# Skills Assessment – Follow Emergency Procedures

# Trainer & Assessor Marking Guide

**Event 3 of 3**

## Criteria

### Unit code, name and release number

MEM13014A - Apply principles of occupational health and safety in the work environment (1)

This unit sits in all the qualifications below. This assessment is not to be amended

### Qualification/Course code, name and release number

MEM30305 - Certificate III in Engineering - Fabrication Trade (4)

MEM30205 – Certificate III in Engineering – Mechanical Trade (3)

Amend the qualification box before distributing to the student. The information here should only contain the qualification the student is enrolled in.

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RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in the: [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

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## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a skill based assessment and will be assessing the student on their ability to demonstrate skills required in the unit.  This assessment is in 2 parts:   1. Practical 2. Observation Checklist   **Student must have received and understood TAFE evacuation procedures prior to undertaking this practical assessment**  The assessor is to act as the warden and be in control of the “mock” evacuation and prior to the assessment must:   * Inform security and relevant Campus staff of the activity to minimise disruptions   Model answers, sample responses or a criteria for each task or activity is provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct. However, if a student provides information other than indicated below, and in the professional opinion of the assessor it is appropriate and meets the intent of the question, it may be considered correct.  Complete the Observation Checklist for each task and activity and the Assessment Feedback to the student. Ensure you have taken a copy of the assessment prior to it being returned to the student.  The Assessment Feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Ensure the students name appears on the bottom of each page of the submitted assessment. |
| **About this marking guide** | The student’s response to each task or activity must contain the criteria indicated in this marking guide in order for their response to be correct.  All tasks and activities must be completed correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the skill required and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the task or activity sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Student must provide** | The student must have all the necessary PPE as required for the relevant workplace that the assessment tasks are being conducted in. Pens and writing instruments to complete written question answers. |
| **Assessor must provide** | **Task 1 – Follow Emergency Procedures**  A suitably equipped workshop environment for the purpose of performing a mock emergency evacuation.  **Task 2 – Identify and Use Emergency Equipment**  Fire Blanket – minimum size of 1 metre x 1 metre (AS/NZS3504:2006)  Rags – Sufficient quantity to form a pile approximately 500 mm in diameter and 300 mm high  Workshop setting with clear space away from machinery. This space is required to carry out the use of the fire blanket (under simulation) |
| **Due date/time allowed/venue** | Task 1 – 30 minutes  Task 2 – 30 minutes  *TBC* |

## Part 1: Practical

To complete this part of the assessment, the student is required to participate in a practical demonstration of how to complete a task or activity.

These practicals will be observed by you, or the student can digitally record them and submit them as evidence.

The student’s responses will be used as part of the overall evidence requirements of the unit.

You should refer to the list of criteria provided in the Observation Checklist to understand what skills the student is required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marking the student on.

Once completed the student is required to submit this assessment and the tasks and activities required to be completed to you for marking.

**Contingency Management:**

While undertaking this task a number of unforeseen circumstances may arise. As an assessor you have the opportunity to question each learner to gather an understanding of how the student will respond to these events. Below is table 2.0 with examples of possible questions.

The assessor also has the opportunity in the observation checklist to record other relevant questions and responses in the table “Table 8.0 Additional Questions”

|  |  |  |
| --- | --- | --- |
| Scenario | Assessors question | Acceptable students response |
| Power failure in workshop | What is the correct action in the case of power failure? | *Power failure may or may not impact on this assessment as only involves simulated tasks.*  *Lights going out in the workshop may mean that there is a lack of light to complete activity. Would need to talk to assessor about alternative lighting or moving to another area.*  *Would need to re-schedule assessment if lights went out and another alternative could not be found* |

**Task 1: Follow Emergency Procedures**

## Instructions

This event requires the student to participate in a “mock” emergency evacuation in a simulated work situation.

**Note 1:**

**Prior to undertaking the assessment, the assessor must inform campus personnel that may be affected/ interrupted by the “mock emergency evacuation”. These persons may include:**

* Security staff
* Section teaching staff
* Students from other classes or nearby sections

**Note 2:**

Due to the event being a “mock” evacuation, it is understood that **audible alarms may not be sounded and emergency services may not be contacted**

Students are to undertake the evacuation as per standard TAFE NSW Campus evacuation procedures.

**Scenario:**

The scenario is, a TAFE class grouphas been requested by their teacher to leave the classroom and proceed to the workshop facility to prepare for practical activities.The teacher will be detained for a few minutes, in the classroom, completing paperwork.

When the class group enter the workshop facility a strong smell of gas is apparent.

(PC3.1, RS10, RS12, RS14) In Table 1.0 below describe who, when and how an appropriate person should be contacted to deal with the pending emergency described in the scenario above.

|  |
| --- |
| Table 1.0 Identify Appropriate Personnel and Method of Contact |
| **Who should be contacted in this scenario?**  The teacher  A TAFE NSW staff member  TAFE NSW Security staff |
| **When should they be contacted and why?**  **When –** Immediately  **Why –** A Strong smell of gas is a dangerous situation that could cause fire, explosion or asphyxiation and needs to be acted on immediately |
| **What method would be used to contact the appropriate person?**  In person go to where the teacher/assessor was, a staff room or another classroom |

**Scenario – continued**

(PC3.2, PC3.3, PC2.2, RS11) A TAFE NSW representative has been informed of the scenario situation and initiated an emergency evacuation. The teacher/assessor will act as a warden (person in charge of the evacuation).

* The students will follow TAFE NSW campus emergency procedures to evacuate the building. The procedural steps are provided in Part 2 Observation Checklist of this assessment document.
* The warden is to identify and inform relevant personnel and emergency services of the situation

**Task 2: Identify and Use Emergency Equipment**

## Instructions

This event requires the student to participate in demonstration using emergency equipment in a simulated situation described in the scenario below.

**Scenario – Use Emergency Equipment**

A small fire situation will be simulated. The fire is the result of oily rags catching on fire in a workshop. The oily rags are in a pile on the floor, spreading approximately 500 millimetres in diameter and 300 millimetres high. The **rags will not be set alight** and will be in workshop space that has clear access and away from machinery.

The student will be required to simulate extinguishing the fire with a fire blanket. The fire blanket will be accessed from a place as advised by the assessor/teacher.

The student is required to follow the correct procedure to extinguish the fire. The procedural steps are provided in Part 2 Observation Checklist of this assessment document.

**Identify Emergency Equipment**

In the event of fire like the one described in the scenario above, a fire extinguisher could also be used to dowse the flames. In the workshop where the assessment tasks are being carried out, locate the available fire extinguishers and complete the details in Table 2.0 below.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 2.0 – Identify Emergency Equipment | | | |
| **Fire Extinguisher Type** | | **Number Available in Workshop** | **Fire Types Suitable For** |
| Powder Fire Extinguisher |  | Number available will vary locally | Class B – Flammable Liquids  Class E – Electrical energised equipment |
| Wet Chemical Fire Extinguisher |  | Number available will vary locally | Class A – Paper, textiles, wood, plastics, rubber  Class F – Cooking oils or fats |
| Water Fire Extinguisher |  | Number available will vary locally | Class A – Paper, textiles, wood, plastics, rubber |
| Foam Fire Extinguisher |  | Number available will vary locally | Class A – Paper, textiles, wood, plastics, rubber  Class B – Flammable Liquids |
| Carbon Dioxide (CO2) Fire Extinguisher |  | Number available will vary locally | Class B – Flammable Liquids  Class E – Electrical energised equipment |

## Part 2: Observation Checklist

The Observation Checklist will be used by you to mark the students’ performance in any of the previous three event types. Use this Checklist to understand what skills the student is required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marking the student on. All the criteria must be met. The student’s demonstration will be used as part of the overall evidence requirements of the unit. You may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed

| Item # | | Task Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- | --- |
| 1  (PC2.2, PC3.1, RS12) | **Identify Appropriate Personnel and Method of Contact**   * The student completes Table 1.0 | |  |  | **Date of Assessment:**     * *Refer to the completed sample benchmark response for Table 1.0 provided in the marking guide.* |
| 2  (PC3.2, 3.3, RS11, RS12, RS14) | **Follow emergency evacuation procedures**   * Emergency/threat is raised * Warden is identified * Evacuation commences * Student ceases work immediately * Facility is evacuated in an orderly manner * Nearest exits are used for evacuation * Students assemble at correct assembly point * Warden accounts for all personnel * Warden gives all clear to emergency services * Students remain at evacuation point for further instructions * After all clear given, students return to facility | |  |  | **Date of Assessment:**   * *Student ceases work immediately* * *Student evacuates Facility in an orderly manner* * *Student uses nearest exits for evacuation* * *Student assemble at correct assembly point* * *Student waits for Warden to account for all personnel* * *Student remains at evacuation point for further instructions* * *Student returns to facility after all clear is given* |
| 3  (PC1.5, PC1.8, RS5, RS8) | **Identify and Use Emergency Equipment**   * Take hold of the two (2) tabs and pull the blanket form its bag * Hold the tabs towards yourself and protect your hands * Walk slowly towards the fire, stretch out your arms in front of you using the blanket to protect yourself from the heat * Lower the blanket to the front base of the fire and then forward over the fire | |  |  | **Date of Assessment:**     * Student removes the blanket from it bag using two (2) hands * Student holds tabs towards them self and covers their hands * Student walks slowly towards the fire, with arms in front, using blanket for protection from heat * Student lowers blanket to the front of the fire and then forward over the fire.   Sources: [www.dfes.wa.gov.au](http://www.dfes.wa.gov.au)  [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)  [www.qfes.qld.gov.au](http://www.qfes.qld.gov.au) |
| 4  (PC1.8, RS8, RS12) | **Identify Emergency Equipment**   * Complete Table 2.0 | |  |  | **Date of Assessment:**   * Refer to the completed sample benchmark response for Table 2.0 provided in the marking guide. |