle cranes and hoists. This unit applies to rigging work involving:

- gin poles and shear legs
- flying foxes and cable ways
- guyed derricks and structures
- suspended scaffolds and fabricated hung scaffolds.

Assistance can be given to read questions to the participant if there are difficulties identified. The Assessor can write the answers without prompting and signed at the completion to indicate the process was done. No assistance can be given for the mathematics.

Please be aware that all high-risk unit of competency assessments must be conducted in English and the use of an interpreter is not permitted.

LLN Requirements

To complete this course, you will require the following LLN skills at a basic level:

- ***Learning skills*** to access, understand and apply workplace procedures and safe work practices including duty of care, task requirements, hazard identification and control; correct PPE selection, inspection and use of rigging equipment.
- ***Language skills*** to use and interpret vocabulary specific to rigging operations and workplace procedures to communicate with others workplace personnel, use non verbal feedback to support effective communication, and use relevant two way radio conventions.
- ***Literacy (reading) skills*** to interpret and apply documentation such as technical specifications, Australian Standards, legislative and regulatory requirements, operating manuals and manufacturer's specifications; workplace and emergency procedures; and workplace signage and labels such as data plates, information tags and out of service tags.
- ***Literacy (written) skills*** to accurately record and maintain information relating to rigging activities such as recording hazards and controls and completing prestart check sheets, logbooks, out of service tags and incident reports.
- ***Numeracy skills*** to interpret numerical information regarding selecting appropriate rigging equipment in accordance with load and workplace conditions; load weight assessment to ensure compliance with crane specifications; and controlling and monitoring instrument readings.
- ***Employment skills*** to safely identify unacceptable risk and selecting appropriate treatments.
- ***Self-management skills*** to implement risk controls and work with others.

Learner Support Services

We want all learners to have every opportunity to fully participate in and successfully complete their chosen course. To enable this, we will provide the following support services on request:

- Pre-enrolment materials (this handout)
- Learning materials in large print
- Contextualised skills practice and assessment scenarios to meet learner needs
- Consultation with Tom Price & Sons trainers and assessor
- Reasonable adjustment during assessment, and
- Limited language, literacy and numeracy support.

We also have an extensive directory of external support providers and can assist with referrals where necessary. A copy of this directory is available on request. The cost for any external support services is the responsibility of the learner. We will fully disclose any costs before referral. The learner has the right not to engage external support services.

Language Literacy & Numeracy Self-Assessment

Please complete the following self-assessment to help determine if you would like LLN assistance with this course.

Speaking and listening

- Sometimes I need to get help or I do not understand what is being said
- English is a second language and I have problems understanding and talking to people who talk fast
- I usually have no problem with speaking and listening
- I can speak and understand very well

Reading

- Sometimes I do not understand what I am reading and need to get help reading
- English is a second language and I have problems reading and understanding what I have read
- I usually have no problem with reading
- I can read very well

Writing

- I do not write very well; I need to get someone to write for me
- English is a second language and I have problems writing what I need to
- I usually have no problem with writing
- I can write very well

Mathematics

- I do not understand maths very well, I need to get someone to help me
- English is a second language and I have problems with mathematics
- I usually have no problem with maths
- I can understand maths very well

The information that follows is an example of the LLN foundation skills required to successfully complete this course. It should be used by you to determine whether you believe you can fulfil the requirements of the training and assessment. The answers to all questions are addressed in the training.

You are welcome to contact our office on 9726 0812 to discuss any concerns or issues you may have. We are committed to supporting all learners and will provide LLN assistance where identified.

Below are typical questions from the rigging written theory assessment.

Written (must be answered in English)

- What is the main difference between turnbuckles and rigging screws, and what is each one used for?
- What has a greater load bearing ability, shale or compacted sand?

Calculate the answer to the following question. You may use a calculator.

ADDITION

$36 + 97 = \underline{\hspace{2cm}}$

$77 + 66 = \underline{\hspace{2cm}}$

$47 + 99 = \underline{\hspace{2cm}}$

$55 + 39 = \underline{\hspace{2cm}}$

SUBTRACTION

$36 - 17 = \underline{\hspace{2cm}}$

$89 - 47 = \underline{\hspace{2cm}}$

$77 - 32 = \underline{\hspace{2cm}}$

$57 - 27 = \underline{\hspace{2cm}}$

MULTIPLICATION

$24 \times 37 = \underline{\hspace{2cm}}$

$77 \times 22 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

$23 \times 7 = \underline{\hspace{2cm}}$

DIVISION

$55 \div 4 = \underline{\hspace{2cm}}$

$108 \div 9 = \underline{\hspace{2cm}}$

$99 \div 5 = \underline{\hspace{2cm}}$

$59 \div 7 = \underline{\hspace{2cm}}$

DECIMALS

$74 \times 9.9 = \underline{\hspace{2cm}}$

$10.9 \times 9 = \underline{\hspace{2cm}}$

$6.8 \times 100 = \underline{\hspace{2cm}}$

$77.01 \times 10.10 = \underline{\hspace{2cm}}$

SQUARE ROOT

$\sqrt{25} = \underline{\hspace{2cm}}$

$\sqrt{4} = \underline{\hspace{2cm}}$

$\sqrt{444} = \underline{\hspace{2cm}}$

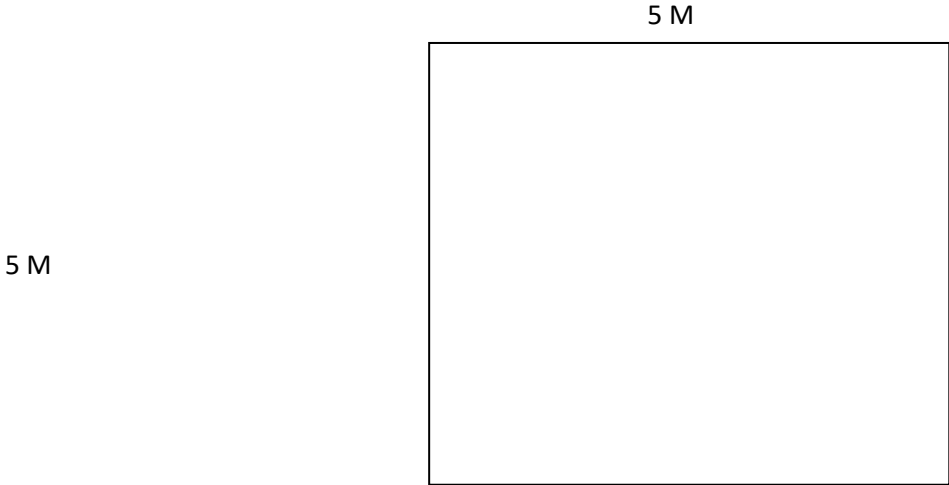
$\sqrt{789} = \underline{\hspace{2cm}}$

What is 25% of 400

Watermelons are \$2.45 each. How many watermelons can I buy for \$15?

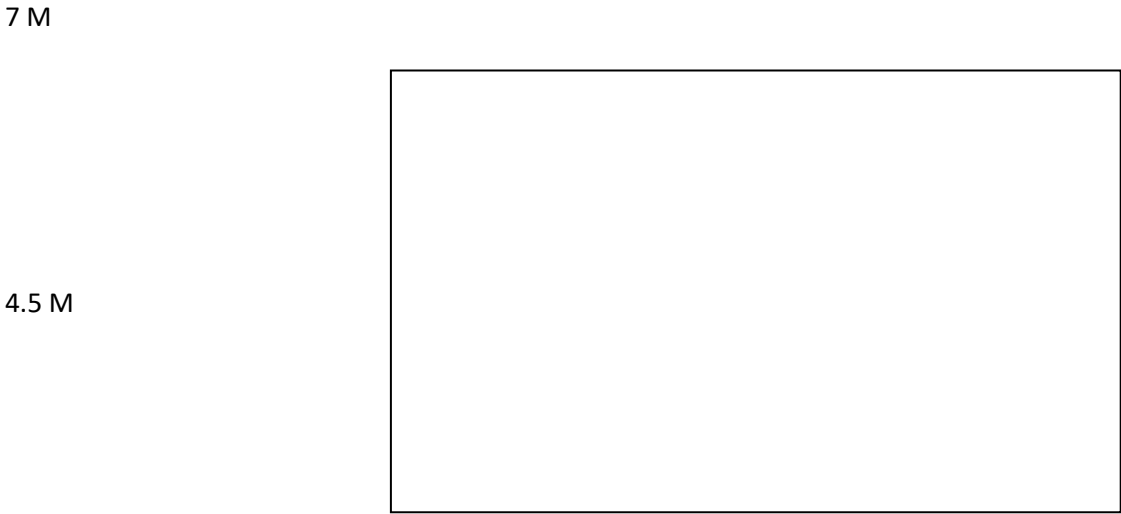
Area

What is the area of this concrete slab?



= _____ m²

What is the area of this steel plate?

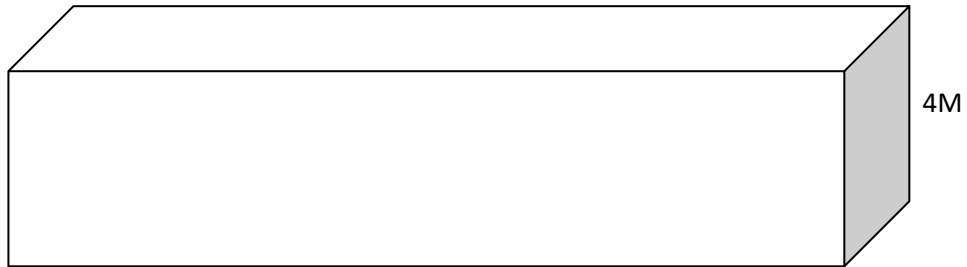


= _____ m²

What is the total volume of concrete required to fill this block

7 M

1 M



= _____ m³

If concrete weighs 2.4 tonnes per m³, how much does the block weigh

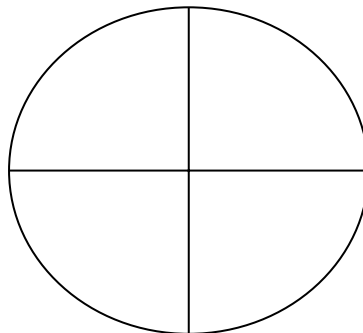
= _____ tonnes

radius = 3

$\pi = 3.147$

Circumference is $2 \pi r$ (or πd)

Area is πr^2



What is the area of the circle

= _____ m²

What is the diameter of the circle

= _____ m

What is the circumference of the circle

= _____ m

Read this incident and answer the questions at the completion

Near miss incident no 65

Location

Kitchen block upgrade, west end

Type of incident

Near miss pedestrian mobile equipment collision

Persons involved

Garry Lewis

Steve Penfold

Lane Clarke

Incident

15 March 2020, at 09.10

Garry Lewis reported that he had nearly been hit by a reversing skid steer loader.

He had been watching the loader moving buckets of sand from behind the barricade when he noticed that it was almost time for smoko.

He decided to take a short cut through the excavation to get to the crib room. The driver of the loader did not see Garry behind him until he was almost upon him and had to do a quick swerve and brake to avoid running him over. Garry had to make a jump for it and hurt his leg when he landed

Steve Penfold was driving the skid steer excavating a hole for the new entry area. He was working at his usual quick pace and had been for an hour or so. He was reversing about 9.15 with a full bucket and he became aware of movement behind him and when he looked over his shoulder, he saw a guy standing there. He slewed the unit sharply away and stopped immediately. The guy leapt to one side.

Lane Clarke did not see Garry until the skid steer was almost upon him because he walked from behind her. She signaled and yelled at the driver Steve to stop because there was not enough time to call on the radio. Steve was not looking at her so he didn't see her signaling. She also yelled at Garry to get out of the way, but he did not hear her because of the skid steer noise. He jumped out of the way but the skid steer had already stopped.

Garry thinks that Steve and Lane are responsible because they both should have seen him. He has been very shaken by the incident and has hurt his knee.

You are the investigator.

Compile the following information and write who is responsible and what you think should happen as a result of this near miss and a possible solution to ensure it does not happen again

Who are the persons involved	
When did it happen	
Where did it happen	
What do you think happened	
Why did it happen	

Investigators recommendations

If you feel you may have difficulty reading or interpreting such questions, please let us know prior to enrolment. The answers to all questions are addressed in the training.

I can understand these questions and will be able to answer them after training.
YES NO