

Trainer Assessment and Mapping Guide  
Cluster 1 – Lead and manage teams  
BSB41415 Certificate IV in Work Health and Safety

This Workbook incorporates the following units:

BSBWHS408 Assist with effective WHS management of contractors  
BSBMGT502 Manage people performance

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This resource was written and developed by ATAR Design and contextualised and validated in conjunction with industry.

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## Units of competency

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

## Overview/Competency demonstration

This Workbook covers the following units of competency:

### BSBWHS408 Assist with effective WHS management of contractors

This unit describes the skills and knowledge required to assist with the work health and safety (WHS) management of contractors. The WHS management of contractors has a strong focus on compliance with WHS organisational and legislative requirements.

This unit applies to individuals who either work in organisations that are supplied with services by contractors or work in organisations that supply such services. It is only concerned with the supply of on-site services to workplaces. It does not cover outworkers or contractors who supply goods, materials or products to workplaces.

The unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

To demonstrate your competency in this unit you will need to provide evidence of your ability to:

#### **Assist with identifying existing contractor WHS arrangements**

- ✓ Apply knowledge of workplace to identify services supplied by contractors
- ✓ Access contracts and other relevant contract documentation, information and data
- ✓ Identify content relevant to contractor WHS arrangements
- ✓ Assist with identifying workplace policies, procedures, processes, systems, practices and activities relevant to contractor WHS arrangements

#### **Assist with evaluating contractor WHS arrangements and making improvements as required**

- ✓ Apply knowledge of WHS legislation to assist with determining if contracts and workplace policies, procedures, processes, systems, practices and activities comply with WHS legislative requirements
- ✓ Apply knowledge of best practice and workplace WHS information and data to assist with evaluating effectiveness of contractor WHS arrangements
- ✓ Assist with identifying areas of contractor WHS arrangements needing improvement
- ✓ Assist with developing, implementing and evaluating improvements to contractor WHS arrangements

Prerequisite units: Nil

<https://training.gov.au/Training/Details/BSBWHS408>

## BSBMGT502 Manage people performance

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

To demonstrate your competency in this unit you will need to provide evidence of your ability to:

### **Allocate work**

- ✓ Consult relevant groups and individuals on work to be allocated and resources available
- ✓ Develop work plans in accordance with operational plans
- ✓ Allocate work in a way that is efficient, cost effective and outcome focussed
- ✓ Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals
- ✓ Develop and agree performance indicators with relevant staff prior to commencement of work
- ✓ Conduct risk analysis in accordance with the organisational risk management plan and legal requirements

### **Assess performance**

- ✓ Design performance management and review processes to ensure consistency with organisational objectives and policies
- ✓ Train participants in the performance management and review process
- ✓ Conduct performance management in accordance with organisational protocols and time lines
- ✓ Monitor and evaluate performance on a continuous basis

### **Provide feedback**

- ✓ Provide informal feedback to staff on a regular basis
- ✓ Advise relevant people where there is poor performance and take necessary actions
- ✓ Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance
- ✓ Document performance in accordance with the organisational performance management system
- ✓ Conduct formal structured feedback sessions as necessary and in accordance with organisational policy

## Manage follow up

- ✓ Write and agree on performance improvement and development plans in accordance with organisational policies
- ✓ Seek assistance from human resources specialists, where appropriate
- ✓ Reinforce excellence in performance through recognition and continuous feedback
- ✓ Monitor and coach individuals with poor performance
- ✓ Provide support services where necessary
- ✓ Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary
- ✓ Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Prerequisite units: Nil

<https://training.gov.au/Training/Details/BSBMGT502>

## Assessment Workbook

### Assessment Overview

To be deemed competent in these units of competency, the Learner must successfully complete the following:

Learner Activity Workbook	Complete the Learning Activities, Self-Assessment Questionnaire, and Simulated Learning Activities, in the Learner Activity Workbook, and submit the Learning Participation Outcome Record Sheet.
Learning Journal	Complete and submit the Learning Journal.
Assessment Workbook	<p>These are a set of tasks you will be required to complete. You must achieve a satisfactory result for each task to be deemed competent in these units of competency.</p> <p>The tasks include:            Task 1: Written/Verbal Questions            Task 2: Workplace Practical/Simulation Tasks            Task 3: Projects</p>
Workplace/Placement Workbook	<p>These are a set of tasks you will be required to complete during your work placement. You must achieve a satisfactory result for each task to be deemed competent in these units of competency.</p> <p>The tasks include:            Part 1: Reflective Journal and Logbook            Part 2: Third Party Report            Part 3: Workplace Observation Report</p>

This Assessment Workbook is divided into the following tasks:

Task 1	Written/Verbal Questions
Task 2	Workplace Practical/Simulation Tasks
Task 3	Projects

**All assessment tasks must be completed to be assessed as competent.**



## Readiness for Assessment (Trainer to Complete)

### Units of competency

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

I certify that the Learner:

- ☐ Has completed the Learning Activities, Simulated Learning Activities, and the Self-Assessment Questionnaire in the Learner Activity Workbook
- ☐ Has submitted the Learning Activities Record sheet from the Learner Activity Workbook
- ☐ Has submitted the Simulated Learning Activities Record sheet from the Learner Activity Workbook
- ☐ Has submitted the Self-Assessment Record sheet from the Learner Activity Workbook
- ☐ Has submitted the Final Learning Participation Outcome Record sheet from the Learner Activity Workbook
- ☐ Has completed and submitted the Learning Journal
- ☐ Is ready to be assessed in these units of competency

Trainer Name:	<i>Trainer name</i>		
Trainer Signature:	<i>Trainer signature</i>	Date:	___/___/___

## Assessor Instructions

**This assessment tool must be used the way it is unless you seek approval from the RTO to:**

- Adapt the tasks to meet specific job role requirements, such as using specific workplace terminology and documentation
- Modify the tasks to meet specific Learner needs, and the needs of the people they will be working with.
- As an assessor, you must make sure that the assessments you conduct comply with the requirements of the units of competency and as such you should read the Unit of Competency requirements available from:

<https://training.gov.au/Training/Details/BSBWHS408>

<https://training.gov.au/Training/Details/BSBMGT502>

## Assessor requirements

In order to assess Learners against units of competency, under the Standards for AQTF Registered Training Organisations (or the Australian Quality Training Framework) you must hold:

- Assessor competencies as detailed in the standards
- Vocational competence

## Using the resource

This assessment tool is made up of three booklets:

Assessment Workbook	Assessment includes the instructions for the Learner to complete assessment tasks to meet the requirements of these units of competency within a Workbook. It consists of assessment tasks, guidelines about how to complete the assessment tasks, and templates that the Learner can use to record information.
Trainer Assessment and Mapping Guide	<p>Trainer / Assessor version of the assessment for this assessment includes the assessment tasks and suggested responses. It also includes the mapping of the tasks against these units of competency within the Workbook.</p> <p>Before you start assessing, read both booklets thoroughly. You may need to modify some of the tasks to suit the requirements of your Learners and their workplace or simulated workplace. You can only do this with approval from the RTO. If you do this, check that your modifications will still allow you to assess against the whole unit of competency.</p>
Workplace/Placement Workbook	<p>The Workplace/Placement Workbook incorporates the workplace component of assessment.</p> <p>The Reflective Journal and Logbook instructs the Learner on specific tasks they are required to perform and reflect on.</p> <p>The Third Party Report allows for a supervisor/mentor to provide feedback on the practical tasks performed by the Learner, in the workplace.</p> <p>The Workplace Observation Report/Verbal Interview allows for the Assessor to assess a Learner's actual work performance over a period of time.</p>

## Preparing for Assessment

### Assessment methods

Learners will be assessed in a number of ways:

Assessment Workbook	Task 1: Written/Verbal Questions
	Task 2: Workplace Practical/Simulation Tasks
	Task 3: Projects
Workplace/Placement Workbook	Reflective Journal and Logbook
	Third Party Report
	Workplace Observation Report/Verbal Interview

### Conducting the assessment

When conducting the assessment, you should:

- Assist the Learner to gather quality evidence, so that you can make an assessment decision
- Give feedback to the Learner during and after the assessment
- Record assessment decisions and complete any required assessment documentation.

### To be deemed competent the Learner must complete all tasks successfully

All assessments must be conducted in line with the Principles of Assessment i.e. that they are:

Valid	That the assessment collects evidence as specified by the Unit of Competency.
Reliable	That the assessors will use the same assessments for all students unless they have approval to alter them from the Compliance /Quality Assurance Manager.
Fair	That the assessment allows for different workplaces and conditions including be prepared to change the time or location of the assessment event if there are problems with the existing arrangements.
Flexible	The candidate for assessment clearly understands what they need to do in order to demonstrate competence, and when any 'special needs' they have are taken into account.

All Evidence collected must be in line with the Rules of Evidence:

Valid	That the assessment collects evidence as specified by the Unit of Competency.
Sufficient	It must satisfy all elements of the competency standard.
Current	The age, or 'currency', of evidence is also a factor and may vary depending on the competency. For example, evidence of the ability to operate a computerised machine would need to be very recent, otherwise it might relate to a machine or technology that was no longer commonly used.
Authentic	When you collect evidence relating to performances that you haven't directly observed, you need to make sure it is authentic. This may require a statement from the candidate's supervisor that the evidence is the candidate's own work or where photos have been taken have it verified from clients that the person actually did the work.

## Reassessment

The learner has three attempts to complete each task satisfactorily. If after the third attempt the student is deemed 'Not Yet Competent', they will be required to do further training before reattempting a unit of competency.

## Reasonable Adjustments, Assessor Intervention, Oral Assessment, Comments

There is a section in the Assessment Workbook ('Achievement of Competence' section) for you to complete if you have had to make any changes to the assessment.

Reasonable adjustments	<p>May include things like completing the questions orally instead of in writing (this may apply to learners of non-English speaking backgrounds or those who have difficulties with literacy).</p> <p>Guidelines for making reasonable adjustments to the way in which evidence of performance is gathered, without altering the expected performance standards.</p>
Assessor intervention	The amount (if any) of support provided, such as rephrasing questions or giving examples to clarify doubt.
Oral Assessment	Nominate if the learner completed the assessment verbally instead of in writing.
Comments	Make notes on anything else relevant to the conduct of the assessment.

## Assessment Task 1 – Written/Verbal Questions

### Instructions for Trainer

- The Learner is required to sign and date before starting Assessment tasks on the document provided at the start of each task.
- The Learner must have submitted their Readiness for Assessment, signed in conjunction with the Trainer. The Learner must not move to assessment without completion of the Self-Assessment Questionnaire.
- The Trainer is to inform the Learner that the Written/Verbal Questions are to be completed as part of their assessment. A timeframe should be set as to when the Written/Verbal Questions are to be answered and handed back to the Trainer for assessment.
- The Learner is required to provide detailed answers, to the questions in the space provided. One-word responses will not be accepted as a suffice answer.
- Written questions may be a combination of multiple choice, short answer or true or false questions.
- The Trainer and Assessor will conduct reasonable adjustment should this be identified and documented.
- The Learner's answers to these questions are used to determine an assessment judgement, part thereof the overall assessment judgment includes this task.
- The Trainer Assessment and Mapping Guide provides suggested answers to each Written/Verbal question.
- All questions if necessary will require a verbal interview from the Trainer to verify the responses
- If any supplementary documents are required to be submitted they must be marked with the Learner Name, date completed, and submitted alongside this Assessment task.

## Assessment Task 2 – Workplace Practical/Simulation Tasks

### Instructions for Trainer

- Mandatory completion of all Workplace Practical/Simulation Tasks in conjunction with this Assessment task must be conducted by the Learner and deemed satisfactory to achieve competency in this task.
- All Workplace Practical/Simulation Tasks are tasks which will align to the duties performed in this capacity in the workplace.
- Any machinery or equipment that is used during the process of these assessment tasks must be safe for use and tagged if appropriate. All safety conditions performed under instruction of the Trainer must be followed in line with the Learner's workplace policies and procedures; should the Trainer feel the conditions of safety are not met for the Learner's assessment task, it may be re scheduled to a different site or day until the safety issue is rectified. The Learner's site supervisor may be contacted in this event.
- If the Trainer feels the tasks has been not sufficiently covered, they may direct you to a similar task, in line with a secondary Workplace Practical/Simulation which will be clearly advised at the time of assessment.
- Multiple assessment of the same tasks may be necessary to ensure a satisfactory standard.
- An observation checklist will be conducted during the completion of this task, the Trainer will notify the Learner on the tasks they will be observing for this assessment.
- Read the instructions for the workplace practical/simulations to the Learner.
- Prompt the Learner to respond verbally during observation, should you need further clarity for the observation.
- Observe all the task points in the observation tables.
- In the comments boxes, list what the student was observed conducting and provide an example (i.e. 'Learner correctly disinfected the floor.')

## Assessment Task 3 – Projects

### Instructions for Trainer

- Any templates needed to complete these Assessment tasks, are attached to the Assessment Workbook and must be completed in conjunction with the Assessment task.
- The Learner is able to provide supplementary evidence of the tasks performed on previous occasions, if determined suitable by the Trainer and Assessor. Please ensure the Learner discusses this with the Trainer.
- If the conditions of this Assessment tasks cannot be replicated in a real-life work task on the day of assessment, the Trainer may conduct all or part thereof in a simulated work practical task, in line with the assessment process for this task.
- All projects if necessary will require a verbal interview from the Trainer to verify the responses.
- The Trainer Assessor and Mapping Guide provides suggested answers to the Projects.

## Assessment Overview Agreement

In order to be assessed as Competent in the units that makes up this Workbook, you need to provide evidence which demonstrates you can perform the required competencies to the required standard. Competency depends on consistently demonstrating the skills and knowledge to enable you to complete workplace tasks confidently in a variety of situations.

The content of this final assessment is designed to consolidate your learning to provide evidence that you are indeed competent. More specifically, **summative assessments** are designed to evaluate Learner learning at the end of an instructional unit and compared to a benchmark. The Assessor will base the final outcome of each unit and deem the assessment competent for every satisfactory task.

You must complete this assessment individually. If any answers are incorrect, your Trainer/Assessor will work with you to identify gaps in your knowledge and understanding. You will be instructed to revise learning activities for specific sections, before arrangements can be made for a reattempt at assessment.

You must sign the Agreement on the following page and so must your Trainer and Assessor. This section is mandatory, you must not proceed without both agreements being completed.

## Agreement by the Learner

Please sign below to demonstrate that you understand what is required of you in relation to this assessment.

Have you read and understood what is required of you in terms of assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you understand the requirements of this assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you agree to the way in which you are being assessed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you have any special needs or considerations to be made for this assessment? If yes, what are they? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you understand your rights to appeal the decisions made in an assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I understand I have three attempts to complete each task satisfactorily. If after the third attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting a unit.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I hereby certify that this assessment is my own work, based on my personal study and/or research. I have acknowledged all material and resources used in the presentation of this assessment whether they are books, articles, reports, internet searched or any other document or personal communication. I also certify that the assessment has not previously been submitted for assessment in any other subject or any other time in the same subject and that I have not copied in part or whole or otherwise plagiarised the work of other learning and/or other persons.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I confirm that I understand that I must complete this assessment on my own. I confirm that I will not cheat or plagiarise, or copy from another Learner during the completion of this assessment.		
I agree to allow the RTO to discuss the progress / results of my assignment with my supervisor or a representative from my organisation should this be required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I confirm that I have read and understood my responsibilities and requirements for assessment.

Learner's Signature:

*Learner's Signature*

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_



## Agreement by the Assessor

The Assessor is to complete this declaration with the Learner.

I have acknowledged the underpinning knowledge and skills may be assessed on or off the job.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Context of and specific resources for assessment.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Resources required for assessment include access to:</p> <ul style="list-style-type: none"> <li>• Appropriate workplace where assessment can take place</li> <li>• Relevant workplace policies, protocols, manuals and procedures</li> <li>• Tools, equipment and machinery normally used in the workplace</li> <li>• Learner Activity Workbook</li> </ul> <p>If you ticked NO what arrangement has been made to satisfy the gap?  <i>You must record notes of what arrangements are to be made if the above resources and context are not made available</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>		
I confirm that I am a qualified workplace Assessor and will be conducting the assessment for these units and Learner.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have all aspects of the Learner Agreement been explained and understood?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the Learner understand they have three attempts to complete each task satisfactorily? If after the third attempt the Learner is deemed 'Not Yet Competent', they will be required to do further training before reattempting a unit.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I confirm that I have explained and confirmed all of the above items with the Learner.

Assessor Signature:

*Your Signature*

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_

## Assessment Task 1 – Written/Verbal Questions

### Instructions

- You are required to sign and date before starting Assessment tasks on the document provided at the start of each task.
- You must have submitted your Readiness for Assessment signed in conjunction with your Trainer. You must not move to assessment without completion of the Self-Assessment Questionnaire.
- You are required to provide detailed answers, to the questions in the space provided. One-word responses will not be accepted as a suffice answer.
- Written questions may be a combination of multiple choice, short answer or true or false questions.
- The Trainer and Assessor will conduct reasonable adjustment should this be identified, and documented.
- Your answers to these questions are used to determine an assessment judgement, part thereof the overall assessment judgment includes this task.
- All questions if necessary will require a verbal interview from the Trainer to verify the responses
- If any supplementary documents are required to be submitted they must be marked with the Learner Name, date completed, and submitted alongside this Assessment Task.



**Refer to the Learner Activity Workbook to help you answer the questions in this task.**

In this task, there are a total of 36 questions. You must satisfactorily complete all 36 questions.

The questions within this section address the following units:

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

Learner Name:	<i>Learner name</i>		
Learner Signature:	<i>Learner signature</i>	Date:	___/___/___

1.1 Why is staff consultation necessary in determining the allocation of work? If teams are consulted, should you still consult individuals?

☐ Verbally interviewed

*Correct answers can include:*

*Consultative processes with individuals enables managers to identify:*

- *The individuals and groups who have the skills and knowledge needed to complete to the work necessary standards*
- *The resources that the various groups and individuals in the organisation will require so they can do their work*

1.2 Describe 3 work tasks that you could add to a work plan for an Assistant Manager in a retail store selling whitegoods.

☐ Verbally interviewed

*Correct answers can include any of the below:*

1.	<i>Staff Rosters</i>
2.	<i>WHS/OHS safety requirements</i>
3.	<i>JSA delivery of heavy boxes</i>
4.	<i>Sales targets</i>
5.	<i>Performances</i>

1.3 How can you ensure that your work allocations are cost effective? Describe 3 measures and tests that you could utilise.

☐ Verbally interviewed

*Correct answers can include:*

How can you ensure that your work allocations are cost effective?

*You can ensure costs of work allocations are cost effective by putting into 3 defined categories, allocating work costs into the three categories and measuring against the budget and then monitoring against the actual performances of the expenditures.*

Describe 3 measures and tests that you could utilise.

1.	<i>Direct costs – a direct cost is a price that can be completely attributed to the production of specific goods or services.</i>
2.	<i>Indirect costs – indirect costs may be either fixed or variable. Indirect costs include administration, personnel and security costs. These are those costs which are not directly related to production. Some indirect costs may be overhead. But some overhead costs can be directly attributed to a project and are direct costs.</i>
3.	<i>Overhead costs – overhead or overhead expense refers to an ongoing expense of operating a business; it is also known as an operating expense. Overheads are the expenditure which cannot be conveniently traced to or identified with any cost unit.</i>

1.4 In order to establish performance standards applicable to an organisation, what sources of information and questions would relate? List 10 examples of information gaining questions, including one that specifically relates to legislations and framework.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>What does a good job look like?</i>
2.	<i>How many or how much is needed?</i>
3.	<i>How long should it take?</i>
4.	<i>When are the results needed?</i>
5.	<i>How accurate or how good is acceptable?</i>
6.	<i>Are there budget considerations?</i>
7.	<i>Are there safety considerations?</i>
8.	<i>Are there legislative or regulatory requirements that require strict adherence?</i>
9.	<i>Are there behaviours that are expected in your department to promote teamwork, leadership, creativity, customer service?</i>
10.	<i>What results would be considered satisfactory?</i>
11.	<i>What condition will exist when the duty is well performed?</i>
12.	<i>What is the difference between good and poor performance?</i>

1.5 Explain the terms below and provide an example for each.

☐ Verbally interviewed

*Correct answers can include:*

Term	Explanation and example
Organisational vision	<i>e.g. to be known for our superior customer service and satisfaction.</i>
Organisational objective	<i>e.g. to reduce the number of dissatisfied customers by 25%.</i>
Organisational KPI	<i>e.g. the number of customer complaints that remain unresolved at the end of a week.</i>
Team member's goal	<i>e.g. to increase the number of satisfactory complaint resolutions by 15% this period.</i>
Team member KPI	<i>The weekly percentage difference in complaints handled that result in satisfied customers versus unsatisfied customers</i>

1.6 Taken to the next level, each employee goal should have at least one associated KPI. How will you specifically measure, on a regular basis, whether this person is meeting his or her goal?

☐ Verbally interviewed

*Correct answers can include:*

*Work allocation scheduling and encouragement of self-performance monitoring, appraisal forms docs and interviews. Monthly; team meetings and target objectives discussions.*

1.7 What is a risk assessment matrix? How does it help you in managing risk related to people performance?

☐ Verbally interviewed

*Correct answers can include:*

*A risk matrix is used during risk assessment to define the level of risk by considering the category of probability or likelihood against the category of consequence severity. This is a simple mechanism to increase visibility of risks and assist management decision making. Managing workplace risks assists with the productivity and safety of the worker therefore enabling them to safely complete their roles.*

1.8 When is the best time to evaluate staff performance? Explain why.

☐ Verbally interviewed

*Correct answers can include:*

*Evaluation of staff performances happens naturally against the project timelines; formal review should be conducted quarterly and at minimum yearly. Performances are monitored more informally daily weekly, monthly against working schedules these assist with product quality and project delivery timelines and overall project costs associations. More formally performances can fall outside of these guidelines if there are questions to productivity attendance and quality outcomes.*

1.9 Provide an example where training could be utilised to manage an underperformance issue. Describe the situation and the training that would be utilised to address the performance issue.

☐ Verbally interviewed

*Correct answers can include:*

*An example of a productivity issue can arise from general misunderstanding of the job tasks, training in the identified skills gaps is necessary when under performances directly relate to the tasks not being completed because of lack of associated skills from the staff member. Training in application such as excel spreadsheets could assist with the development and management of time schedules for the staffs work schedules.*

1.10 How should you set up the staff performance processes?

☐ Verbally interviewed

*Correct answers can include:*

*The most effective way is to have a combination of structured face to face discussions with diary notes quarterly then half yearly reviews with a full review at the end of the year. Also, remove the prospect of a discussion about pay. Retain this for another time as an employee should be able to leave their review thinking about performance.*

*In conducting a performance review, you should:*

- Ask the employee to rate themselves*
- Provide a written performance review to the employee*
- Make sure that you can back up any positives and negatives with specific examples*
- Conduct a review meeting within 48 hours of the written performance review*
- Note and file any employee comments and then ensure that the final version goes on file.*

1.11 If you were to counsel a staff member for has not performed to expectations, what environment would you use to provide the counselling? Why would you use this environment? How would you record the counselling sessions?

☐ Verbally interviewed

*Correct answers can include:*

*Counselling a staff member is never a well-received task, unless the staff member is unaware of the performances discrepancies. The environment should construct of a mutual place and deciding if the performance counselling is of sensitive nature or may have critical implications for privacy is important when constructing the environment. Generally, an area that is of familiar ground to the staff member and non-confronting. Recording of the performance counselling should be completed at all stages, initial consultation and meeting scheduling gives the candidate time to prepare if necessary for the meeting and is not sprung on them, it consists of appropriate forms in accordance with workplace and fair work policies and framework.*

1.12. How would you objectively address the following performances and then find an example of 5 of your own to address the performance (Note can be good feedback or back reviews)

☐ Verbally interviewed

*Correct answers can include:*

Performance	How to address the performance
Constant lateness	<ul style="list-style-type: none"> <li>• <i>Organise a meeting with your employee</i></li> <li>• <i>Go through the actual dates and times they were late – be specific</i></li> <li>• <i>Ask them if there is a reason why they are continually late – listen and give them a chance to speak</i></li> <li>• <i>Document the conversation and place in their file</i></li> <li>• <i>Give them a copy and ask them to agree to try to be on time in future.</i></li> </ul>
A job well done	<p><i>To give great feedback you should:</i></p> <ul style="list-style-type: none"> <li>• <i>Organise a meeting with your employee</i></li> <li>• <i>Gather all the information about the project</i></li> <li>• <i>Be generous and specific with feedback</i></li> <li>• <i>Explain how their contribution has benefited the business</i></li> <li>• <i>Be prepared and be sincere, practice if you need to.</i></li> </ul>

1.13 Design a reward and recognition system for production line staff that work in processing plant. Consider the performance requirements and indicators that would be applicable.

☐ Verbally interviewed

*Correct answers can include:*

*KPI indicators are used to determine reward and recognition are used against the production lines KPI and overall business KPI. Example of the production line staff complete a certain amount of jobs per schedule and they go over production KPI then they may receive a reward or recognition for over production.*

1.14 Complete the table below.

☐ Verbally interviewed

*Correct answers can include:*

What is 360-degree feedback? Should all workplaces be applying the technique? Why/Why not?	<i>360-degree feedback process will include feedback from an employee's subordinates, peers, and supervisor(s), as well as a self-evaluation by the employee him or herself. Such feedback can also include, when relevant, feedback from external sources who interact with the employee, such as customers and suppliers or other interested stakeholders</i>
Provide 6 examples of informal feedback.	<i>Daily encouragement</i> <i>Comments from customers or clients</i> <i>Recognition from management</i> <i>Approval from co-workers and superiors</i> <i>Exceeding performance targets</i> <i>Mentoring advise</i>

1.15. List the information that should be included in a performance plan. To complete the table, you must include Both overall objectives and key points for inclusion for a minimum of 3 points each side.

☐ Verbally interviewed

*Correct answers can include:*

Overall objective points	Key points for inclusion in performance plan
<ul style="list-style-type: none"> <li>• <i>Specific goals for development</i></li> <li>• <i>Specific goals for development</i></li> <li>• <i>Performance measures</i></li> <li>• <i>Actions required to achieve goals</i></li> <li>• <i>Goal timelines</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The area of performance that requires improvement or development</i></li> <li>• <i>The action(s) to be taken</i></li> <li>• <i>Any parties required to assist in the achievement of the set actions</i></li> <li>• <i>The timeframe for achieving each action</i></li> <li>• <i>How performance improvement will be reviewed</i></li> <li>• <i>When performance improvement will be evaluated</i></li> </ul>

1.16 Discuss the Fair Work obligations for terminating staff.

☐ Verbally interviewed

*Correct answers can include:*

*Refer to <https://www.fairwork.gov.au/ending-employment>. As a basis, all terminations must be aligned to the relevant legislations outlined in the link above.*

1.17 Identify and describe the 3 main elements to consider when providing induction training to contractors on a worksite.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>Training requirements for the specific job role</i>
2.	<i>WHS standards applicable to the job role</i>
3.	<i>WHS record keeping</i>



1.18 Communication and consultation strategies should be put in place so that all workers understand their responsibilities. What might these strategies include? Provide 4 examples.

☐ Verbally interviewed

*Correct answers must include at minimum 2 from the below.*

1.	<i>Information seminars introduced by the CEO and presented by appropriate members of the senior management team</i>
2.	<i>Preparing brochures or booklets detailing the health and safety workplace arrangements</i>
3.	<i>Including information in any internal newsletters or information emails circulated to workers</i>
4.	<i>Placing information on bulletin boards or posting signs in prominent areas of the building</i>
5.	<i>Consultative forums involving workers, worker representatives and unions—this promotes worker ownership and encourages smoother implementation of WHS management systems</i>

1.19 You are the OHS/WHS site supervisor for a large construction industry; what types of contractors are you likely to have gain access to the site? List 5.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>Electricians</i>
2.	<i>Painters</i>
3.	<i>Plasterers</i>
4.	<i>Concreters</i>
5.	<i>Workplace safety/compliance inspectors</i>

1.20 What is a work contract? Describe the type of information covered in this document.

☐ Verbally interviewed

*Correct answers can include:*

*An employment contract or contract of employment is a contract used to attribute rights and responsibilities between parties to a bargain to complete a scope of works. The contract is between an employee and an employer, a contract applies to any works conducted to meet works including subcontractor agreements and scope identified for works.*

1.21 What procedures are in place to assist with the management of contractors on site or in the workplace? In your answer, specify the section of the Act that applies to working with contractors.

☐ Verbally interviewed

*Correct answers can include:*

- *Workplace policies and procedures*
- *Legislations and state laws general*
- *OHS/WHS supervisor*
- *Overall Site Mangers*
- *OHS Act 2004 (Refer to section 21 of the OHS Act 2004)*

1.22 What workplace practices apply to a work contractor who only visits the site or workplace for a short period?

☐ Verbally interviewed

*Correct answers can include:*

*All workplace policies and procedures apply to all staff visitors and contractors visiting the site. Consider answers such as all site entrants.*

1.23. Print a copy of the 'Guide to the model Work Health and Safety Act' from <https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act>, or 'Summary of the Occupational Health and Safety Act 2004' from [http://squiz.worksafe.vic.gov.au/\\_data/assets/pdf\\_file/0019/210349/ISBN-A-summary-of-Occupational-Health-and-Safety-Act-2004-a-handbook-for-workplaces-2005-06.pdf](http://squiz.worksafe.vic.gov.au/_data/assets/pdf_file/0019/210349/ISBN-A-summary-of-Occupational-Health-and-Safety-Act-2004-a-handbook-for-workplaces-2005-06.pdf).

List the section of the Act that applies to the following sections in the table below, and provide an explanation of your understandings for each.

☐ Verbally interviewed

*Correct answers can include:*

Objective of the Act	<p><i>Section 2. The Act is designed to provide a broad framework for improving standards of workplace health and safety to reduce work-related injury and illness. It allows duty-holders to determine their approach to achieving compliance with the Act.</i></p> <p><i>The Act aims to:</i></p> <ul style="list-style-type: none"> <li>• <i>Secure the health, safety and welfare of employees and other people at work;</i></li> <li>• <i>Protect the public from the health and safety risks of business activities;</i></li> <li>• <i>Eliminate workplace risks at the source; and</i></li> <li>• <i>Involve employers, employees and the organisations that represent them in the formulation and implementation of health, safety and welfare standards. Throughout the act, the meaning of health includes psychological health as well as physical health.</i></li> </ul>
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Principles of the Act	<p><i>Section 4. The following health and safety principles should be applied in the administration of the Act:</i></p> <ul style="list-style-type: none"> <li>• <i>All people are given the highest level of health and safety protection that is reasonably practicable;</i></li> <li>• <i>Those who manage or control activities that give rise, or may give rise, to risks to health or safety are responsible for eliminating or reducing health and safety risks, so far as is reasonably practicable;</i></li> <li>• <i>Employers and self-employed people should be proactive and take reasonably practicable measures to ensure health and safety in their business activities;</i></li> <li>• <i>Employers and employees should exchange information about risks to health or safety and measures that can be taken to eliminate or reduce those risks; and</i></li> <li>• <i>Employees are entitled, and should be encouraged, to be represented on health and safety issues.</i></li> </ul>
Who is covered by the Act	<p><i>Section 5 and 6. All Victorian workers are provided with protection by this Act. This includes employees, contractors, sub-contractors, outworkers and employees in State Government departments and instrumentalities. However, employees of the Commonwealth Government are covered by different legislation. The Act also provides protection for the public so that their health and safety is not placed at risk by work activities.</i></p>
Reasonably practicable	<p><i>Section 20. The duty-holder must do what a reasonable person would do in the particular circumstances by putting in place 'reasonably practicable' measures.</i></p>
Duties of employers to employees and contractors	<p><i>Section 21. The Act sets out specific duties that employers must comply with as part of their general duties</i></p>

1.24 In determining what is 'reasonably practicable', account must be taken of which of the following? Tick all of the relevant answers below and reference the section of the Act.

☐ Verbally interviewed

*Correct answers can include:*

*Section 20 of the Act*

- ☐ *The likelihood of a hazard or risk occurring (i.e. the probability of a person being exposed to harm)*
- ☐ *The degree of harm that would result if the hazard or risk occurred (i.e. the potential seriousness of injury or harm)*
- ☐ *The person concerned knows, or ought reasonably to know, about*
- ☐ *The hazard or risk and any ways of eliminating or reducing that hazard or risk*
- ☐ *The availability and suitability of ways to eliminate or reduce the hazard or risk*
- ☐ *The cost of eliminating or reducing the hazard or risk*

1.25 The Act sets out specific duties that employers must comply with as part of their general duty. What are these duties? Tick all of the relevant answers below and reference the section of the Act.

☐ Verbally interviewed

*Correct answers can include:*

*Section 21 of the Act*

- ☐ *Providing and maintaining plant and systems of work that are safe and do not pose health risks (e.g. providing effective guards on machines and regulating the pace and frequency of work)*
- ☐ *Making arrangements to ensure the absence of risks to health and safety connected with the use, handling, storage and transport of plant or substances (e.g. toxic chemicals, dusts and fibres)*
- ☐ *Maintaining workplaces under their management and control in a condition that is safe and without health risks (e.g. controlling noise and lighting levels)*
- ☐ *Providing adequate facilities for the welfare of employees at workplaces under their management and control (e.g. washrooms, lockers and dining areas)*
- ☐ *Providing employees with information, instruction, training or supervision needed for them to work safely and without risks to their health*

1.26 Summarise the key duties of employers with both contractors and employees. Which section of the Act does this refer to?

☐ Verbally interviewed

*Correct answers can include:*

*Section 21 of the Act relates to the key duties and obligation of the employer. The Act outlines the requirement of all employers to provide and maintain a working environment that is safe and without risks to health, this includes the contractor and all employees. The Act sets out specific duties that employers must comply with as part of their general duty.*

1.27 Consider the offence suggesting the Employer has failed to monitor health and conditions of the workplace and to provide health and safety information. What is the attributed penalty which section of the Act refers to this?

☐ Verbally interviewed

*Correct answers can include:*

*Section 22 of the Act. The penalty if found guilty of failing to monitor the workplace health and safety, conditions of the workplace and or provide health safety information's is ranged from \$25,154 –individual –\$125,772 –body corporate.*

1.28 Which section of the Act discusses the duties with regard to monitoring WHS systems, process, policy and of the Employers? List the 3 key points.

☐ Verbally interviewed

*Correct answers can include:*

*Section 22. Employers must:*

- *Monitor the health of their employees and the conditions of the workplaces under their management and control*
- *Keep records on the health and safety of their employees*
- *Employ or engage the services of a person suitably qualified in OHS to provide advice on the health and safety of their employees*

1.29 Which section of the Act discusses notification of incidents? Does this apply to independent contractors who are visiting the workplace or just staff considered employees?

☐ Verbally interviewed

*Correct answers can include:*

*Section 37, 38 of the Act. This section of the Act refers to anyone who is within the workplace visiting, employed or contracted.*

1.30 What section of the Act references the requirements for licences, registrations, permits and certificates of competency? Provide an example of when a licence may be required.

☐ Verbally interviewed

*Correct answers can include:*

- *Section 40, 42 of the Act*
- *A licence may be necessary when the legislation suggests that there is an attributed standard of conduct, qualification or permit for the required task and example may be a certificate of electrical compliance, which can only be certified by a licenced electrical contractor suitable qualified and licenced.*

1.31 List 2 ways which a contractor can assist the workplace with monitoring workplace health and safety and assist with continuous improvement strategies.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>A contractor can assist the employer with the development of JSA and SWMS for their related work tasks.</i>
2.	<i>They can assist with contribution to reporting against workplace hazards follow all training provided and keep up to date with workplace safety meetings and requirements.</i>

1.32 It is sometimes difficult to work out whether you are an independent contractor or an employee. List the 10 key elements of an independent contractor.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>Has established his or her own business</i>
2.	<i>Is usually paid to achieve an agreed result</i>
3.	<i>Usually provides skilled services</i>
4.	<i>Generally controls how those services are provided</i>
5.	<i>May be free to subcontract the work to others</i>
6.	<i>Is free to refuse additional work</i>
7.	<i>Often supplies the material or special tools to complete the job</i>
8.	<i>Usually bears the risk and cost of fixing their faulty work</i>
9.	<i>Can advertise to the general public</i>
10.	<i>Usually has no right to employee entitlements such as paid leave</i>

1.33 All written contracts with independent contractors should include some basic information about the contractor and the hirer (the parties to the contract). List 4 critical pieces of information that must be included in the written contract.

☐ Verbally interviewed

*Correct answers can include:*

1.	<i>Name and business address</i>
2.	<i>ABNs / ACNs</i>
3.	<i>Statement about your status as an independent contractor</i>
4.	<i>Signatures</i>

1.34 Discuss the importance of conducting post contract safety management reviews.

☐ Verbally interviewed

*Correct answers can include:*

*As with any system, it is important to review the effectiveness of the contract safety management process at the end of each project undertaken. This will be partly reflected by the contractor's compliance to the KPI's set out in the contract. Some large companies have financial penalties for not meeting KPIs' written into the contract so the review in this situation is critical.*

*Post contract reviews are an opportunity to capture useful intelligence in relation to each contractor's safety performance. This can then be fed into a preferred contract provider list and be of assistance in maintaining and updating that list.*

1.35 What are awards?

☐ Verbally interviewed

*Correct answers can include:*

*Awards are legal documents that outline the minimum pay rates and conditions of employment.*

1.36 Who do awards cover?

☐ Verbally interviewed

*Correct answers can include:*

*Awards apply to businesses and employees depending on the industry they work in and the type of job worked. Awards don't apply when a business has a registered agreement in place.*

## Written/Verbal Questions Assessment Record

### Units of competency

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

### Instructions for the Learner

By signing the below, I hereby certify that the activities are my own work, based on my personal study and/or research. I have acknowledged that all materials and resources used have not been copied in part or whole, or otherwise plagiarised the work of other learning and/or other person.

### Instructions for the Trainer

The Trainer is required to complete this Assessment Task Record Sheet once the Learner has completed and submitted all requirements for the Written/Verbal Questions for these units of competency, the Learner's work has been reviewed by the Trainer, and relevant feedback has been provided.

**Based on the evidence gathered during the training and assessment process we, the undersigned, agree the assessment was valid, reliable, flexible and fair.**

Site:	<i>Place of assessment site</i>			
Assessment Activity	Satisfactory	Date	More evidence	Date
Task 1 – Written/Verbal Questions	<input type="checkbox"/>	<i>Date</i>	<input type="checkbox"/>	
Context detail (Assessor to record) <i>Detail the context this assessment took place</i>				
Attempt 1	___/___/___	Attempt 2	___/___/___	Attempt 3 ___/___/___
<p><b>Appeals:</b> If you receive a Not Satisfactory assessment result you have the right to appeal. You have three assessment attempts.</p> <p><b>Assessor feedback to learner:</b> The Assessor must write full feedback to the learner that is constructive and not generic.  <i>Ensure your feedback is constructive. Do not use phrases like well done and great job. Provide learners with information on what exactly they did well, and in the areas where they may still need improvement if applicable.</i></p>				
Learner Name:	<i>Learner Name</i>			
Learner Signature:	<i>Learner Signature</i>	Date:	___/___/___	
Assessor Name:	<i>Your Name</i>			
Assessor Signature:	<i>Your Signature</i>	Date:	___/___/___	



## Assessment Task 2 – Workplace Practical/Simulation Tasks

### Instructions

- Mandatory completion of all Workplace Practical/Simulation Tasks in conjunction with this Assessment task must be conducted and deemed satisfactory to achieve competency in this task.
- All Workplace Practical/Simulation Tasks are tasks which will align to the duties performed in this capacity in the workplace.
- Any machinery/equipment used during the process of the assessment tasks must be safe for use and tagged if appropriate. All safety conditions performed under instruction by your Trainer must be followed in line with your workplace policies and procedures; should the Trainer feel the conditions of safety are not met for your assessment task, it may be re scheduled to a different site or day until the safety issue is rectified. Your site supervisor may be contacted in this event.
- If your Trainer feels the tasks has been not sufficiently covered, they may direct you to a similar task, in line with a secondary Workplace Practical/Simulation which will be clearly advised at the time of assessment.
- Multiple assessment of the same tasks may be necessary to ensure s satisfactory standard.
- An observation checklist will be conducted during the completion of this task, your Trainer will notify you on the tasks they will be observing for this assessment.



**Refer to the Learner Activity Workbook to help you answer the questions in this task.**

In this task, there are a total of 2 workplace practical/simulation tasks. You must satisfactorily complete all 2-workplace practical/simulation tasks.

The workplace practical/simulation tasks within this section address the following units:

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

## Workplace Practical/Simulation Tasks Checklist and Assessment Record

### Instructions for the Trainer

1	Read the instructions for the Workplace Practical/Simulation Tasks to the Learner
2	<p>Prompt the Learner to respond verbally during observation, should you need further clarity for the observation. Record the Learner's verbal response in the comments boxes.</p> <p>The Learner may require observations over a period of time, until they receive a satisfactory result. The Learner has three assessment attempts.</p>
3	<p>Observe all the task points in the observation tables:</p> <ul style="list-style-type: none"> <li>• Workplace Practical/Simulation Task 2.1 Observation</li> <li>• Workplace Practical/Simulation Task 2.2 Observation</li> </ul>
4	In the comments boxes, list what the Learner was observed conducting and provide an example (i.e. 'Learner correctly disinfected the floor.')
5	Collect all signatures

## Workplace Practical/Simulation Task 2.1 – Manage people performance

This workplace practical/simulation task addresses competency for the following unit:

BSBMGT502      Manage people performance

Objective of the task	The purpose of this Workplace Practical/Simulation Task is to assess your competency in the ability to manage teams in the workplace.
Resources include	<ul style="list-style-type: none"> <li>• Learner Activity Workbook</li> <li>• Assessment Workbook</li> <li>• Southern Rail case scenario</li> <li>• Supplied templates</li> <li>• Internet</li> </ul>
You will be required to complete	Part 1: Southern Rail scenario Part 2: Southern Rail feedback Part 3: Performance appraisal Part 4: Coaching plan Part 5: Meeting Part 6: Termination of employment
Your task	<p>Read the Southern Rail case scenario below.</p> <p>Research was conducted on the role of coaching and its contribution to development and training in a rail company. Managers at Southern Rail became role models for their employees, who now have more power to take direct responsibility and reach their full potential.</p> <p>Managers at Southern Rail held multiple workplace meetings to engage all their staff across multiple roles to assist with the development of their own measurements and contribute to workplace effectiveness. They used feedback forms from every employee type to gather information relevant to the quality outcomes time constraints and general performances (self-assessment of staffs, skills gaps and work productivity questionnaires).</p> <p>The change took place following a management-development program at train operator Southern, working with a professional coaching and training company on a program that reached 300 managers in total.</p> <p>Southern Rail continues to be a very successful business, consistently delivering the high standards of service to their passengers. Perhaps an element of this is attributable to their focus on changing the leadership and management style. A significant contributory factor to this was their coaching program, and the learning and essence of coaching they have applied to their management training.</p> <p>The program was a key part of developing their business. The company adopted its first formal coaching program in 2005 and, the following year, formalised it within the overall HR strategy and made developing a coaching and facilitative leadership style a key objective. The feedback and evaluation of the coaching program was a good indicator for the company to assess its coaching programs effectiveness and its impact on its employees.</p>

The HR manager of this rail company, who also took part on the program claimed: 'It was the most rounded, fun and exciting development program I have come across in my career.'

A revenue manager who took part on this program described: 'It was as a journey of self-awareness. A key success to the positive collection of all staff involved and a key factor in improving self-awareness and associated staff contributions.'

A survey was sent out to local commuters who used the rail service to measure its effectiveness.

Mrs Appleberry supplied feedback; she stated 'the train was the safest and fastest way to travel and it was very reasonably cost effective considering the shires charged such high parking fees in her locations she felt this service met her needs a customer.'

The research articles described and highlighted the positive impact of the coaching program on this Southern Rail company and identifies one of the outcomes of the program to be the most quality improved program that contributed to the quality of the industry it specifically said it was now the benchmark for its rivals.

In monitoring programs during 2008, numbers of grievances, disciplinarians and tribunals were all down. In the same year service performance and train reliability both rose.

In the recent employee engagement survey, a significant statistical correlation was discovered between managers who had attended the coaching program and their individual engagement scores with their direct reports.

#### Part 1: Southern Rail scenario

Provide the answers to the questions on the next page about the scenario.

Part 1 Complete the following:

- Questions and answers

#### Part 2: Southern Rail feedback

Assume the role of a participant in the coaching program outlined above and complete the Southern Rail Feedback Form.

Part 2 Complete the following:

- Feedback form

### Part 3: Performance appraisal

Consider your current job role, then:

- Using the self-assessment performance appraisal, conduct your parts to the performance appraisal necessary for your manager, complete in a different colour pen as if you were your manager evaluating you.
- Complete the second part of the form in the self-evaluation template 'My Action Plan' performance plans self are the things you think would best assist your workplace manager to contribute to goal setting and business objectives.

Part 3 Complete the following:

- Employment Performance Appraisal Form
- Action Plan

### Part 4: Coaching plan

Based on the results obtained from your self-assessments, create a coaching plan. Use the template provided.

Part 4 Complete the following:

- Coaching plan

### Part 5: Meeting

Consider all the forms and process you have just created above, now complete the Meeting Minutes template as if you had conducted a meeting with your colleagues. Remember to list the forms you have used in the meeting template.

The meeting is on the 12/7/18 @2:42 pm, and you will be preparing the meeting minutes. The action items identified will need to be actioned before the 26/7/18

Attendees present:

- Allan Jones – Corporate executive
- Jess Allen – Colleague sales
- Mary Prichard – Receptionist

Part 5 Complete the following:

- Meeting minutes

## Part 6: Termination of employment

Role play the following scenario.

Harley has been employed by Red Hill Vineyards as an orchard hand for the less than two years.

Four months ago, you noticed Harley was arriving to work late, taking excessive amounts of work breaks, and his work output was beginning to decline. You sat down with Harley to work out what the cause of his changed behaviour was.

Harley mentioned that he lacked confidence and didn't feel that he had the skills to do his job properly. Harley agreed to undertake some formal training to give him the confidence he needed. He also agreed to be mentored by a more senior employee.

Despite agreeing to this, Harley never showed up to any of his classes, he continued to arrive to work late, and verbally abused his mentor every time he would talk to him.

Harley did nothing to change his behaviour and as a result he was not performing at the level required. You handed Harley written warnings on three separate occasions.

Red Hill Vineyards has made the decision to employ someone else who can do the job as required.

You must now terminate Harley's employment. Write a letter of termination to give to Harley, then sit down with Harley (roleplayed by your Trainer) and complete the termination process.

Harley is employed under the Horticultural Award 2010.

Part 6 Complete the following:

- Termination of employment letter

Learner Name:	<i>Learner name</i>		
Learner Signature:	<i>Learner signature</i>	Date:	___/___/___

## Part 1: Southern Rail Scenario

How did the Managers of Southern Rail incorporate the effectiveness of the program into feedback?

☐ Verbally interviewed

*Managers at southern rail held multiple workplace meetings to engage all their staff across multiple roles to assist with the development of their own measurements and contribute to workplace effectiveness, they used feedback forms from every employee type to gather information relevant to the quality outcomes time constraints and general performances (self-Assessment of staffs Skills Gaps and work productivity questionnaires)*

Did Southern Rail use multiple sources of information to contribute to the feedback? Explain how.

☐ Verbally interviewed

*Southern Rail used key stakeholders to allow contribution to the program by conducting interview from staffing across the board. The Managers themselves contributed to the program, alongside key stakeholders and consumers. The feedback and evaluation of the coaching program was a good indicator for the company to assess its coaching programs effectiveness and its impact on its employees.*

What were the key functions of the information's that were used to gather feedback to the organisation?

☐ Verbally interviewed

*Long-term commitment to improve an organisation's ability to cope with the environment and solve problems and provide a high-quality service. The company could then adopt its first formal coaching program in 2005 and, the following year, formalised it within the overall HR strategy and made developing a coaching and facilitative leadership style a key objective.*

What did Southern Rail see in recent engagement surveys to its staffing where their improvements?

☐ Verbally interviewed

*In the recent employee engagement survey, a significant statistical correlation was discovered between managers who had attended the coaching program and their individual engagement scores with their direct reports.*

How did what Southern Rail achieved, increase the business quality and improve operations?

☐ Verbally interviewed

*Business increased, and quality measures showed an improvement in the delivery of services. Staff moral increased and operations were defined in new policies measures and process were defined into formal outlining company procedures.*

## Part 2: Southern Rail Feedback

EVALUATION FORM SOUTHERN RAIL PTY LTD					
Your name: <i>Jane Doe</i>			Date: <i>17/3/2017</i>		
Please tell us about the training provided by Southern Rail Your feedback will play an important role in developing the quality of Southern Rail and its operations. Provide one response to each item on the form. Please place a circle around the number (See Scale adjacent) which indicates your rating of the following:			Scale: 1 = Poor 2 = Below average 3 = Average 4 = Above Average 5 = Excellent		
About your training			Please circle		
Trainers/Managers were effective in their teaching.	1	2	3	4	<i>5</i>
Trainers had good knowledge and experience of the industry.	1	2	3	4	<i>5</i>
Trainers could relate material to the workplace.	1	2	3	4	<i>5</i>
Overall, we are satisfied with the training.	1	2	3	4	<i>5</i>
We would recommend the training to others.	1	2	3	4	<i>5</i>
Trainer/Manager evaluation					
Assessments were based on realistic activities.	1	2	3	<i>4</i>	5
The training gave appropriate recognition of existing knowledge and skills.	1	2	3	<i>4</i>	5
The training focused on relevant skills.	1	2	3	<i>4</i>	5
The training prepared employees well for work.	1	2	3	<i>4</i>	5
Facilities evaluation					
The training had a good mix of theory and practice.	1	2	3	4	<i>5</i>
We would recommend the training to others.	1	2	3	4	<i>5</i>
The training was an effective investment.	1	2	3	<i>4</i>	5
The training reflected current practice.	1	2	3	<i>4</i>	5
The training was effectively integrated into our organisation.	1	2	3	<i>4</i>	5
Did the training help your employees and colleagues					
Employees gained the skills they needed from this training.	1	2	3	4	<i>5</i>
The training has helped our employees work with people.	1	2	3	4	<i>5</i>
The training helped employees identify how to build on their current knowledge and skills.	1	2	3	4	<i>5</i>



EVALUATION FORM SOUTHERN RAIL PTY LTD					
Our employees gained the knowledge they needed from this training.	1	2	3	4	5
The training prepared our employees for the demands of work.	1	2	3	4	5
The training used up-to-date equipment, facilities and materials.	1	2	3	4	5
The training resources were appropriate for learner needs.	1	2	3	4	5
Training resources and equipment were in good condition.	1	2	3	4	5
The training organisation acted on feedback from employers.	1	2	3	4	5
The training organisation developed customised programs.	1	2	3	4	5
Assessment of your employees					
The way employees were assessed was a fair test of their skills and knowledge.	1	2	3	4	5
The training organisation was flexible enough to meet our needs.	1	2	3	4	5
The training organisation dealt satisfactorily with any issues or complaints.	1	2	3	4	5
The training organisation provided good support for workplace training and assessment.	1	2	3	4	5
The training organisation clearly explained what was expected from employers.	1	2	3	4	5
What were the best aspects of the training	<i>Engaging trainer, easy to understand training tools and process</i>				
What aspects to the training were most in need of improvement	<i>Possibly the food at lunch time</i>				
Any further comments?					
Name:	<i>Jane doe</i>		Position:	<i>Staff member HR</i>	
Manager Name:	<i>John Bishop</i>				
Thank you for your feedback.					

## Part 3: Performance Appraisal Form

### Instructions

The team member must complete the forms and return to their manager for review. A time will then be set for the performance appraisal meeting. During the meeting, the team member and manager will discuss each area and agree upon an action plan for development.

It is recommended that performance appraisals are conducted at:

- 30 days
- 90 days
- And then every 6 months

Each section contains 12 questions. Each question needs to be ranked according to the following scale:

A	Excellent performance
B	Acceptable standard, room for improvement
C	Help or training required
D	Standard unacceptable, immediate improvement required.

Please answer the following questions detailing your feelings about your position and your future goals and aspiration. Take the time to think about these questions thoroughly and provide as much information as you can. If you need more room for answers, please attach an additional sheet to the back of your performance appraisal questionnaire. Please ensure that you answer ALL questions.

1. Express your feelings about your present role and future career opportunities.

*I love my current role, I am encouraged to undertake and initiate inclusive professional development tasks within my role.*

*My Manager is always encouraging, if there are any problems I can go to them for a resolution straight away.*

*I help with goal setting by choosing things that interest me within the organisation, my Manager assisting me to design programs that are suitable for my current role*

2. What do you enjoy or not enjoy about working within your company? Please express your overall opinion

*The Express post-delivery provider is sometimes rude, he doesn't speak much English and I have trouble with communication with him*

3. What would you like to achieve over the next 2-3 years? Please include a time-frame for each goal and aspiration.

*I would like to achieve a higher position within the company, learn new tasks and job roles.*

- *Within one year I would like to gain a formal qualification*
- *Within two years I would like to gain a job promotion of higher role*
- *Within 3 years I would like to be further skilled to look at different areas of the business*

4. What training or support would you like to receive to assist you to achieve your goals and aspirations?

*Some cultural training and communication techniques to assist with the communication difference in question 2*

*For my Career goal and planning above, I would like my employer to support me by offering opportunities for further development and professional development activities*

*I would like my employers and manager to identify skills gaps and assist me with closing these gaps so that my long-term career goals can be achieved in conjunction with this organisation*

5. Please identify any weaknesses that your company has. Please feel free to make any suggestions for improvement.

- *I am new to the company and feel that others may know more than I do.*
- *Communication with client's colleagues from different cultures*

6. Please identify the strengths that Your Company has. Please feel free to make any suggestions on how to improve or maintain these strengths.

*My Company encompasses learning and development and opportunities through a mentor program and performance review and goal planning professional development activities that support both the organisational needs and my needs for future growth and development*

A= excellent performance, B = acceptable standard, room for improvement H = Help or training required, F = Standard unacceptable, immediate improvement required.

Job performance	A	B	H	F	M Manager	AGREED
1. Understands clearly the job description and associated responsibilities	A					Y
2. Performs all required work tasks diligently and on a timely basis.	A					Y
3. Sets target goals and develops action plans	A					Y
4. Ability to provide management with solutions to problems as opposed to simply identifying problems	A					Y
5. Excellent organisation skills	A					Y
6. Ability to delegate work when required to achieve target goals and operational efficiencies	A					Y
7. Ability to seek advice and assistance when required from the manager	A					Y
8. Ability to prioritise workload effectively	A					Y
9. Avoids non-productive activities	A					Y
10. Demonstrates good working knowledge of products and services	A					Y
11. Prepared to go beyond the minimum requirements of the position	A					Y
12. Consistently works at a high-performance level	A					Y
Personal Attributes	A	B	H	F	M Manager	AGREED
1. Always experts a professional and well-mannered temperament in the workplace	A					Y
2. Proactive in taking initiative in achieving set tasks and goals	A					Y
3. A team player who co-operates and supports team members rather than competing with others	A					Y
4. Always listens to others and encourages them to contribute an open mind	A					Y
5. Excellent communication skills and keeps everyone within the team informed	A					Y
6. Adopts the attitude that is supportive of the business's core values	A					Y
7. Telephone etiquette is professional and adopts business protocol	A					Y
8. Willing to learn and undertake additional training to maintain and develop skills and knowledge	A					Y
9. Adopts the attitude to learn from mistakes	A					Y
10. Always courteous to others and apologies if others are offended by inappropriate behaviour	A					Y
11. Enjoys working with team members and has fun whilst achieving target goals	A					Y

A= excellent performance, B = acceptable standard, room for improvement H = Help or training required, F = Standard unacceptable, immediate improvement required.

Commitment Level	A	B	H	F	M Manager	AGREED
1. High level of commitment to the business and is a good representative of the business	A					Y
2. Committed to making the business a fun place to work whilst maintain high levels of productivity	A					Y
3. Committed to providing added value to customers through personalised service	A					Y
4. All customer communication is returned within 24 hours	A					Y
5. Strives to under promise and over deliver to customers – willing to go the extra mile.	A					Y
6. Takes responsibility for any internal or external customer complaints and is proactive in solving problems	A					Y
7. Takes the point of view through the eyes of customers when delivering products and services	A					Y
8. Committed to supporting team members to work together to achieve team goals	A					Y
9. Strives to openly communicate and share information / experiences with fellow team members to increase knowledge	A					Y
10. Any problems experienced with team members are resolved in private	A					Y
11. Puts the interests of the team above that of their own.	A					Y

Key Performance Indicators	A	B	H	F	M Manager	AGREED
1. Maintains confidentiality always	<i>A</i>					<i>Y</i>
2. Confident in and knowledgeable both in dealings with customers and team members	<i>A</i>				<i>H</i>	<i>N</i>
3. Performs well under pressure	<i>A</i>					<i>Y</i>
4. Presents a professional image and maintains personal conduct that is conducive to the position	<i>A</i>					<i>Y</i>
5. Fits in with the culture of the business and adopts a positive attitude always	<i>A</i>					<i>Y</i>
6. Team player who builds positive relationships with team members and management	<i>A</i>					<i>Y</i>
7. Ability to use leadership skills to support and lead other team members	<i>A</i>					<i>Y</i>
8. Mutual respect, honesty and integrity are characteristics that are exercised on a regular basis	<i>A</i>					<i>Y</i>
9. Proactive in asking questions to retrieve more information and learn	<i>A</i>					<i>Y</i>
10. Willing to accept constructive feedback and turn it into a positive learning from it	<i>A</i>					<i>Y</i>
11. Undertakes training willingly	<i>A</i>					<i>Y</i>
12. Maximises the opportunities available	<i>A</i>					<i>Y</i>

Name:	<i>Jane Doe</i>	Position:	<i>Administrator education</i>
Manager Name:	<i>Janice Docks</i>		
Appraisal date:	<i>23/6/2018</i>	Time:	<i>0900</i>

## Part 3: Action Plan

What	By Whom	When
<i>CIV in Education Support</i>	<i>JD</i>	<i>2019</i>
<i>Diploma of Education</i>	<i>JD</i>	<i>2020</i>
<i>Communication Cultural Diversity</i>	<i>JD</i>	<i>ASAP</i>
<i>Ongoing Professional Development Opportunities</i> <i>Internal training</i>	<i>JD/JD</i>	<i>Ongoing</i>

Both parties are to agree on the action plan and sign off.

A copy is to be kept by the employee and the original is to be filed in the personnel file.

Name:	<i>Jane Doe</i>	Position:	<i>Administrator</i>
Manager Name:	<i>Janice Docks</i>		
Appraisal date:	<i>23/6/2018</i>	Time:	<i>0900</i>

## Part 4: Coaching plan

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms. Ensure all learners work is dated and signed.*

Employee name	Jane doe		Manager name	Janice Docks	
Employee responsibilities			Manger responsibilities		
Development Areas	Employee Activities	Success Measures	Manger Activities	Milestones	Target dates
Business development Sales	Shadow top sales Person	Lifting personal sales by 5%	Listen to one phone call to assist with closing the call	Sit in on one call per week	Weekly for 3/12
	Develop phone Scripts for calls	Turn one NO into YES weekly	Assist by developing a workplace For BD calls	Discuss sales Objectives	After each sales call Until employee achieves Outcomes  Monitor Against Budgets



Development areas	Employee activities	Success measures	Manager activities	Milestones	Target dates
1. <i>Within one year I would like to gain a formal qualification</i>	<i>CIV in Education Support</i>	<i>Completed qualification gained confidence and key performances associated with work role</i>	<i>Support the worker with her studies and allow for scheduled time to attend classes, support with 1:1 for learning development</i>	<i>Stage Completion</i>	<i>2019</i>
2. <i>Within two years I would like to gain a job promotion of higher role</i>	<i>Assist with extra project work and ask for more detailed work outside of scope of her current role</i>	<i>Assist with the completion of major projects as they arise outside of her current role</i>	<i>Allow Jane to expand her role where possible to support extra skills and knowledge</i>	<i>Manage extra projects with key skills and outcomes for Southern Rail</i>	<i>Ongoing</i>
3. <i>Within 3 years a would like to be further skilled to look at different areas of the business</i>	<i>Engage with the employee to seek extra tasks outside of her current role.</i>  <i>Put her formal training into place with key aspects of the business planning</i>	<i>Attend formal meetings that structure the content for project management</i>	<i>Provide a safe environment where Jane can achieve positive support and reach her goals</i>	<i>Project Engagement Project planning</i>	<i>2018-2020</i>
Name:	<i>Jane Doe</i>		Position:	<i>Administrator</i>	
Manager Name:	<i>Janice Docks</i>		Position:	<i>Workplace Manager</i>	
Date:	<i>23/6/2018</i>		Next review:	<i>23/6/2019</i>	

## Part 5: Meeting Minutes

Date:	<i>12/7/2018</i>		Time:	<i>2:42 pm</i>
Location:	<i>Southern Rail Organisation</i>			
Meeting/Project Name:	<i>Coaching and its contribution to development and training</i>			
Minutes prepared by:	<i>Student name</i>			
<b>1. Meeting objective</b>				
Remarks <i>Engaging all staff across multiple roles to assist with the development of measurements and contribute to workplace effectiveness.</i>				
<b>2. Attendees present</b>				
Name	Signature	Email	Phone	
<i>Allan Jones</i>	<i>AJ</i>	<i>A.J@gmail.com.au</i>	<i>0499386532</i>	
<i>Jess Allen</i>	<i>J.Allen</i>	<i>Jessy.Allen@yahoo.com.au</i>	<i>0455573821</i>	
<i>Mary Prichard</i>	<i>MPri</i>	<i>Prichard.Mary.33@hotmail.com</i>	<i>0436277364</i>	
<b>3. Agenda and notes, decisions, issues</b>				
Topic	Owner	Time		
<i>Feedback</i>	<i>Student name</i>	<i>2:50pm</i>		
<i>Self-assessment performance appraisal</i>	<i>Student name</i>	<i>3:11 pm</i>		
<i>Plan of action</i>	<i>Student name</i>	<i>3:20 pm</i>		
<i>Coaching</i>	<i>Student name</i>	<i>3:36 pm</i>		
<b>4. Action items</b>				
Action description	Action to be taken by	Date to be actioned by		
<i>Compile Feedback</i>	<i>JA / MP</i>	<i>19/7/18</i>		
<i>Employment performance appraisal forms</i>	<i>AJ / JA / MP</i>	<i>21/7/18</i>		
<i>Action plans</i>	<i>AJ / JA / MP</i>	<i>22/7/18</i>		
<i>Coaching plans</i>	<i>AJ / JA / MP</i>	<i>24/8/18</i>		

## Part 6: Termination of employment

Write a letter of termination to give to Harley.

*A sample letter is provided below.*

*11/01/2018  
Harley Winton  
23 Fairwalker Avenue  
Red Hill 3937*

*Dear Harley*

### ***Termination of your employment***

*I am writing to you about the termination of your employment with Red Hill Vineyards.*

*On 08/09/2017 you met with myself. In that meeting, you were advised that your punctuality needed to improve, you were to follow workplace policies for break times, and your performance needed to improve. You were issued with a formal warning/counselling letter on 08/07/2017.*

*On 08/011/2017 you had a second meeting with myself and you were advised that your performance/conduct had not improved to the level required. You were issued with a second warning/counselling letter on 08/09/17.*

*You also attended a meeting with myself on 10/12/17. In that meeting you were issued with a final warning letter. This letter indicated that your employment may be terminated if your performance did not improve by 10/01/18.*

*I consider that your performance is still unsatisfactory and have decided to terminate your employment for the following reasons:*

- You arrive to work half an hour late everyday*
- You take work breaks every two hours, for 15 minutes*
- You are not meeting your KPIs*

*Your employment will end immediately. Based on your length of service, your notice period is 2 weeks. In lieu of receiving that notice, you will be paid the sum of \$1,400.*

*You will also be paid your accrued entitlements and any outstanding pay, up to and including your last day of employment. This includes the balance of any time off instead of overtime accrued but not yet taken (paid at the overtime rate applicable when the overtime was worked), and superannuation.*

*If you have been paid annual leave in advance, any amount of annual leave still owing will be deducted from your final pay.*

*You may seek information about minimum terms and conditions of employment from the Fair Work Ombudsman. If you wish to contact them you can call 13 13 94 or visit their website at [www.fairwork.gov.au](http://www.fairwork.gov.au).*

*Some termination payments may give rise to waiting periods for any applicable Centrelink payments. If you need to lodge a claim for payment you should contact Centrelink immediately to find out if there is a waiting period.*

*Yours sincerely,  
Tammy Sibbald  
Orchard Manager*

## Workplace Practical/Simulation Task 2.2 – Management of contractors

This workplace practical/simulation task addresses competency for the following unit:

BSBWHS408 Assist with effective WHS management of contractors

Objective of the task	The purpose of this Workplace Practical/Simulation Task is to assess your competency in the ability to conduct a worksite induction and assist with the effective WHS management of contractors.
Resources include	<ul style="list-style-type: none"> <li>• Learner Activity Workbook</li> <li>• Assessment Workbook</li> <li>• Summary of the Occupational Health and Safety Act 2004 (hard copy supplied)</li> <li>• <a href="https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act">https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act</a></li> <li>• WHS Management Plan Template from <a href="https://www.worksafe.tas.gov.au/_data/assets/word_doc/0005/244868/Template-1-WHS-Management-Plan.docx">https://www.worksafe.tas.gov.au/_data/assets/word_doc/0005/244868/Template-1-WHS-Management-Plan.docx</a></li> <li>• Site induction checklist</li> <li>• Worksite policies and procedures</li> <li>• Worksite forms e.g. SWMS, incident report form</li> <li>• Subcontractor agreement</li> <li>• Post project safety review form</li> </ul>
You will be required to complete	Part 1: WHS Management Plan Part 2: Accident / Incident Report Form Part 3: SWMS Part 4: Site induction Part 5: Subcontracting arrangement Part 6: Post project safety review
Your task	<p>You are the site manager at a large construction site on South Parade in South Melbourne 3200. A subcontractor, James Strong is starting his first shift. He is meeting with you prior to commencing his shift.</p> <p>James holds a Certificate III in Concreting and A Construction White Card which is seemingly out of date.</p> <p>James proudly marched into the site office with his hard hat, closed toe shoes and appropriate work attire; he caught his arm on the door left ajar on the way in and was a little red faced. He has no injuries, but he had a bit of a laugh just the same.</p> <p>Part 1: WHS Management Plan</p> <p>Write a WHS Management Plan for the construction site. Download the WHS Management Plan Template from <a href="https://www.worksafe.tas.gov.au/_data/assets/word_doc/0005/244868/Template-1-WHS-Management-Plan.docx">https://www.worksafe.tas.gov.au/_data/assets/word_doc/0005/244868/Template-1-WHS-Management-Plan.docx</a> and complete all sections.</p> <p>Part 1 Complete the following:</p> <ul style="list-style-type: none"> <li>• WHS Management Plan, sections 1 – 9</li> </ul>

## Part 2: Accident / Incident Report Form

Complete an incident report for the scenario.

Part 2 Complete the following:

- Accident / Incident Report Form

## Part 3: SWMS

Complete a Safe Work Method Statement for working at heights:

- List the work tasks in a logical order
- Identify the hazards and risks that may cause harm to workers or the public
- Describe what will be done to control the risk

Part 3 Complete the following:

- Safe Work Method Statement

## Part 4: Site induction

Conduct a site induction with James. Use the WHS Management Plan, SWMS and the incident report you completed in earlier parts, to support the induction process.

Part 4 Complete the following:

- Site induction checklist

## Part 5: Subcontracting arrangement

Review the subcontractor agreement provided, then complete the questions that follow.

Part 5 Complete the following:

- Questions and answers

## Part 6: Post project safety review

During the project you observed James' work performance and noted the following:

- James attended the site induction
- Only 20 pre-start checklists were submitted – there should have been 40
- All housekeeping checklists were submitted as required
- Incident reports were all submitted
- JSA's were completed for all jobs
- James attended all safety meetings

Using this information, complete the post project safety review form.

Part 6 Complete the following:

- Post project safety review form

Learner Name:

*Learner name*

Learner Signature:

*Learner signature*

Date:

\_\_\_/\_\_\_/\_\_\_

## Part 1: WHS Management Plan

**<Insert name of business>**

### **Work Health and Safety (WHS) Management Plan**

**<Insert name of project>**

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<UPDATE WHEN YOUR PLAN IS COMPLETED>

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## 1 Project information

### 1.1 Management and review

This WHS Management Plan has been developed to outline our approach to managing work health and safety (WHS) at the <INSERT NAME OF PROJECT> at <INSERT ADDRESS>.

We will:

- make this plan available to all workers and contractors on this project and ensure they have the opportunity to read, understand, clarify and ask questions
- keep a copy of the WHS Management Plan readily available for the duration of the project
- review the plan regularly throughout this project and make any revisions known to those working on the project
- <INSERT ANY OTHER REQUIREMENTS>.

### 1.2 Principal contractor details

<b>Business name:</b>	
<b>Address:</b>	
<b>Contact person:</b>	
<b>Work phone:</b>	
<b>Mobile phone:</b>	
<b>Fax:</b>	
<b>Email:</b>	
<b>ABN:</b>	
<b>Contract licence number:</b>	
<b>Principal contractor signature:</b>	

### 1.3 Details of persons at workplace with WHS responsibilities

Name	Position	WHS responsibilities

#### 1.4 Other contact details

Client name	Address	Contact number	Position	WHS responsibilities
Other relevant contacts	Address	Contact number		

#### 1.5 Scope of work

Description of project:	
Location of project:	
Start and finish dates:	

## 2 Roles and responsibilities

### 2.1 Principal contractor

The principal contractor of this project is responsible for:

- preparing, updating and implementing this WHS Management Plan, including all associated procedures
- identifying and observing all legal WHS requirements
- ensuring that all works are conducted in a manner without risk to workers
- planning to do all work safely
- participating in the planning and design stages of trade activities
- identifying WHS training required for an activity
- ensuring workers undertake identified WHS training
- communicating and consulting with workers
- investigating hazard reports and ensuring that corrective actions are undertaken
- assisting in rehabilitation and return to work initiatives
- dispute resolution
- <INSERT ANY OTHER RESPONSIBILITIES FOR THE PRINCIPAL CONTRACTOR>.

### 2.2 Contractors

Contractors who are engaged for this project are responsible for:

- fulfilling the duties of PCBU for their own operations
- identifying all high risk construction work associated with their activities and ensuring safe work method statements are developed and implemented
- complying with the duties as listed under 'Workers' (see 2.3)
- following all safety policies and procedures and site rules
- complying with this WHS Management Plan
- complying with any direction given to them by the principal contractor
- undertaking site-specific induction before starting work and signing off that they have completed this induction
- ensuring the workers they engage also undertake the site specific induction.
- ensuring they have the correct tools and equipment and these are in a serviceable condition for the task
- <INSERT ANY OTHER RESPONSIBILITIES FOR CONTRACTORS>.

### **2.3 Workers**

All workers on this project (including those employed by contractors) are responsible for:

- taking reasonable care of their own health and safety
- taking reasonable care that their conduct does not adversely affect others
- complying with instruction, so far as they are reasonably able
- cooperating with reasonable notified policies or procedures
- <INSERT ANY OTHER RESPONSIBILITIES FOR WORKERS>.

### **2.4 People with specific WHS roles and responsibilities**

<List the names of those with specific WHS roles and their specific responsibilities>

### 3 General WHS information

#### 3.1 Legislation

Relevant legislation	Tick if applicable
<i>Work Health and Safety Act 2012</i>	<input checked="" type="checkbox"/>
<i>Work Health and Safety Regulations 2012</i>	<input checked="" type="checkbox"/>
<i>AS3012:2010 – Electrical installations – construction and demolition sites</i>	<input checked="" type="checkbox"/>
<INSERT ANY OTHER RELEVANT LEGISLATION	<input type="checkbox"/>

#### 3.2 Codes of Practice and other guidance

Relevant Codes of Practice <sup>1</sup>	Tick if applicable
<i>Confined spaces</i>	<input type="checkbox"/>
<i>Construction work</i>	<input type="checkbox"/>
<i>Cranes</i>	<input type="checkbox"/>
<i>Demolition work</i>	<input type="checkbox"/>
<i>Excavation work</i>	<input type="checkbox"/>
<i>First aid in the workplace</i>	<input type="checkbox"/>
<i>Formwork and falsework</i>	<input type="checkbox"/>
<i>Hazardous manual tasks</i>	<input type="checkbox"/>
<i>Housing construction work</i>	<input type="checkbox"/>
<i>How to manage work health and safety risks</i>	<input type="checkbox"/>
<i>How to safely manage and control asbestos in the workplace</i>	<input type="checkbox"/>
<i>How to safely remove asbestos</i>	<input type="checkbox"/>
<i>Industrial forklifts</i>	<input type="checkbox"/>
<i>Labelling of workplace hazardous chemicals</i>	<input type="checkbox"/>
<i>Managing electrical risks at the workplace</i>	<input type="checkbox"/>
<i>Managing noise and preventing hearing loss at work</i>	<input type="checkbox"/>
<i>Managing risks of plant in the workplace</i>	<input type="checkbox"/>
<i>Managing the risks of falls in the workplace</i>	<input type="checkbox"/>
<i>Managing the work environment and facilities</i>	<input type="checkbox"/>
<i>Preventing falls in housing construction</i>	<input type="checkbox"/>

<sup>1</sup> Note that these are the Codes of Practice available at date of publication. It is the responsibility of the principal contractor to be aware of the latest available Codes. These are available at [www.worksafe.tas.gov.au](http://www.worksafe.tas.gov.au)

<i>Safe design, manufacture, import and supply of plant</i>	<input type="checkbox"/>
<i>Safe design structures</i>	<input type="checkbox"/>
<i>Scaffolding</i>	<input type="checkbox"/>
<i>Tilt-up and pre-cast concrete in building</i>	<input type="checkbox"/>
<i>Traffic management in workplaces</i>	<input type="checkbox"/>
<i>Welding processes</i>	<input type="checkbox"/>
<i>Work health and safety consultation, cooperation and coordination</i>	<input type="checkbox"/>
<i>Working in the vicinity of overhead and underground electrical lines</i>	<input type="checkbox"/>
<INSERT ANY OTHER RELEVANT CODES OF PRACTICE>	

Other Standards or guidance	Tick if applicable
<INSERT ANY RELEVANT STANDARDS>	<input type="checkbox"/>

### 3.3 WHS policy

<INSERT YOUR WORK HEALTH AND SAFETY POLICY HERE (REFER TO SAMPLE POLICY TEMPLATE IN PART B)>

### 3.4 Other policies

<INSERT ANY OTHER POLICIES HERE>

### 3.5 Insurances

Insurance type	Company	Policy number	Expiry date

## 4 Risk management

### 4.1 Identifying hazards and managing risks

We will systematically identify hazards and assess risks before the project starts by using the hierarchy of control (see 4.2) in conjunction with:

- developing Safe Work Method Statements (SWMS) to control risks associated with high risk construction work
- using a risk management form to control general construction risks where necessary
- <INSERT ANY OTHER STEPS IF NECESSARY>

We will also identify risks:

- before we buy or re-order any chemicals
- when introducing a new task
- when new information is received about tasks, procedures, equipment or chemicals.

All hazards that are identified throughout the project must be reported immediately to the principal contractor.

We will inform our workers of our risk management procedures and ensure they are trained in risk management (see 7).

### 4.2 Hierarchy of control

We will control all risks we identify by applying the Hierarchy of Controls as follows:

- Eliminate
- Substitute
- Isolate
- Engineering controls
- Administrative controls
- Personal Protective Equipment.

Where possible, we will implement risk controls that are high in the order and will implement multiple controls where necessary.

## 5 High risk construction work

### 5.1 High risk construction work

We have identified the following high risk activities for this project. A Safe Work Method Statement (SWMS) has been developed for each of the high risk construction work activities. We will also develop SWMSs for any additional high risk work that is introduced or identified during the project.

High risk construction work activity	Safe Work Method Statement developed and attached Yes/No

We will collect and file completed SWMS in Section 10, which forms part of this WHS Management Plan <OR CHANGE TO SUIT WHERE YOU WILL FILE THESE>.

We will review the SWMS where:

- there is a need to change the method of carrying out of the high risk construction work
- a risk has been identified that is not included and managed within a SWMS.

### 5.2 Licences for high risk work

We require workers to be licenced to undertake high risk work. Our register of licence holders is below:

Licence holder name	Type of licence	Expiry date

### 5.3 Asbestos

The principal contractor will ensure:

- all workers understand our procedures for asbestos and follow the correct removal processes
- all workers are trained and use the appropriate personal protective equipment
- only licenced asbestos removalists are used to remove asbestos where the quantity to be remove exceeds the 10 square metre limit or is friable
- the correct signage and controls are in place before any removal of asbestos commences
- the asbestos is wrapped and disposed of correctly.



## 6 Emergency and incident response

### 6.1 Emergency preparedness

To ensure we are prepared for an emergency we:

- show all workers and subcontractors the emergency point as part of their induction (this is included in our induction checklist)
- display emergency procedures in the site office or other visible location
- check and mark fire extinguishers at the beginning of the project and six-monthly after that
- <INSERT ANYTHING ELSE RELEVANT TO YOUR PLAN>.

#### Emergency procedure

In the event of a fire or similar emergency evacuation:

- stop work immediately and vacate the workplace
- assist anyone in the workplace who may not be familiar with the evacuation procedures
- call emergency services on 000 or on 112 from a mobile phone. Other emergency numbers are on display in the site office (if applicable)
- notify the principal contractor
- assemble in the nominated assembly points until you receive further instructions from the principal contractor or emergency services personnel
- <INSERT ANYTHING ELSE RELEVANT TO YOUR PLAN>.

#### Emergency meeting point

Our emergency meeting point is <INSERT EMERGENCY MEETING POINT>.

#### Emergency contact list for the site

Our emergency contact list is provided overleaf.

<COMPLETE THE DETAILS ON THE SAMPLE EMERGENCY LIST ON PAGE 13>

We maintain emergency contact details for all workers on our sign-in register <DELETE IF NOT RELEVANT>.

### 6.2 Incident procedure

If an incident occurs at the workplace the procedure is:

- immediately notify the principal contractor
- do not interfere with the scene of the incident
- depending on the nature and severity of the injury, the principal contractor will notify Workplace Standards (see 6.3).

The principal contractor may record details of the incident and will ensure any remedial action is taken.

### 6.3 Notifiable incidents

We will report the following incidents to Workplace Standards:

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<INSERT NAME OF BUSINESS> WHS MANAGEMENT PLAN

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- the death of a person
- an incident requiring hospitalisation
- a serious injury or illness of a person (as defined in 6.3 of Part A).

In the event of such an occurrence:

- notify the principal contractor who must notify Workplace Standards by the quickest means possible. The number for Workplace Standards is **1300 366 322** – this number is on the emergency contact list
- fax an **Incident Notification Form** to Workplace Standards as soon as possible following the incident (must be within 48 hours)
- do not disturb the site until given clearance by the principal contractor who will take advice from Workplace Standards
- the principal contractor will confirm the reporting requirements required by Workplace Standards and Tasmania Police
- the principal contractor shall only give permission to disturb the site when notified by Workplace Standards that a formal investigation is not required
- if a formal investigation is required, the principal contractor will secure the site
- <INSERT ANY OTHER REQUIREMENTS>.

#### 6.4 First aid

- We will supply adequate first aid equipment, which will be available <LIST WHERE THESE WILL BE FOUND>.
- If anyone becomes aware that an item of first aid is out of stock or out of date, they are to notify the principal contractor immediately
- First aid should be administered by trained first aid personnel. These are <INSERT NAME/S>.

In the event of a person being injured, trained first aid personnel should:

- stabilise the person and administer first aid
- phone an ambulance (depending on the extent of the injuries)
- if emergency services are called, notify the principal contractor immediately. In all other circumstances notify the principal contractor as soon as practicable.
- <INSERT ANY OTHER REQUIREMENTS >.

## EMERGENCY CONTACT NUMBERS

**AMBULANCE**

**POLICE**

**FIRE SERVICE**

**000 or 112 (mobile)**

(BOTH NUMBERS ARE ACCESSIBLE WHILE MOBILE KEY PADS ARE LOCKED)

### EMERGENCY CENTRE

**Name:**

**Address:**

**Phone:**

**Operating hours:**

### LOCAL INFORMATION

**Police Station:** **131 444**

**Poisons Information Centre:**

**Telstra:**

**Local Council:**

**Electrical Emergency:**

**Dial before you dig:** **1100**

**Gas Emergency:**

**Water Emergency:**

**Workplace Standards:** **1300 366 322**

**Professional Association:**

**Union:**

### INTERNAL INFORMATION

**Principal contractor:**

**Contact details:**

**Site supervisor:**

**Contact details:**

## 7 Induction and training

### 7.1 Worker induction

The principal contractor will work with other contractors to ensure a site specific induction is provided for all workers before starting work.

This induction must outline:

- the expectations outlined in this WHS Management Plan, including all policies and procedures
- the emergency meeting point
- the site rules
- the facilities
- any site specific hazards
- high risk construction work activities
- <INSERT ANY OTHER REQUIREMENTS>.

### 7.2 Worker training

The principal contractor will:

- ensure workers are trained and competent for the work to be carried out
- ensure workers are trained to deal with any risks associated with the work and understand the control measures in place
- ensure all workers have had relevant white card training (or other appropriate training from another jurisdiction)
- ensure on-site training and supervision is provided
- organise external training for specific tasks where required
- seek high risk licences for all high risk work and maintain a register of licences
- communicate with other contractors to ensure their workers are appropriately trained and competent.

## 8 Consultation and communication

### 8.1 Consultation

We will consult with all workers and contractors on WHS issues for this project:

- at toolbox meetings where anyone can raise issues for discussion
- informally during the planning of activities or the development of Safe Work Method Statements
- when changes to workplace arrangements could affect the health and safety of workers
- during investigations into any incident to establish details of the incident or to formulate corrective action to prevent the incident re-occurring
- <INSERT ANY OTHERS>.

We will also consult with contractors and suppliers on WHS issues associated with any products or services provided for the contract:

- during the negotiation phase before agreeing on the work requirements
- before starting any contractor operations
- when any changes to workplace arrangements occur that could affect the health and safety of the contractors or affect their work procedures
- <INSERT ANY OTHERS>.

### 8.2 Communication

We will ensure our workers and other contractors are aware of WHS requirements by providing them with this WHS Management Plan before starting work on the project. Contractors are expected to make their workers aware of all WHS requirements.

We will communicate relevant WHS information to everyone involved in this project by:

- induction
- pre-work meetings
- toolbox meetings
- incident reports and outcomes
- distributing safety alerts or guidance material about industry specific hazards/incidents
- <INSERT ANY OTHERS>.

### 8.3 Disciplinary procedures

If anyone does not comply with the requirements of this Plan, the following will apply:

- **First violation:** verbal warning (and advise contractor if it involves their worker/s)
- **Second violation:** written notification (and advise contractor if it involves their worker/s)
- **Third violation:** complete removal/suspension from the project.

For a serious breach of safety, workers can be immediately dismissed or removed from the site without notice.

## 9 Site safety procedures

### 9.1 Site rules

<INSERT YOUR SITE RULES HERE (REFER TO SAMPLE SITE RULES PROVIDED IN PART B)>  
A copy of the site rules is displayed in the site office.

### 9.2 Site amenities

- Toilets and drinking water will be provided on site.
- All workers are to have good hygiene standards and clean up after themselves.
- <DESCRIBE WHERE YOU EXPECT WORKERS TO SHELTER AND EAT THEIR LUNCH>.
- <INSERT ANY OTHERS>.

### 9.3 Site security

The principal contractor will, so far as reasonably practicable, secure the site by:

- keeping the building secure during the project
- erecting a fence to prevent unauthorised access
- locking gates to the site outside normal hours of operation
- < INSERT ANY OTHERS >.

Workers and contractors are expected to keep the site secure, for example by closing or locking gates.

### 9.4 Site signage

At a minimum, we will display the following signs on the entrance to the site:

- the principal contractor's name, contact details and after-hours telephone number
- the location of the site office.

The principal contractor will also display:

- <INSERT ANY OTHER SIGNAGE YOU INTEND TO USE>.

All signage will be clearly visible from outside <the workplace> <the work area where the construction project is being undertaken>.

### 9.5 Personal protective equipment

We will provide the personal protective equipment (PPE) to workers at the workplace, unless the PPE has been provided by another contractor.

The person providing the PPE must ensure that the PPE is:

- suitable for the nature of the work and any hazard associated with the work
- a suitable size and fit and reasonably comfortable for the worker who is to use or wear it
- maintained, repaired or replaced so that it continues to minimise risk to the worker who uses it, including by:
  - ensuring it is clean and hygienic
  - ensuring it is in good working order
  - ensuring it is used or worn by the worker, so far as is reasonably practicable.

The person supplying the PPE must also:

- provide workers with information, training and instruction in the proper use, wearing, storage and maintenance of PPE
- ensure that any other person at the workplace (such as home owners, clients or inspectors) is appropriately provided with PPE to wear as required.

Workers must:

- follow all instructions to wear and use PPE
- take reasonable care of PPE
- <INSERT ANY OTHER REQUIREMENTS>.

## 9.6 Managing construction hazards specified in the Regulations

### Falls from heights

We will manage the risks associated with falls from heights by:

- ensuring that where practicable, any work involving the risk of a fall is undertaken on the ground or on a solid construction (such as an elevated work platform)
- where this is not practicable, providing a fall prevention device such as secure fencing, edge protection, working platforms and/or covers
- where this is not practicable, providing a work positioning system such as plant or a structure (other than a temporary work platform) that enables a person to be positioned and safely supported
- where this is not practicable, providing a fall arrest system such as a safety harness system. Workers will be trained in emergency procedures for fall arrest systems
- <INSERT ANY OTHER REQUIREMENTS>.

When undertaking work involving the risk of a fall from height, workers must:

- follow all instructions
- work with a buddy when using a ladder
- only use approved work platforms
- <INSERT ANY OTHER REQUIREMENTS>.

### Falling objects

Where practical, we will provide adequate protection against the risk of falling objects through the use of control measures such as barrier screen, toe-boards and by storing and stacking materials safely.

Where this is not possible, a risk assessment must be undertaken and appropriate control measures implemented to manage the risk of injuries from falling objects.



### **Demolition work**

We <expect/do not expect> to undertake demolition work for this project. We will submit a demolition work notification form to Workplace Standards on <dd/mm/yyyy> to meet our requirement to advise Workplace Standards at least five days before the project starts.

### **Excavation work/trenching**

Anyone undertaking excavation work must not start work unless they have:

- found out about any underground services that may be affected by their works, before starting work
- implemented control measures to avoid direct or inadvertent contact with underground services
- pot-hole dug (by hand) to expose existing services before any mechanical excavation near the services
- <INSERT ANY OTHER REQUIREMENTS>.

Any issues must be reported to the principal contractor.

Safe Work Method Statements (SWMS) are included in this WHS plan for trenches of at least 1.5 metres. Workers must be familiar with and implement the control measures in the SWMS.

### **Work near overhead or underground essential services**

We will ensure, where reasonably practical, that that no-one comes within an unsafe distance of an overhead or underground power line.

If maintaining a safe distance is not reasonably practical, we will:

- assess the risk associated with the proposed work
- implement control measures consistent with the risk assessment
- contact and consult with the local essential service provided.

#### ***For work near overhead power lines up to and including 133kV:***

- work is not permitted within 3 metres of overhead power lines
- the principal contractor (or contractor in charge of the work) must have written authority from the electrical supply authority to work within the "no go" (exclusion) zone
- if using plant or equipment within 3 to 6.4 metres of overhead power lines ensure you have a safety observer.

#### ***For work near overhead power lines of greater than 133kV:***

- work is not permitted within 8 metres of overhead power lines
- the principal contractor (or contractor in charge of the work) must have written authority from the electrical supply authority to work within the "no go" (exclusion) zone
- if using plant or equipment within 8 to 10 metres of overhead power lines ensure you have a safety observer.



***For excavation work near underground essential services:***

- take all reasonable steps to obtain current underground essential services information before directing or allowing the excavation work to start
- provide this information to any person engaged to carry out the excavation work
- consider this information when carrying out, directing, or allowing the carrying out of the excavation work
- ensure this information is available for inspection.

**Electrical**

- Power supplied to the site must only come from:
  - an electricity distributors main
  - an existing switchboard permanently installed at the premises
  - a compliant low voltage generator
  - a compliant inverter.
- Switchboards and distribution boards used on site must:
  - be of robust construction and materials capable of withstanding damage from the weather and other environmental and site influences (IP23 minimum rating)
  - be securely attached to a post, pole, wall or other structure unless it is of a stable freestanding design able to withstand external forces likely to be present
  - incorporate suitable support and protection for flexible cords and cables and prevent mechanical strain to the cable connections inside the board
  - protect all live parts at all times
  - be individually distinguished by numbers, letters or a combination of both (where multiple boards are present).
- Flexible cords used on construction sites must be rated heavy duty.
- To avoid confusion with individual earthing conductors, green sheathed flexible power cords must not be used on site.
- Flexible cords must be either protected by a suitable enclosure or barrier (flexible or rigid conduit) or located where they are not subjected to mechanical damage, damage by liquids or high temperature (elevated on stands or hung from nonconductive support brackets).
- We will ensure our cords do not exceed the maximum length as stated in Table 1 of AS3012 below:

Rated current	Conductor size	Maximum length in metres
10amp	1.5mm	35
	2.5mm	60
	4.0mm	100
15/16 amp	1.5m	25
	2.5m	40
	4.0mm	65
20 amp	2.5mm	30
	4.0m	50
	6.0mm	75

- We will maintain an in-service inspection and test regime for all portable electrical leads, tools and earth leakage devices.

- We will ensure that after the equipment has been inspected and tested, it will be fitted with a durable, non-reusable, non-metallic tag. The tag will include the name of the person or company who performed the test and the test and re-test date.
- Records of all inspections, tests, repairs and faults related to all electrical equipment will be recorded in a testing and tagging register.
- RCDs and portable equipment must be inspected, tested and tagged every 3 months.
- Workers must conduct an RCD push button test after connection to a socket and before connection to equipment at least once a day.
- Workers must report any damaged electrical equipment to the principal contractor. It will be removed from service and either repaired or replaced and subsequently inspected and tested as required.
- New electrical equipment must be recorded in the register and subjected to the in-service testing regime within the first 3 months of service.

### **Plant**

To ensure all plant used complies with the requirements of the WHS Regulations:

- only use plant for the purpose for which it was designed
- use all health and safety features and warning devices on plant
- follow all information, training and instruction provided
- guarding must be permanently fixed and is not permitted to be removed
- no person other than the operator may ride on the plant unless the person is provided with a level of protection that is equivalent to that provided to the operator
- <INSERT ANY OTHER REQUIREMENTS>.

We will ensure that:

- all plant is regularly maintained, inspected and tested by a relevant competent person
- the plant has a warning device that will warn persons who may be at risk from the movement of the plant
- all plant that lifts or suspends loads is specifically designed to lift or suspend that load.

### **Scaffolds**

We will ensure:

- that the scaffold is erected by a competent person (having regard for high risk licence for above 4 metres)
- that before we use the scaffold, the competent person has advised (in writing) that it is safe
- that scaffolding is inspected by a competent person:
  - before use of the scaffold is resumed after an incident occurs that may reasonably be expected to affect the stability of the scaffold
  - before use of the scaffold is resumed after repairs
  - at least every 30 days.
- that, if an inspection indicates that any scaffold or its supporting structure creates a risk to health or safety:
  - any necessary repairs, alterations and additions will be made or carried out

- the scaffold and its supporting structure will be inspected again by a competent person before use of the scaffold is resumed.

Workers must:

- not use incomplete scaffolding
- report any scaffolding issues to the principal contractor
- comply with the directions of any tags attached to the scaffold
- <INSERT ANY OTHER REQUIREMENTS>.

We will prevent unauthorised access to the scaffold by:

- removing ladders where there is no site fencing
- <INSERT ANY OTHER PROPOSED CONTROL MEASURE/S>

## 9.7 Managing other construction hazards

### Traffic Management

We will manage the hazards associated with traffic management by ensuring traffic controls at work sites are installed in accordance with the relevant Australian Standard - AS1742.3, Manual of uniform traffic control devices, Part 3: Traffic control for works on roads. The workers involved in installing and managing traffic control at work sites must understand the requirements of the Standard and be appropriately trained and qualified in its use.

We will ensure workers are trained as follows:

- where workers are undertaking traffic management activities they will have satisfactorily completed the Training.gov.au training package unit RIIOHS302A 'Implement Traffic Management Plan' or equivalent
- in addition to the above qualification, where manual traffic control is required, it shall be performed by those who have also satisfactorily completed the Training.gov.au training package unit RIIOHS205A 'Control Traffic with a Stop/Slow Bat' or equivalent
- Traffic management plans will be drawn and certified by a person who has satisfactorily completed the appropriate training (RIIOHS205A and RIIOHS302A are not considered to be sufficient training for drawing and certifying traffic management plans).

### Ladder safety

We will manage hazards associated with ladders by:

- using ladders according to the manufacturer's instructions
- only allowing one person at a time on a ladder
- performing all work from a ladder while facing the ladder
- not setting up ladders on scaffolds or elevated work platforms to gain extra height
- <INSERT ANY OTHER REQUIREMENTS >.

### Manual handling

We will manage hazards associated with manual handling by:

- ensuring all users follow good manual handling practices
- assessing risk assessments
- providing mechanical lifting aids where applicable
- <INSERT ANY OTHER REQUIREMENTS >.

### Slips, trips and falls

We will manage hazards associated with slips, trips and falls by:

- using a slips, trips and falls checklist as required
- checking for hazards that could cause someone to slip, trip or fall by doing a visual check
- ensuring workers keep the site tidy as part of the written site rules
- <INSERT ANY OTHER REQUIREMENTS>.

### Hand operated and power tool use

We will manage hazards of hand operated and power tool use by:

- regularly checking all tools to ensure they are in a safe working order
- recording all electrical tools in a tag and testing register
- testing and tagging electrical tools every 3 months
- communicating any issues identified with power tools to workers through a toolbox meeting.

Before using power tools, workers must ensure:

- electrical connections are secure
- electricity supply is through an RCD
- safety guards are in position
- the machine is switched off before activating the electricity supply
- appropriate PPE is used as required by manufacturer's guidelines or as guided by the principal contractor
- <INSERT ANY OTHER REQUIREMENTS >.

Workers must report any issues with power tools to the principal contractor. Unsafe tools will be tagged and removed from service

### Sun safety

All persons on site should:

- wear adequate clothing (eg hats) and other protection methods (eg sunscreen) to protect themselves from the effects of working while exposed to UV rays.
- manage working in the sun to avoid dehydration and heat stress related illnesses
- <INSERT ANY OTHER REQUIREMENTS >.

### Any other construction hazards

#### <Insert name of hazard>

- <INSERT YOUR REQUIREMENTS HERE>

#### <Insert name of hazard>

- <INSERT YOUR REQUIREMENTS HERE>

<INSERT OR DELETE OTHER HAZARDS TO BE MANAGED AS REQUIRED>

## 10 Safe Work Method Statements (SWMS)

This section of our plan includes our completed Safe Work Method Statements for all high-risk construction work.

## Part 2: Accident / Incident Report Form

Source: [https://www.commerce.wa.gov.au/sites/default/files/atoms/files/accident-incident\\_report\\_form.pdf](https://www.commerce.wa.gov.au/sites/default/files/atoms/files/accident-incident_report_form.pdf)

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms. Ensure all learners work is dated and signed.*

### Personal details

Name: \_\_\_\_\_

Occupation: \_\_\_\_\_

Section/Dept: \_\_\_\_\_ Date of report:     /     /

### Accident/incident details

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Date reported:     /     /

Location: \_\_\_\_\_ Witness: \_\_\_\_\_

Reported to whom: \_\_\_\_\_

**Full accident/incident details** – what happened, or in the case of a near miss, what could have happened

### Injury – Nature of Injury

- |  |   |                                       |  |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Contusion/crush       | <input type="checkbox"/> Burn               | <input type="checkbox"/> Dislocation  | <input type="checkbox"/> Amputation      |
| <input type="checkbox"/> Laceration/open wound | <input type="checkbox"/> Superficial injury | <input type="checkbox"/> Foreign body | <input type="checkbox"/> Internal injury |
| <input type="checkbox"/> Concussion            | <input type="checkbox"/> Sprain/strain      | <input type="checkbox"/> Fracture     | <input type="checkbox"/> Dermatitis      |

### Location of Injury

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Head/face     | <input type="checkbox"/> Eye           | <input type="checkbox"/> Internal organs         |
| <input type="checkbox"/> Hand/fingers  | <input type="checkbox"/> Shoulder/arms | <input type="checkbox"/> Trunk (other than back) |
| <input type="checkbox"/> Hip/leg       | <input type="checkbox"/> Foot/toes     | <input type="checkbox"/> Back                    |
| <input type="checkbox"/> Other (state) |  |  |

### Results of accident

Lost time injury   Y / N                      No. of days: \_\_\_\_\_ days                      Workers' compensation   Y / N

Treatment received:                      ☐ First aid                      ☐ Doctor                      ☐ Hospital

### Damage to equipment/buildings/vehicles etc.

What was damaged? \_\_\_\_\_

Extent of damage: \_\_\_\_\_

### Contributing factors

What were the contributing factors (if any)? \_\_\_\_\_

### Corrective actions

Immediate actions \_\_\_\_\_

What controls can be put in place to prevent this from happening again? \_\_\_\_\_

Recommendations for action \_\_\_\_\_

Who is to implement these controls/corrective actions? \_\_\_\_\_

Date by which action is to be taken     /     /

### Signatures

Officer: \_\_\_\_\_ HS Rep: \_\_\_\_\_ Manager: \_\_\_\_\_

Director: \_\_\_\_\_ Investigating officer: \_\_\_\_\_

Actions completed: \_\_\_\_\_ Date:     /     /                      Manager: \_\_\_\_\_

## Part 3: Safe Work Method Statement

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms. Ensure all learners work is dated and signed.*

Source: [https://www.worksafe.vic.gov.au/data/assets/pdf\\_file/0012/211305/ISBN-Sample-swms-template-for-high-risk-construction-work-2017-06.pdf](https://www.worksafe.vic.gov.au/data/assets/pdf_file/0012/211305/ISBN-Sample-swms-template-for-high-risk-construction-work-2017-06.pdf)

This template should be used in conjunction with WorkSafe's publication *Information about Safe Work Method Statements*

<b>DUTIES:</b> 1) A SWMS <b>must</b> be prepared if proposed works involve any of the HRCW activities listed below and that work poses a risk to the health and safety of any person. 2) Affected employees and their HSRs must be consulted in the preparation of the SWMS. 3) Once a SWMS has been developed and implemented, the HRCW to which it relates <b>must</b> be performed in accordance with the SWMS. 4) Duty holders (builder and sub-contractor) <b>must</b> stop the HRCW immediately or as soon as it is safe to do so if the SWMS is not being complied with; the HRCW <b>must</b> not resume until the SWMS is complied with or reviewed and revised as necessary. 5) The SWMS <b>must</b> be reviewed and if necessary, revised whenever the HRCW changes, or after any incident that occurs during HRCW, or if there is any indication that risk control measures are not adequately controlling the risks. 6) An employer <b>must</b> retain a copy of the SWMS for the duration of the HRCW.			
Direct employer:		Principal contractor (PC): (Name and contact details)	
Work supervisor: (Name and contact details)		Date SWMS provided to PC:	
Work activity: (Job description)		Workplace and works location:	
High risk construction work:	<input type="checkbox"/> Where there is a risk of a person falling more than two metres.	<input type="checkbox"/> On or adjacent to roadways or railways used by road or rail traffic.	<input type="checkbox"/> In, over or adjacent to water or other liquids where there is a risk of drowning.
	<input type="checkbox"/> At workplaces where there is any movement of powered mobile plant.	<input type="checkbox"/> Structural alterations that require temporary support to prevent collapse.	<input type="checkbox"/> In an area where there are artificial extremes of temperature.
	<input type="checkbox"/> On or near energised electrical installations or services.	<input type="checkbox"/> Involving a trench or shaft if the excavated depth is more than 1.5 metres.	<input type="checkbox"/> On or near pressurised gas distribution mains or piping.
	<input type="checkbox"/> Involving demolition.	<input type="checkbox"/> Involving a confined space.	<input type="checkbox"/> On or near chemical, fuel or refrigerant lines.
	<input type="checkbox"/> Involving tilt-up or precast concrete.	<input type="checkbox"/> On telecommunications towers.	<input type="checkbox"/> Involving diving.
	<input type="checkbox"/> Involving removal or likely disturbance of asbestos (note: preparation of an asbestos control plan is taken to be preparation of a SWMS).	<input type="checkbox"/> In an area that may have a contaminated or flammable atmosphere.	<input type="checkbox"/> Involving the use of explosives.
			<input type="checkbox"/> Involving a tunnel.
Person responsible for ensuring compliance with SWMS:		Date SWMS received:	
What measures are in place to ensure compliance with the SWMS?: (eg direct supervision, regular spot checks)			
Person responsible for reviewing SWMS control measures: (eg PC's representative)		Date SWMS received by reviewer:	
How will the SWMS control measures be reviewed?:			
Review date:		Reviewer's signature:	







## Part 4: Site Induction

Complete the site induction checklist below.

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms.*

Source: <https://www.safeworkaustralia.gov.au/system/files/documents/1703/information-sheet-work-induction-for-construction.pdf>

No	Items covered	Yes	No	N/A
1.	Have you checked the competencies and qualifications of inductees?			
2.	Have you discussed and clearly stated the procedures for reporting incidents, injuries and hazards?			
3.	Have you discussed the workplace safety rules?			
4.	Has the person been taken through relevant safe work method statements for the tasks to be performed?			
5.	Is specialised equipment required and have they been trained to use the equipment?			
6.	Do people have the correct PPE available e.g. <ul style="list-style-type: none"> <li>■ hard hat</li> <li>■ safety glasses</li> <li>■ safety boots</li> <li>■ long sleeve shirt, and</li> <li>■ high visibility vest?</li> </ul>			
7.	Have you shown the person what to do in an emergency and identified the location of the: <ul style="list-style-type: none"> <li>■ assembly point and evacuation route</li> <li>■ closest medical facility</li> <li>■ contact details of emergency services, and</li> <li>■ provisions for emergency communications?</li> </ul>			
8.	Have you shown the person where all relevant firefighting equipment is located, for example fire extinguishers and hose reels?			
9.	Have you shown the person: <ul style="list-style-type: none"> <li>■ the location of the first aid facilities and kits, and</li> <li>■ who the first aiders are and how to obtain treatment?</li> </ul>			
10.	Have you shown the person where all the facilities are located including: <ul style="list-style-type: none"> <li>■ crib sheds</li> <li>■ toilets, and</li> <li>■ drinking water?</li> </ul>			
11.	Have you explained the workplace security procedures?			
12.	Have you introduced the person to the Health and Safety Representative?			
13.	Do they have any further questions or need clarification on any points or topics?			

## Part 5: Subcontracting arrangement

The agreement below has been adapted from [www.bgcconstruction.com/wp-content/uploads/2015/07/New-Subcontractor-Agreement-TE-012.pdf](http://www.bgcconstruction.com/wp-content/uploads/2015/07/New-Subcontractor-Agreement-TE-012.pdf)



### NEW SUB-CONTRACTOR AGREEMENT TE-012

**THIS AGREEMENT** is made on the \_\_\_\_\_ day of \_\_\_\_\_ 201  
**BETWEEN** BGC Construction Pty Ltd ABN 48 008 783 248 of 5<sup>th</sup> Floor, 22 Mount Street, Melbourne  
 Victoria ("BGC")  
**AND**  
 of \_\_\_\_\_ ("the Sub-Contractor")  
 BGC and the Sub-Contractor agree as follows:

#### 1. DEFINITIONS AND INTERPRETATION

In this Agreement, words and expressions shall have the meaning assigned to them in the General Terms and Conditions of Sub-Contract (appearing in the Schedule of this Agreement), except where expressly provided to the contrary or where the context otherwise requires.

#### 2. DOCUMENTS

- 2.1 The following documents shall be read together with this Agreement and in the following order of priority:
- (a) A Letter of Award in relation to particular Works (if applicable);
  - (b) This Agreement;
  - (c) The General Terms and Conditions of Sub-Contract annexed as the Schedule to this Agreement; and
  - (d) The Purchase Order together ("the Subcontract").

#### 3. AGREEMENT

- 3.1 This Agreement supersedes all prior revisions of the New Subcontractors Agreement TE-12
- 3.2 Following execution of this agreement (or prior in BGC's absolute discretion) the Sub-Contractor has been, or will be, included in a list of Sub-Contractors maintained by BGC. Notwithstanding any other provision of the Subcontract the Subcontractor must not prejudice any of BGC's rights or obligations under the Main Contract.
- 3.3 In consideration for the Sub-Contractor entering into this Agreement BGC has nominated, and from time to time in the future may nominate, the Sub-Contractor to undertake and complete certain Works specified in various Purchase Orders or Letters of Award.
- 3.4 The Sub-Contractor agrees that it shall, to the extent possible, complete those Works which it has already commenced in accordance with the General Terms and Conditions of Subcontract (appearing in the Schedule of this agreement).
- 3.5 The Sub-Contractor further agrees that, following receipt of a Purchase Order it will undertake and complete Works in accordance with the Subcontract.
- 3.6 In consideration for the Sub-Contractor completing the Works in accordance with the Sub-Contract BGC will pay the Sub-Contractor the Sub-Contract sum specified in the Purchase Order.

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#### 4. TERMINATION

- 4.1 This Agreement may be terminated by either party on 7 days written notice hand delivered or by registered mail to the "General Manager" of the other party if all work under all Purchase Orders and Letters of Award has been fully and satisfactorily completed.

**EXECUTED** by the parties:

**SIGNED** for and on behalf of )  
 BGC Construction Pty Ltd ABN 48 008 783 248 )  
 by its duly authorised representative )

in the presence of:

..... )  
 Witness Name

..... Address

..... Date

SIGNED for and on behalf of )

..... )  
 by its duly authorised representative )

in the presence of:

..... )  
 Witness Name

..... Address

..... Date

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUBCONTRACT

### 1. DEFINITIONS AND INTERPRETATION

- 1.1 In the Sub-Contract the following words and expressions shall have the meanings hereby assigned to them, except where expressly provided to the contrary or where the context otherwise requires:

**"Agreement"** means the agreement executed by the parties to which these General Terms and Conditions of Sub-Contract are annexed."

**"BGC's General Safety Rules"** means BGC's general safety rules as provided to the Sub-Contractor by BGC's Supervisor and as amended from time to time.

**"Constructional Plant"** means all appliances, plant, equipment (including scaffolding, formwork and the like), protective clothing and equipment and vehicles required for the execution of the Works.

**"Main Contract"** means the contract between BGC as head contractor and the principal in relation to work to be carried out by BGC on the Site (part of which comprises the Works).

**"Material"** means any raw, manufactured or fabricated material, goods, machine, equipment, plant (other than Constructional Plant) or thing forming part of the Works.

**"Program"** means the program provided in accordance with the special conditions contained in Purchase Orders delivered by BGC to the Sub-Contractor from time to time.

**"Purchase Order"** means purchase order forms delivered to the Sub-Contractor by BGC from time to time.

**"Site"** means the place where the Works are to be performed.

**"Subcontractor"** means the person named in the Agreement and, if that person is an unincorporated body includes the Sub-Contractor's heirs, executors, administrators and permitted assigns or, if the Sub-Contractor is an incorporated body, includes its successors and permitted assigns.

**"Sub-Contract Sum"** means the sum stated in the Purchase Order or Letter of Award as the "Price".

**"BGC's Supervisor"** means the person from time to time appointed by BGC to be BGC's Supervisor for the purposes of the Sub-Contract.

**"Works"** means the work to be performed by the Sub-Contractor and as set out in the Purchase Order or Letter of Award (as applicable).

- 1.2 Headings and sub-headings in these Terms and Conditions of Sub-Contract shall not be deemed to be part thereof and shall not be used in interpretation or construction

### 2. ENTIRE SUB-CONTRACT

The Sub-Contract (including Purchase Orders and Letters of Award issued by BGC from time to time) constitutes the entire agreement between the parties and supersedes all previous arrangements whether oral or in writing. BGC is not bound by any terms and conditions supplied by the Sub-Contractor whether signed by a Company representative or not. This Sub-Contract can only be varied in writing executed by a general manager of both BGC and the Sub-Contractor.

### 3. DOCUMENTS GENERALLY

- 3.1 The several documents which constitute or evidence the Sub-Contract shall be taken as mutually explanatory and anything contained in one but not in another shall be equally binding as if contained in all, provided that to the extent of any inconsistency they shall be read in the order of priority specified in clause 2 of the Sub-Contract.
- 3.2 Unless otherwise expressly agreed between BGC and the Sub-Contractor, any documents, plans etc ("Documents") supplied by BGC to the Sub-Contractor for the purpose of completing the Works are and shall remain the property of BGC.
- 3.3 At the completion of the Works or the termination of the Sub-Contract, whichever is earlier, the Sub-Contractor shall return all Documents to BGC's Supervisor.
- 3.4 The Sub-Contractor shall be responsible for and bear the cost of any alterations to the Works arising from any errors in or omissions from Documents supplied by the Sub-Contractor.

### 4. FURTHER SUBCONTRACTING

- 4.1 The Sub-Contractor may not further subcontract any part of the Works without first obtaining the prior written approval of BGC.
- 4.2 Approval to subcontract any part of the Works granted by BGC shall not relieve the Sub-Contractor from any of its liabilities or obligations in terms of the Sub-Contract.

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- 4.3 If a further subcontractor defaults in or repudiates a further subcontract with the Sub-Contractor, the Sub-Contractor shall immediately notify BGC upon becoming aware of such default or repudiation.  
The Sub-Contractor shall, if so directed by BGC, terminate the further subcontract and remedy any defects and complete pursuant to the Sub-Contract the balance of the work under the further subcontract.  
If at the time of the termination of the further subcontract, the work done under the further subcontract is not in conformity with the provisions of the Sub-Contract, then the Sub-Contractor shall, without cost to BGC, carry out the necessary remedial work to effect compliance with the requirements of the Sub-Contract.
- 5. BGC'S SUPERVISOR**
- 5.1 The Works shall be executed in accordance with the Sub-Contract and any directions of BGC's Supervisor given to the Sub-Contractor pursuant to the provisions of the Sub-Contract.
- 5.2 A direction given by BGC's Supervisor may be oral or in writing.
- 5.3 The subcontractor will be issued with work instructions, and it is the responsibility of the subcontractor to read and understand these instructions.
- 6. CONTRACTOR'S EMPLOYEES**
- 6.1 The Sub-Contractor shall ensure that it and all personnel employed by it on the site or otherwise are careful, skilled and experienced in its or their respective trades and callings.
- 6.2 The Sub-Contractor is independent from BGC and the Sub-Contractor shall determine the hours that it or its employees shall work in completing the works, and shall be responsible for industrial relations with its own employees. The Sub-Contractor shall however, keep BGC informed of any disputes of a collective nature which it might have with any of its employees or any employee representative body which may affect the progress or due completion of the Works.
- 6.3 BGC shall have no liability whatsoever to the employees of the Sub-Contractor with respect to the payment of wages, salaries, superannuation or other remuneration, leave pay and long service leave pay in connection with the Works, all of which payments shall be the responsibility of the Sub-Contractor.
- 7. COMMENCEMENT AND COMPLETION**
- The Sub-Contractor will complete the Works
- in accordance with the Programme
  - if no Programme is given, in compliance with BGC's Supervisor's directions
  - if a. and b. do not apply, expeditiously and in a reasonable time.
- 8. VARIATIONS**
- 8.1 The Sub-Contractor shall not vary the Works except in accordance with a direction from BGC's Supervisor.
- 8.2 The Sub-Contractor shall carry out any such variation and be bound by the same conditions, where applicable, as if such variation were part of the work under the Sub-Contract originally included in the Sub-Contract.
- 8.3 No variation shall invalidate the Sub-Contract. The Sub-Contract Sum (where applicable) shall be adjusted having regard to the value of the variation and as agreed by BGC's Supervisor and the Sub-Contractor. BGC's Supervisor may by verbal advice to the Sub-Contractor adjust the date for completion of the Works, having regard to the effect of such variation.
- 9. QUALITY OF MATERIAL, WORKMANSHIP AND SERVICES**
- 9.1 Material supplied by the Sub-Contractor (if any) and work and services performed shall be in accordance with the provisions of the Sub-Contract. In the absence of any specific provision in the Sub-Contract, Material supplied by the Sub-Contractor or work and services performed shall be of a nature which is suitable for its purpose and is consistent with the nature and character of the Works and meets any relevant Australian Standard.
- 9.2 BGC's Supervisor may reject any Material supplied by the Sub-Contractor or work or services which is defective or inadequate or does not comply with the provisions of the Sub-Contract or the Head Contract Specification.
- 9.3 Any Material supplied by the Sub-Contractor or work or services rejected by BGC shall be renewed or replaced by the Sub-Contractor at its own expense to the satisfaction of BGC's Supervisor within such period as BGC's Supervisor directs.
- 9.4 You confirm that any measuring equipment provided and/or used as part of the Sub-Contract works by yourself is fit for the purpose intended, as well as calibrated and maintained in accordance with the manufacturer's recommendations and any relevant statutory standards or requirement.
- 10. CONSTRUCTION PLANT AND MATERIAL**
- 10.1 The Sub-Contractor, except as agreed between BGC's Supervisor and the Sub-Contractor, shall supply at its cost and expense all Constructional Plant (if any) necessary for the completion of the Works.

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- 10.2 The Sub-Contractor and BGC's Supervisor shall agree as to the extent which the Sub-Contractor shall supply its own Material, if at all, and any Material supplied by the Sub-Contractor shall comply with the provisions of the Sub-Contract and the Head Contract Specification.
- 10.3 Without in any way limiting Clause 9, Constructional Plant and Material and the uses to which they are put by the Sub-Contractor shall comply with all relevant Federal, State and Municipal legislation and all applicable Australian or International Standards.
- 10.4 All Material supplied by the Sub-Contractor shall, unless otherwise specified, be new and unused, of current manufacture and of the highest grade, free from all imperfections affecting performance and suitable for its purposes.
- 10.5 Risk in and to the Constructional Plant and Material supplied by the Sub-Contractor on Site and elsewhere shall vest in the Sub-Contractor and the Sub-Contractor shall be liable to take all precautions to protect the Constructional Plant and Material supplied by the Sub-Contractor against loss, damage or destruction.
- 10.6 The Sub-Contractor confirms that any measuring equipment provided and/or used as part of the subcontract Works is fit for the purpose intended, as well as calibrated and maintained in accordance with the manufacturer's recommendations and any relevant statutory standards or requirement.
- 11. INSPECTION**
- 11.1 BGC's Supervisor (as applicable) may at any time without notice to the Sub-Contractor inspect any of the Works prior to and upon completion.
- 11.2 Failure by BGC's Supervisor to approve or disapprove of all or any part of the Works will not prejudice the power of BGC's Supervisor subsequently to approve or disapprove any part of the Works.
- 12. SAFETY**
- BGC is committed to providing and maintaining a safe workplace at all of its projects. As part of this commitment, it is essential that all Sub-Contractors:
- 12.1 As a minimum requirement, demonstrate and maintain compliance with the Occupational Safety & Health Act 2004, Occupational Safety & Health Regulations 2017, the Workplace Injury Rehabilitation and Compensation Act 2013 and applicable Codes of Practice and Australian Standards with respect to maintaining a safe workplace and systems of work so as to ensure, as far as is reasonably practicable, persons are not exposed to hazards; and comply with BGC Construction's Safe Work Requirements and site safety instructions.
- 12.2 Ensure a Safe Work Method Statement (SWMS)/ Job Safety Analysis (JSA) is submitted and approved by BGC Construction site management prior to work commencing on site. Upon Commencement of Works, if it is not possible to follow a SWMS/JSA in absolute detail, then an acceptable solution must be communicated to site management. Site management once satisfied with the deviation can authorise the revised SWMS/JSA.
- 12.3 Ensure that a relevant Material Safety Data Sheet (MSDS) is available for any hazardous substance on site. Each MSDS must have a risk assessment attached. Use and storage of the hazardous substance must follow that outlined in the MSDS.
- 12.4 Ensure that in tendering, at planning stages, and throughout the contract, that allowance is made for suitable OHS management practices and sufficient and serviceable (maintained) safety equipment as is necessary to complete all tasks in accordance with Statutory requirements. 12.5 Ensure that all plant and equipment used is serviced and maintained as required. Records must be provided to site management upon request. Required prestart checks must be conducted and recorded, such records must be kept with the plant and equipment.
- 12.5 Communicate, consult and co-ordinate all activities with BGC and any other Sub-Contractors on site as required, to ensure that a safe workplace is maintained.
- 12.6 Ensure that all personnel are competent and/or appropriately trained and supervised to carry out all activities conducted by the Sub-Contractor. Verification of competency to perform work must be supplied to site management, including any Licence to perform High Risk Work.
- 12.7 Immediately address/comply with any site instruction or memo issued by BGC site management relating to safety requirements.
- 12.8 Ensure that a properly stocked First Aid Kit is available at all times, and appropriate fire suppression equipment is available when required (eg heat generation process).
- 12.9 Ensure that you have suitably trained first aid personnel on site at all times.
- 12.10 Smoking is not permitted on site unless an area has been designated and signposted by site management.
- 12.11 Consumption of alcohol is not permitted on site. All workers on site must comply with BGC's Drugs and Alcohol Policy.
- 12.13 The operation of radios, listening devices with earpieces and phones are not permitted on site without the authorisation of site management.

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- 13. ENVIRONMENT** BGC is committed to carrying out its construction activities in a manner as environmentally responsible as is practicable. Subsequently, BGC is committed to achieving certification to AS/NZS ISO 14001-2004 "Environmental Management Systems". As part of this commitment, it is essential that all Sub-Contractors agree to comply with BGC's project-specific Environmental Management Plans. Please review the following minimum requirements pertaining to BGC's Waste Minimisation Programme.
- 13.1 Waste Minimisation**  
As part of BGC's waste minimisation programme, it is essential that all Sub-Contractors maintain a clean working environment and regularly place their rubbish/debris into the relevant bins provided by BGC. For example:
- 13.2** Inert material waste (concrete, bricks, gravel and sand) to be placed into the recyclable "Rubble Only" bins where provided.
- 13.3** Metal waste (steel off-cuts, reo bar, sheeting) to be placed into the "Metals Only" bins where provided.
- 13.4** Crib room recyclable waste (plastic containers, bottles, milk containers, cans, paper, cardboard) to be placed into the "Recyclable" bins where provided.
- 13.5** All other waste materials to be placed into general waste bins as provided.
- 13.6** BGC is not responsible for cleaning up after Sub-Contractors. BGC reserves the right to recover costs from the Sub-Contractor if required to clean up after Sub-Contractors.
- 14. WARRANTIES**
- 14.1** The Sub-Contractor warrants that the Works shall comply in all respects with the Sub-Contract.
- 14.2** The Sub-Contractor shall assign to BGC the benefit of any warranties and guarantees given to it in respect of any Materials supplied by the Sub-Contractor.
- 14.3** If any omission or defect in the Works arising from the Sub-Contractor's failure to comply with the terms of the Sub-Contract is not rectified within the time stipulated in a direction given by BGC's Supervisor then BGC may rectify the omission or defect at the Sub-Contractor's cost.
- 15. PAYMENT PROCEDURE**
- 15.1** BGC shall pay the Sub-Contractor the Sub-Contract Sum upon completion of the Works to the reasonable satisfaction of BGC's Supervisor, unless some other payment procedure is specified in the Purchase Order or is agreed between the Sub-Contractor and BGC's Supervisor
- 15.2** Upon the Sub-Contractor being entitled to payment, the Sub-Contractor shall furnish BGC with a tax invoice ("the Invoice"), clearly indicating the relevant Purchase Order number and Works details.
- 15.3** Within fourteen (14) days of receipt by BGC of the Invoice or the Purchase order signed as an invoice, BGC shall pay the Sub-Contractor the due amount less any amount which BGC may be entitled to deduct pursuant to the Sub-Contract.
- 15.4** Any debt or money due to BGC under or by virtue of a provision of the Sub-Contract may be deducted by BGC from any monies which may be or thereafter become payable to the Sub-Contractor by BGC. Nothing in this Clause shall affect the right of BGC to recover from the Sub-Contractor the whole or any balance that remains after such deduction.
- 15.5** The Sub-contractor shall sign a Recipient Created Tax Invoice Agreement, when requested by BGC's Supervisor.
- 15.6** Upon Payment to the subcontractor of the amounts claimed, the Plant or Materials the subject of the claim shall be the property of BGC free of any lien, charge or security interest.
- 15.7** Notwithstanding clauses 15.1 to 15.6, BGC is entitled to deduct, from any amount owing to the Sub-contractor, the value of any claim BGC or a related entity has against the Sub-contractor, whether under this agreement or otherwise.
- 16. INSURANCES**
- 16.1** The Sub-Contractor will provide evidence of Worker's Compensation and Public Liability insurance, where required by contract this policy is to extend to cover BGC Construction Pty and the Principal, for a minimum of \$5.0m or that specified in any letter of award, and will renew the policies as required for the *Contract Duration*. If the Company is a Sole Trader, it is required to provide Public Liability insurance only.
- 16.2** If the Sub-Contractor will bring vehicles onto the site, it will provide evidence of relevant motor vehicle insurance
- 16.3** When requested by BGC, the Sub-Contractor will provide evidence of Professional Indemnity Insurance acceptable to BGC.
- 16.4** BGC will provide Contract Works Insurance. The Sub-Contractor will be responsible for paying the excess on all claims that the Company requests BGC to make against the policy

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- 16.5 Notwithstanding Clause 17, if the Sub-Contractor fails to provide evidence of any insurances required by the Sub-Contract, BGC may immediately purchase the insurance policy, and charge the Sub-Contractor, or immediately terminate the contract.
- 16.6 The Sub-Contractor will not be allowed access to the Site until evidence of satisfactory insurance is provided to BGC.

### 17. DEFAULT OF SUB-CONTRACTOR

17.1 If the Sub-Contractor fails to perform or is in breach of any of its obligations imposed in terms of the Sub-Contract BGC may:

17.1.1 Give written notice of the Sub-Contractor requiring to remedy its breach or default within seven (7) days after the despatch of such notice; and 17.1.2 If the Sub-Contractor fails to remedy such default in a manner reasonably satisfactory to BGC within seven (7) days after receipt of the notice referred to in Clause 15.1.1 BGC may (without prejudice to any other rights or remedies it has under the Sub-Contract) exercise all or any of the following powers:

- (a) suspend any payment due to the Sub-Contractor under the Sub-Contract or otherwise until the default has been remedied;
- (b) take the remaining work under the Sub-Contract wholly or partly out of the hands of the Sub-Contractor; and
- (c) by notice determine the Sub-Contract and (at the option of BGC ) any other contract between BGC and the Sub-Contractor then in existence.

17.1.2 In addition to BGC's other rights under the Sub-Contract, if the Works shall involve the carriage or deliver of goods by the Sub-Contractor, BGC shall be entitled to immediately determine the Sub-Contract by notice to the Sub-Contractor if the following shall occur;

- (a) the Sub-Contractor or any of its employees or servants engaged in the Works shall be convicted of any traffic offence involving negligence, recklessness or driving under the influence of drugs or alcohol; or
- (b) the Sub-Contractor shall be deprived of or fail to maintain all necessary permits, licenses or other authorities required by law to enable it to complete or undertake the Works.

17.1.3 If BGC determines the Sub-Contract;

17.1.4 the Sub-Contract shall be determined from the date of the relevant notice (herein called "the Date of Determination") but without prejudice to any other rights or remedies of BGC under the Sub-Contract;

17.1.5 BGC may employ and pay other persons to complete the Works;

17.1.6 the Sub-Contractor shall, if so required by BGC within fourteen (14) days of the Date of Determination assign to BGC, without payment, the benefit of any agreement for the manufacture or supply of Material (if any) supplied by the Sub-Contractor or for the performance of any work for the purposes of this Sub-Contract;

17.1.7 the Sub-Contractor shall (as and when directed by BGC to do so, and not before) remove from the Site, Material (if any) supplied by the Sub-Contractor and Constructional Plant. If within a reasonable time after receipt of such direction the Sub-Contractor does not comply, then BGC may, not less than fourteen (14) days after notifying the Sub-Contractor of its intention (but without being responsible for any loss or damage) remove and/or sell any such property of the Sub-Contractor the proceeds of which may be credited by BGC to the Sub-Contractor's account; and,

17.1.8 if the Works or any part thereof has been taken out of the hands of the Sub-Contractor, BGC, on completion of the Works, shall ascertain the cost to BGC of completing the Works and shall deduct the amount so arrived at from the Sub-Contract Sum. Any deficiency shall be payable by the Sub-Contractor to BGC.

17.2 Any action taken by BGC pursuant to this Clause shall not operate to prejudice BGC's:

- 17.2.1 rights, remedies, authorities or discretions, or the accrued liabilities and obligations of the Sub-Contractor which shall continue in full force and effect as if there had been no such termination;
- 17.2.2 rights to recover or deduct monies pursuant to the provisions of the Sub-Contract; nor
- 17.2.3 rights to recover from the Sub-Contractor all monies whatsoever (from time to time) due and payable to BGC by the Sub-Contractor whether under or in relation to this Sub-Contract or otherwise.

### 18. INSOLVENCY

If the Sub-Contractor:

- a. passes a resolution that it be wound up or suffers a winding up order to be made against it (unless such winding up is solely for the purpose of reconstruction or amalgamation, their terms of which have previously been approved by BGC);
- b. becomes insolvent or bankrupt or has a receiving order made against it or enters into a composition with its creditors or any class of them; or

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- c. suffers a receiver or receiver and manager to be appointed or carries on business under a receiver or receiver and manager;

then BGC may:

terminate the Sub-Contract by notice to the Sub-Contractor, its receiver, receiver and manager, trustee or liquidator or any other person in whom the affairs of the Sub-Contractor's affairs may have become vested;

or

give to the receiver, receiver manager, trustee, or liquidator or other person in whom the Sub-Contractor's affairs have vested the option of continuing to carry out the Sub-Contract subject to the provision of a guarantee satisfactory to BGC for the due and faithful performance of the unexpired portion of the Sub-Contract.

If BGC terminates the Sub-Contract under clause 16.5 then BGC's rights and remedies shall be those set out in Clauses 17.1.4 to 17.1.8

### 19. EXTENSION OF TIME

19.1 The Sub-Contractor may seek an extension of time if it is delayed under the Sub-Contract by reason of a delay by the Contractor, or an Act of God or circumstances beyond the control of the Sub-Contractor and which could not have been reasonable foreseen by a reasonably prudent and experienced Sub-Contractor.

19.2 The Sub-Contractor and BGC's supervisor shall discuss the Sub-Contractor's request for an extension of time and shall agree on the terms of such an extension including appropriate adjustments (if any) to the Sub-Contract Sum.

### 20. TAXES AND DUTIES

20.1 The Sub-Contractor shall pay, at its own expense, when due and payable all payments, wages and salaries, taxes and contributions imposed by law or any industrial agreement ("the Payments") with respect to or measured by the employment of or remuneration (wages, salaries or other) paid to employees of the Sub-Contractor related to the Works, including, but not limited to, workers' compensation, superannuation, unemployment compensation insurance, old age benefits, welfare funds, pensions and annuities, union dues, and disability insurance.

20.2 BGC's Supervisor may, at any time, serve a notice on the Sub-Contractor requesting reasonably satisfactory proof that all or some of the Payments are up to date, and the Sub-Contractor shall provide BGC's Supervisor with such proof within three (3) days of receipt of the notice.

20.3 The Sub-Contractor shall defend, indemnify and hold harmless BGC from any liability resulting from the Sub-Contractor's failure to make timely payment of or to pay the above or any items similar to the above or failure to comply with the reporting, return or other procedural requirements with respect to its payment. Any interest, penalties or other liabilities arising from such failure shall be paid by the Sub-Contractor.

### 21. COMPLIANCE WITH LAWS AND REGULATIONS

21.1 The Sub-Contractor shall comply with the requirements from time to time of all relevant Federal, State and Municipal legislation.

21.2 The Sub-Contractor shall procure and maintain all permits or licenses and give all such notices and pay all such statutory amounts as may be required in order to perform the work under the Sub-Contract.

21.3 If the Sub-Contractor is required to transport goods, materials or plant under the Subcontract, the Sub-Contractor shall comply with the requirements of the Road Safety Act 1986. The Sub-Contractor indemnifies BGC for any costs, loss or damage incurred as a result of any failure to comply with this clause.

### 22. ASSIGNMENT, NOVATION OR FACTOR

22.1 The Sub-Contractor must not sell, assign, factor or otherwise dispose of any of Sub-Contractor's present and future rights to payment that are due to Sub-Contractor (hereinafter referred to as "Account"), nor shall it encumber any Account, without the prior written consent of BGC acting entirely in its sole and unfettered discretion, such consent to be given on such terms and conditions as BGC deems fit.

22.2 The Sub-Contractor agrees that under no circumstances shall it be entitled to consider any sale, assignment, factoring, disposal or encumbrance of Accounts as contemplated in this clause if,

- a. in relation to a body corporate, it is insolvent within the meaning of section 95A of the Corporations Act, or a liquidator, administrator, controller or similar official is appointed to, or takes possession or control of, any of its assets or undertakings, or it enters into any type of arrangement with its creditors;

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## SCHEDULE GENERAL TERMS AND CONDITIONS OF SUB-CONTRACT

- b. in relation to an individual, the person has a bankruptcy notice issued against that person, a receiver or trustee or similar official is appointed to any of that person's property or that person enters into an arrangement with any of its creditors.
- 22.3 BGC may assign the benefit or burden (or both) of the Sub-Contract or any part thereof, and shall, within a reasonable time thereafter, given notice of such assignment to the Sub-Contractor.
- 23. NON WAIVER**  
Any waiver or relaxation by BGC partly or wholly of any term or condition of the Sub-Contract shall be valid only if agreed by the Sub-Contractor and BGC's Supervisor and shall apply to a particular occasion only and shall be restricted to its terms and shall not be continuing nor of application generally unless expressed so to be and shall not constitute a waiver or relaxation of any term of condition.
- 24. SUPERANNUATION**  
The sub-contractor confirms, acknowledges and agrees, that:
- 24.1 BGC is not required legally or otherwise to make any superannuation contribution on behalf of the Sub-Contractor or the Sub-Contractor's own employees or sub-contractors : and
- 24.2 The Sub-Contractor may be legally obliged to make superannuation contributions on behalf of those employees, sub-contractors, or assistants engaged or employed by the Sub-Contractor.
- 25. SERVICE OF NOTICES**  
Written notices required under the Sub-Contract shall be deemed to have been validly given if delivered by hand or sent by registered post to the respective addresses of the parties appearing in the Agreement and shall be effective upon receipt.
- 26. GOVERNING LAW**  
The Sub-Contract shall be governed by and subject to the laws of Western Australia.
- 27. PRIVACY AND SURVEILLANCE**  
BGC collects your personal information for the purpose of acquiring goods and/or services from the Subcontractor and keeping a record of transactions on BGC's file. Personal information can include sensitive health information as required by BGC from time to time. By signing this Subcontract the Subcontractor consents to BGC accessing, holding and using the Subcontractor's personal information in accordance with its Privacy Policy for purposes associated with its business including internal reporting, compliance, security, safety, oversight and marketing.. BGC's Privacy Policy can be found at [www.bgc.com.au](http://www.bgc.com.au).
- 28. INDEMNITIES**  
The Sub-contractor will comply with all relevant Laws in the performance of the Services including without limitation safety laws and Chain of Responsibility obligations in the performance of the Services.  
The Subcontractor shall indemnify BGC in respect of all losses or claims raised against it arising out of or as a consequence of the Sub-contractor's failure to comply with this clause.

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As a subcontractor for BGC, what are James' WHS/OHS rights and duties?

☐ Verbally interviewed

- *Demonstrate and maintain compliance with the Occupational Safety & Health Act 2004, Occupational Safety & Health Regulations 2017, the Workplace Injury Rehabilitation and Compensation Act 2013 and applicable Codes of Practice and Australian Standards with respect to maintaining a safe workplace and systems of work so as to ensure, as far as is reasonably practicable, persons are not exposed to hazards; and comply with BGC Construction's Safe Work Requirements and site safety instructions.*
- *Ensure a Safe Work Method Statement (SWMS)/ Job Safety Analysis (JSA) is submitted and approved by BGC Construction site management prior to work commencing on site*
- *Ensure that a relevant Material Safety Data Sheet (MSDS) is available for any hazardous substance on site.*
- *Ensure that in tendering, at planning stages, and throughout the contract, that allowance is made for suitable OHS management practices and sufficient and serviceable (maintained) safety equipment as is necessary to complete all tasks in accordance with Statutory requirements.*
- *Ensure that all plant and equipment used is serviced and maintained as required. Records must be provided to site management upon request. Required prestart checks must be conducted and recorded, such records must be kept with the plant and equipment.*
- *Communicate, consult and co-ordinate all activities with BGC and any other Sub-Contractors on site as required, to ensure that a safe workplace is maintained.*
- *Ensure that all personnel are competent and/or appropriately trained and supervised to carry out all activities conducted by the Sub-Contractor. Verification of competency to perform work must be supplied to site management, including any Licence to perform High Risk Work.*
- *Immediately address/comply with any site instruction or memo issued by BGC site management relating to safety requirements.*
- *Ensure that a properly stocked First Aid Kit is available at all times, and appropriate fire suppression equipment is available when required (e.g. heat generation process).*
- *Ensure that you have suitably trained first aid personnel on site at all times.*
- *Smoking is not permitted on site unless an area has been designated and signposted by site management.*
- *Consumption of alcohol is not permitted on site. All workers on site must comply with BGC's Drugs and Alcohol Policy.*
- *The operation of radios, listening devices with earpieces and phones are not permitted on site without the authorisation of site management.*

Is James permitted to further subcontract any part of the Works, should he choose to?

☐ Verbally interviewed

*No, clause 4.1 states that the Sub-Contractor may not further subcontract any part of the Works without first obtaining the prior written approval of BGC.*

What are James' responsibilities with regard to supply of equipment?

☐ Verbally interviewed

*Equipment must be fit for the purpose intended, as well as calibrated and maintained in accordance with the manufacturer's recommendations and any relevant statutory standards or requirement.*

## Part 6: Post project safety review form

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms. Ensure all learners work is dated and signed.*

Project	
Contractor	
Project Manager/ Project Safety Manager	
Date of review	

For each Safety KPI, indicate whether it was achieved or not with explanation and ways to improve the process the next time.

Safety KPI	Achieved Y/N	If not, why not?	Ways to improve
All contractors attended induction			
Daily pre-starts conducted and copy submitted			
Housekeeping checklists completed weekly and submitted			
Incident reports submitted			
JSA's completed for all jobs			
Contractor safety representative attended all company safety meetings			
What is your overall satisfaction rating with the contractor's compliance to safety?			
<div>Excellent <input type="checkbox"/></div> <div>Acceptable <input type="checkbox"/></div> <div>Unacceptable <input type="checkbox"/></div>			
Would you recommend we use this contractor again? Yes <input type="checkbox"/> No <input type="checkbox"/>			
If not why not:			
Contractor Manager			
Company Safety Representative			
Company Manager			

## Workplace Practical/Simulation Task 2.1 Observation – Manage people performance

This workplace practical/simulation task addresses competency for the following unit:

BSBMGT502

Manage people performance



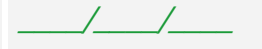
Site Location:

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<ul style="list-style-type: none"> <li><i>e.g. Did the Learner understand the concept of the scenario?</i></li> </ul>	Yes	<i>The Learner has displayed knowledge of the application of the feedback scenario, they have shown they have gained the understanding of the concept well.</i>	12/07/17
Did the Learner: <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate the effectiveness program into feedback</li> <li><input type="checkbox"/> Multiple sources of information to contribute</li> <li><input type="checkbox"/> Understand the key function of gathering feedback techniques</li> <li><input type="checkbox"/> Understand the engagement survey and staff improvement correlation</li> </ul>			<div>___/___/___</div> <div>___/___/___</div> <div>___/___/___</div>
Employee appraisal form gain an understanding of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent performance</li> <li><input type="checkbox"/> Acceptable standard, room for improvement</li> <li><input type="checkbox"/> Help or training required</li> <li><input type="checkbox"/> Standard unacceptable, immediate improvement required.</li> <li><input type="checkbox"/> Concept the achievable goals</li> <li><input type="checkbox"/> Identify strengths and weakness both self and organisational needs</li> </ul>			<div>___/___/___</div> <div>___/___/___</div> <div>___/___/___</div>

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<p>Did they understand the 'Job performance tasks':</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands clearly the job description and associated responsibilities</li> <li><input type="checkbox"/> Performs all required work tasks diligently and on a timely basis.</li> <li><input type="checkbox"/> Sets target goals and develops action plans</li> <li><input type="checkbox"/> Ability to provide management with solutions to problems as opposed to simply identifying problems</li> <li><input type="checkbox"/> Excellent organisation skills</li> <li><input type="checkbox"/> Ability to delegate work when required to achieve target goals and operational efficiencies</li> <li><input type="checkbox"/> Ability to seek advice and assistance when required from the manager</li> <li><input type="checkbox"/> Ability to prioritise workload effectively</li> <li><input type="checkbox"/> Avoids non-productive activities</li> <li><input type="checkbox"/> Demonstrates good working knowledge of products and services</li> <li><input type="checkbox"/> Prepared to go beyond the minimum requirements of the position</li> <li><input type="checkbox"/> Consistently works at a high-performance level</li> </ul>			<div data-bbox="1832 459 2056 491">____/____/____</div> <div data-bbox="1832 842 2056 874">____/____/____</div> <div data-bbox="1832 1225 2056 1257">____/____/____</div>

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<p>Did the learner demonstrate an understanding and commitment to identification of self and personal attributes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Always exerts a professional and well-mannered temperament in the workplace</li> <li><input type="checkbox"/> Proactive in taking initiative in achieving set tasks and goals</li> <li><input type="checkbox"/> A team player who co-operates and supports team members rather than competing with others</li> <li><input type="checkbox"/> Always listens to others and encourages them to contribute an open mind</li> <li><input type="checkbox"/> Excellent communication skills and keeps everyone within the team informed</li> <li><input type="checkbox"/> Adopts the attitude that is supportive of the business's core values</li> <li><input type="checkbox"/> Telephone etiquette is professional and adopts business protocol</li> <li><input type="checkbox"/> Willing to learn and undertake additional training to maintain and develop skills and knowledge</li> <li><input type="checkbox"/> Adopts the attitude to learn from mistakes</li> <li><input type="checkbox"/> Always courteous to others and apologies if others are offended by inappropriate behaviour</li> <li><input type="checkbox"/> Enjoys working with team members and has fun whilst achieving target goals</li> </ul>			<div data-bbox="1832 454 2056 491">____/____/____</div> <div data-bbox="1832 837 2056 874">____/____/____</div> <div data-bbox="1832 1220 2056 1257">____/____/____</div>



I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<p>Does the learner have an understanding and gained concepts used as key performance indicators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality always</li> <li><input type="checkbox"/> Confident in and knowledgeable both in dealings with customers and team members</li> <li><input type="checkbox"/> Performs well under pressure</li> <li><input type="checkbox"/> Presents a professional image and maintains personal conduct that is conducive to the position</li> <li><input type="checkbox"/> Fits in with the culture of the business and adopts a positive attitude always</li> <li><input type="checkbox"/> Team player who builds positive relationships with team members and management</li> <li><input type="checkbox"/> Ability to use leadership skills to support and lead other team members</li> <li><input type="checkbox"/> Mutual respect, honesty and integrity are characteristics that are exercised on a regular basis</li> <li><input type="checkbox"/> Proactive in asking questions to retrieve more information and learn</li> <li><input type="checkbox"/> Willing to accept constructive feedback and turn it into a positive learning from it</li> <li><input type="checkbox"/> Undertakes training willingly</li> <li><input type="checkbox"/> Maximises the opportunities available</li> </ul>			<div data-bbox="1825 276 2085 659">  </div> <div data-bbox="1825 659 2085 1042">  </div> <div data-bbox="1825 1042 2085 1417">  </div>



I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<p>Did the Learner identify and contribute to the key goals if the coaching plan to assist the organisation with measures including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success</li> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Development</li> <li><input type="checkbox"/> Activities</li> <li><input type="checkbox"/> Millstones</li> <li><input type="checkbox"/> Target dates</li> <li><input type="checkbox"/> Responsibilities</li> </ul>			<div data-bbox="1830 331 2056 368">____/____/____</div> <div data-bbox="1830 459 2056 496">____/____/____</div> <div data-bbox="1830 587 2056 624">____/____/____</div>
<p>Were all forms and documents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> Signed</li> <li><input type="checkbox"/> Dated</li> <li><input type="checkbox"/> And represented the case study accurately</li> </ul>			<div data-bbox="1830 718 2056 754">____/____/____</div> <div data-bbox="1830 829 2056 866">____/____/____</div> <div data-bbox="1830 941 2056 978">____/____/____</div>
<p>Did the Learner complete the Meeting Minutes template using the information from the case study?</p>			<div data-bbox="1830 1053 2056 1090">____/____/____</div> <div data-bbox="1830 1165 2056 1201">____/____/____</div> <div data-bbox="1830 1276 2056 1313">____/____/____</div>

I have directly observed the Learner demonstrate their ability to:		Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Termination of employment: <input type="checkbox"/> Provide the worker with a termination of employment letter <input type="checkbox"/> Give the worker notice or provide payment in lieu of notice <input type="checkbox"/> Adhere to Fair Work requirements for termination of employment				<div>____/____/____</div> <div>____/____/____</div> <div>____/____/____</div>
Trainer signature:	<i>Trainer signature</i>		Learner signature:	<i>Learner signature</i>

## Workplace Practical/Simulation Task 2.2 Observation – Management of contractors

This workplace practical/simulation task addresses competency for the following unit:

BSBWHS408 Assist with effective WHS management of contractors

Site Location:

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
<ul style="list-style-type: none"> <li>e.g. Complete all sections of the workplace induction checklist</li> </ul>	Yes	The Learner satisfactorily completed all sections of the workplace induction checklist.	12/07/17
Complete all sections of the WHS Management Plan: <ul style="list-style-type: none"> <li><input type="checkbox"/> Project information</li> <li><input type="checkbox"/> Roles and responsibilities</li> <li><input type="checkbox"/> General WHS information</li> <li><input type="checkbox"/> Risk management</li> <li><input type="checkbox"/> High risk construction work</li> <li><input type="checkbox"/> Emergency and incident response</li> <li><input type="checkbox"/> Induction and training</li> <li><input type="checkbox"/> Consultation and communication</li> <li><input type="checkbox"/> Site safety procedures</li> </ul>			<div>____/____/____</div> <div>____/____/____</div> <div>____/____/____</div>

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Complete all sections of the accident/incident report form, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal details</li> <li><input type="checkbox"/> Accident/incident details</li> <li><input type="checkbox"/> Nature of the injury</li> <li><input type="checkbox"/> Location of the injury</li> <li><input type="checkbox"/> Results of the accident</li> <li><input type="checkbox"/> Damage to equipment/buildings/vehicles etc.</li> <li><input type="checkbox"/> Contributing factors</li> <li><input type="checkbox"/> Corrective actions</li> <li><input type="checkbox"/> Signatures</li> </ul>			<div data-bbox="1832 331 2056 379">____/____/____</div> <div data-bbox="1832 475 2056 523">____/____/____</div> <div data-bbox="1832 619 2056 667">____/____/____</div>
Complete the Safe Work Method Statement, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Listing the work tasks in logical order</li> <li><input type="checkbox"/> Identifying what aspects of the work could harm workers or the public</li> <li><input type="checkbox"/> Describing what will be done to make the activity as safe as possible</li> </ul>			<div data-bbox="1832 754 2056 802">____/____/____</div> <div data-bbox="1832 850 2056 898">____/____/____</div> <div data-bbox="1832 962 2056 1010">____/____/____</div>
Complete all sections of the site induction checklist: <ul style="list-style-type: none"> <li><input type="checkbox"/> Items 1 – 13</li> </ul>			<div data-bbox="1832 1066 2056 1114">____/____/____</div> <div data-bbox="1832 1177 2056 1225">____/____/____</div> <div data-bbox="1832 1289 2056 1337">____/____/____</div>

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Correctly interpret the subcontracting agreement, and identify the subcontractor's: <input type="checkbox"/> WHS/OHS rights and duties <input type="checkbox"/> Right to further subcontract <input type="checkbox"/> Responsibilities with regard to supply of equipment			____/____/____
			____/____/____
			____/____/____
Complete all sections of the post project safety review form			____/____/____
			____/____/____
			____/____/____
Trainer signature:	<i>Trainer signature</i>	Learner signature:	<i>Learner signature</i>

## Workplace Practical/Simulation Tasks Assessment Record

### Units of competency

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

### Instructions for the Learner

By signing the below, I hereby certify that the activities are my own work, based on my personal study and/or research. I have acknowledged that all materials and resources used have not been copied in part or whole, or otherwise plagiarised the work of other learning and/or other person.

### Instructions for the Trainer

The Trainer is required to complete this Assessment Task Record Sheet once the Learner has completed and submitted all requirements for the Workplace Practical/Simulation Tasks for these units of competency, the Learner's work has been reviewed by the Trainer, and relevant feedback has been provided.

**Based on the evidence gathered during the training and assessment process we, the undersigned, agree the assessment was valid, reliable, flexible and fair.**

Site: *Place of assessment site*

Assessment Activity	Satisfactory	Date	More evidence	Date
Task 2 – Workplace Practical/ Simulation Task 2.1	<input type="checkbox"/>	<i>Date</i>	<input type="checkbox"/>	
Task 2 – Workplace Practical/ Simulation Task 2.2	<input type="checkbox"/>	<i>Date</i>	<input type="checkbox"/>	

Context detail (Assessor to record)

*Detail the context this assessment took place*

Attempt 1 / /  Attempt 2 / /  Attempt 3 / /

**Appeals:** If you receive a Not Satisfactory assessment result you have the right to appeal. You have three assessment attempts.

**Assessor feedback to learner:** The Assessor must write full feedback to the learner that is constructive and not generic.

*Ensure your feedback is constructive. Do not use phrases like well done and great job. Provide learners with information on what exactly they did well, and in the areas where they may still need improvement if applicable.*

Learner Name:	<i>Learner Name</i>		
Learner Signature:	<i>Learner Signature</i>	Date:	<u>    </u> / <u>    </u> / <u>    </u>
Assessor Name:	<i>Your Name</i>		
Assessor Signature:	<i>Your Signature</i>	Date:	<u>    </u> / <u>    </u> / <u>    </u>

## Assessment Task 3 – Projects

In this task, there are a total of 3 projects. You must satisfactorily complete all projects.

### Project 3.1 – Managing risk

This project addresses competency for the following units:

BSBMGT502	Manage people performance
BSBWHS408	Assist with effective WHS management of contractors

### Project 3.2 – WHS requirements

This project addresses competency for the following unit:

BSBWHS408	Assist with effective WHS management of contractors
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### Project 3.3 – Manage people performance

This project addresses competency for the following unit:

BSBMGT502	Manage people performance
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### Assessment instructions

- Any templates needed to complete these Assessment tasks, are attached to the Assessment Workbook and must be completed in conjunction with the Assessment task.
- You are able to provide supplementary evidence of the tasks performed on previous occasions, if determined suitable by your Trainer and Assessor. Please ensure that you discuss this with your Trainer if you are unsure.
- If the conditions of these Assessment tasks cannot be replicated in a real-life work task on the day of assessment, your Trainer may conduct all or part thereof in a simulated work practical task, in line with the assessment process for this task.
- All projects if necessary will require a verbal interview from the Trainer to verify the responses.



**Refer to the Learner Activity Workbook to help you answer the questions in this task.**

## Project 3.1 – Managing risk

This project addresses competency for the following units:

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

Objective of the task	The purpose of this project is to assess your ability to manage risks on the worksite.
Resources include	<ul style="list-style-type: none"> <li>• Learner Activity Workbook</li> <li>• Assessment Workbook</li> <li>• Summary of the Occupational Health and Safety Act 2004 (hard copy supplied)</li> <li>• <a href="https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act">https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act</a></li> <li>• <a href="https://www.safeworkaustralia.gov.au/">https://www.safeworkaustralia.gov.au/</a></li> <li>• Risk Assessment Rating Matrix</li> <li>• Hierarchy of control</li> <li>• Risk Assessment Template</li> </ul>
You will be required to complete	Part 1: Risk Assessment
Your task	<p>Part 1: Risk Assessment</p> <p>The site address is 131 Nepean Hwy Rye. The staff member is Mitchell Walters. Mitch is a concreter who subcontracts to JNK Constructions, he will need to complete a risk assessment activity on the 13/8/2017 and submit to JNK Constructions for review.</p> <p>Follow the steps below to complete the risk assessment:</p> <ol style="list-style-type: none"> <li>1. Consider the activities listed from steps 1 – 5 on the risk Assessment template in the next pages.</li> <li>2. For each task identify the potential hazards associated in the template provided</li> <li>3. Use the Risk Assessment Matrix on the following page to calculate the Current Risk Rating associated with the individual task</li> <li>4. Use the Hierarchy of Controls table to determine appropriate action for that task</li> <li>5. Determine who is responsible for implementing the control measures to reduce the risk, and when this is to be completed by</li> <li>6. Refer to the Risk Assessment Matrix to now calculate the revised risk level associated with the individual task.</li> </ol> <p>Part 1 Complete the following:</p> <ul style="list-style-type: none"> <li>• Risk assessment</li> </ul>

Learner Name:

*Learner name*

Learner Signature:

*Learner signature*

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_



## Risk Assessment Rating Matrix

Use this table to determine the current risk and residual risk for each identified task and hazard.

Consider the following:

1. What is the worst possible consequence of this hazard?
2. What is the likelihood of this occurring?

		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	High	High	Extreme	Extreme	Extreme
	Likely	Moderate	High	High	Extreme	Extreme
	Possible	Low	Moderate	High	Extreme	Extreme
	Unlikely	Low	Low	Moderate	High	Extreme
	Rare	Low	Low	Moderate	High	High

Risk Assessment Rating Matrix adapted from: <http://www.expressbcp.com/wp-content/uploads/2013/03/tramatrix.jpg>

## Likelihood

The likelihood or probability of injury, illness or damage occurring is categorised as follows:

Level	Description
Almost Certain	Most likely outcome, could occur any time (daily)
Likely	Likely to occur, even 50/50 chance (weekly)
Possible	Might occur at some time (monthly)
Unlikely	Unlikely to occur, but history of the event exists within the industry (yearly)
Rare	Practically impossible, no known history of event occurring, in exceptional circumstances

## Consequence

The consequence for injury and illness is categorised as follows:

Severity	Description
Catastrophic	Multiple fatalities, extensive financial loss, severe business disruption, severe environmental damage
Major	Fatality, significant financial loss, major business disruption, major environmental damage
Moderate	Serious injury with a long period (10 days or more) off work and/or permanent impairment, substantial financial loss, notable business disruption (more than 1 day)
Minor	Lost time injury but not permanent impairment with less than 10 days off work, contaminant release contained without outside assistance, notable financial loss, a slight business disruption (property damage)
Insignificant	Superficial injury or illness such as minor cuts and bruises, first aid treatment, negligible financial loss, minor property damage, contaminant release immediately contained


## Risk Management Priority

Risks will be prioritised and managed as follows:

Priority	Description
Extreme	<ul style="list-style-type: none"> <li>Action to reduce risk is mandatory</li> <li>If work is in progress and an activity is identified as extreme risk – cease work immediately</li> <li>Work will not commence until action has been taken to lower the risk to another category</li> </ul>
High	<ul style="list-style-type: none"> <li>Action to reduce risk is mandatory</li> <li>If work is in progress and an activity is identified as high risk – consider ceasing work</li> <li>Immediate action must be taken, or controls implemented to reduce the risk</li> <li>Approval must be obtained from Management to continue work</li> </ul>
Moderate	<ul style="list-style-type: none"> <li>Action to reduce risk should be taken</li> <li>Action must be based on the Hierarchy of Controls</li> <li>Short-term action can be administrative controls or protective equipment</li> <li>Employees must be made aware of the risk and controls to be taken</li> <li>Plans for further mitigation must be implemented</li> </ul>
Low	<ul style="list-style-type: none"> <li>Action to reduce risk should be taken</li> <li>Action must be based on the Hierarchy of Controls</li> <li>Administrative procedures or protective equipment may control the risk</li> </ul>

## The Hierarchy of Control

Use the following matrix to rate the consequence of each identified hazard. Where a hazard could have multiple consequences (e.g. injury and financial cost) the highest consequence should be selected.

Effectiveness	Type of control	Example
 <p>Most effective</p>	Elimination	Discontinue use of product, equipment, cease work process
	Substitution	Can the task, process, equipment be substituted with a less hazardous one?
	Isolation	Can the hazard be isolated to prevent exposure?
	Engineering controls	Can the task, equipment, process be re-designed to reduce the risk?
	Administration controls	Provide training, information to employees to ensure they can work safely.
	Personal protective equipment	Equipment provided to place a barrier between employee and the hazard.
Least effective		

## Part 1: Risk Assessment

☐ Verbally interviewed

*Sample answer provided below.*

Workplace location:	<i>131 Nepean Hwy Rye</i>	Date:	<i>13/08/2017</i>
Name of person conducting assessment:	<i>Mitchell Walters</i>		
Workplace activity:	<i>Site Contractor safety</i>		

Spot the Hazard		Assess the Risk	Fix the Problem			Evaluate Results
Identify the work task or activity?	What are the hazards associated with each activity?	Is the risk associated with the hazard low, moderate, high or extreme?	If the risk is deemed unacceptable for the task, what will be done to reduce or remove the risk?	By whom?	By when?	Go through the first 3 steps again to ensure risk levels are now at an acceptable level Revised risk level
1. Entry to site	<ul style="list-style-type: none"> <li><i>Entry to unsafe area</i></li> <li><i>Movement of site personnel, vehicles, plant and equipment</i></li> </ul>	<i>L</i>	<ul style="list-style-type: none"> <li><i>Report to site office for site induction</i></li> <li><i>Risk assessment of site conditions</i></li> <li><i>Training of all employees</i></li> </ul>	<i>SM</i>	<i>15/8/17</i>	<i>L</i>
2. Check for existing services	<ul style="list-style-type: none"> <li><i>Contact with underground services (gas, electricity, pipelines, sewer) and contaminated soil.</i></li> </ul>	<i>M</i>	<ul style="list-style-type: none"> <li><i>Inspect all relevant site drawings and where necessary contact the Dial-before-you-dig-service prior to digging.</i></li> <li><i>Ensure that all underground services and any other contamination are identified and that all relevant safety issues are addressed prior to commencing work.</i></li> </ul>	<i>SM</i>	<i>14/8/17</i>	<i>L</i>

Spot the Hazard		Assess the Risk	Fix the Problem			Evaluate Results
Identify the work task or activity?	What are the hazards associated with each activity?	Is the risk associated with the hazard low, moderate, high or extreme?	If the risk is deemed unacceptable for the task, what will be done to reduce or remove the risk?	By whom?	By when?	Go through the first 3 steps again to ensure risk levels are now at an acceptable level Revised risk level
3. Unloading equipment	<ul style="list-style-type: none"> <li>Fall from vehicle</li> <li>Manual handling injuries</li> <li>Slips, trips and falls</li> </ul>	<i>L</i>	<ul style="list-style-type: none"> <li>Manual handling training</li> <li>Wear gloves (PPE)</li> <li>Unload equipment on a level clear area</li> </ul>	<i>SM</i>	<i>15/8/17</i>	<i>L</i>
4. Setting up equipment	<ul style="list-style-type: none"> <li>Trips and falls</li> </ul>	<i>M</i>	<ul style="list-style-type: none"> <li>Ensure site is clear of all debris and obstructions</li> <li>Barricade work and fall areas</li> </ul>	<i>TJ, HT</i>	<i>15/8/17</i>	<i>L</i>
5. Use of Fuels (e.g. petrol, diesel)	<ul style="list-style-type: none"> <li>Fire or explosion from incorrect storage of fuels.</li> </ul>	<i>H</i>	<ul style="list-style-type: none"> <li>Ensure that a material safety data sheet is available and that recommendations are followed.</li> <li>Switch off motors when refuelling. Do not smoke when refuelling.</li> <li>Store in appropriately labelled fuel containers.</li> <li>Store in a well-ventilated area free of sources of ignition and with danger – no smoking signs.</li> </ul>	<i>SM</i>	<i>15/8/17</i>	<i>L</i>

## Project 3.2 – WHS requirements

This project addresses competency for the following units:

BSBWHS408 Assist with effective WHS management of contractors

Objective of the task	The purpose of this project is to demonstrate your understanding of WHS legislative requirements with respect to contractor WHS arrangements.
Resources include	<ul style="list-style-type: none"> <li>Learner Activity Workbook</li> <li>Assessment Workbook</li> <li>Summary of the Occupational Health and Safety Act 2004 (hard copy supplied)</li> <li><a href="https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act">https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act</a></li> <li><a href="https://www.safeworkaustralia.gov.au/">https://www.safeworkaustralia.gov.au/</a></li> <li>Woolworths Limited Work, Health and Safety Minimum Requirements: Appointment of Principal Contractor document, from <a href="http://wowcontractor.com.au/wp-content/uploads/sites/9/2016/10/PC-Work-Health-and-Safety-Requirement-Documents-V7.0.pdf">http://wowcontractor.com.au/wp-content/uploads/sites/9/2016/10/PC-Work-Health-and-Safety-Requirement-Documents-V7.0.pdf</a></li> </ul>
You will be required to complete	Part 1: WHS Management System
Your task	<p>Part 1: WHS Management System</p> <p>Review the Woolworths Limited Work, Health and Safety Minimum Requirements: Appointment of Principal Contractor document, from <a href="http://wowcontractor.com.au/wp-content/uploads/sites/9/2016/10/PC-Work-Health-and-Safety-Requirement-Documents-V7.0.pdf">http://wowcontractor.com.au/wp-content/uploads/sites/9/2016/10/PC-Work-Health-and-Safety-Requirement-Documents-V7.0.pdf</a></p> <p>Does the policy align with WHS legislative requirements? Conduct an audit of the policy, using the checklist provided.</p> <p>Part 1 Complete the following:</p> <ul style="list-style-type: none"> <li>Contractor WHS Management System Questionnaire</li> </ul>

Learner Name:	<i>Learner name</i>		
Learner Signature:	<i>Learner signature</i>	Date:	___/___/___

## Part 1: Contractor WHS Management System Questionnaire

☐ Verbally interviewed

*All answers must be completed signed and dated to ascertain the learners understanding of the necessary sections of the forms.*

		Yes	No
1	WHS Policy and Management		
1.1	Is there a written company health and safety policy?  <i>If yes provide a copy of policy. Comments</i>		
1.2	Does the company have a WHS Management System certified by a recognised independent authority (e.g. ISO 4801, SafetyMAP)?  <i>If Yes provide details</i>		
1.3	Is there a company WHS Management System manual or plan?  <i>If yes provide a copy of contents page(s). Comments.</i>		
1.4	Are health and safety responsibilities clearly identified for all levels of staff?  <i>If Yes provide details:</i>		
2	Safe Work Practices and Procedures		
2.1	Has the company prepared safe operating procedures or specific safety work instructions relevant to its operations?  <i>If yes, provide a summary listing of procedures or instructions. Comments</i>		
2.2	Does the company have any permit to work systems?  <i>If Yes, provide a summary listing or permits</i>		
2.3	Is there a documented incident investigation procedure?  <i>If Yes provide a copy of a standard incident report form.</i>		

		Yes	No
2.4	Are there procedures for maintaining, inspecting and assessing the hazards of plant operated/owned by the company?  <i>If Yes, provide details</i>		
2.5	Are there procedures for storing and handling hazardous substances?  <i>If Yes, provide details</i>		
2.6	Are there procedures for identifying, assessing and controlling all risks?  <i>If Yes, provide details</i>		
3	OHS Training		
3.1	Do you conduct the following training? <ul style="list-style-type: none"> <li>• Inductions</li> <li>• Daily pre start/ toolbox/ shift changeover meetings</li> <li>• Manual handling</li> <li>• Dangerous goods</li> </ul>		
3.2	Are JSA's/SWMS completed for non standard tasks or when environments have changed?  <i>If Yes, provide examples of completed JSA's SWMS</i>		
3.3	Is a record maintained of all training and induction programs conducted?  <i>If Yes, provide examples of safety training records</i>		
4	Health and Safety Workplace Inspection		
4.1	Are regular health and safety inspections at worksites undertaken?  <i>If Yes, provide details</i>		
4.2	Are standard workplace inspection checklists used to conduct health and safety inspections?  <i>If Yes, provide details or examples</i>		
4.3	Is there a hazard reporting procedure? E.g. HAZOP Take 5 STOP  <i>If Yes, provide details</i>		



		Yes	No
5	Health and Safety Consultation		
5.1	Is there a workplace health and safety committee?		
5.2	Are employees involved in decision making over WHS matters?  <i>If Yes, please provide details</i>		
5.3	Are there employee elected health and safety representatives on each project?  <i>Comments</i>		
6	WHS Performance Monitoring		
6.1	Is there a system for recording and analysing health and safety performance statistics?  <i>If Yes provide details:</i>		
6.2	Are employees regularly provided with information on company health and safety performance?  <i>If Yes, provide details</i>		
6.3	Has the company ever been convicted of an occupational health and safety offence?  <i>If Yes, provide details</i>		

## Project 3.3 – Manage people performance

This project addresses competency for the following unit:

BSBMGT502 Manage people performance

Objective of the task	The purpose of this project is to assess your knowledge of performance management processes.
Resources include	<ul style="list-style-type: none"> <li>• Learner Activity Workbook</li> <li>• Assessment Workbook</li> <li>• Role/job description</li> <li>• Employee work plan</li> <li>• Performance scorecard</li> <li>• Coaching plan</li> <li>• Performance development plan</li> </ul>
You will be required to complete	Part 1: Allocate work and provide feedback Part 2: Design and train performance management systems Part 3: Manage performance
Your task	<p>Part 1: Allocate work and provide feedback</p> <p>You are the regional compliance manager regulating RTOs under a subcontracting arrangement for ACE auditing. One member of your auditing team is taking a year's absence. A member of the administration team, Kerrie Perkins, has been seconded to you after expressing an interest in the temporary compliance position to her manager.</p> <p>You meet with Kerrie's manager to discuss the secondment and Kerrie's experience for the role you have in mind.</p> <p>The role description for the position has been provided.</p> <p>One of the main concerns you have is Kerrie's ability to conduct large and/or complex and/or contentious and/or high-risk training quality audits using research, analytical, conceptual, risk management, interviewing and investigation skills to evaluate compliance with prescribed standards. Probably one of the key determinants of whether the secondment will be a success will be Kerrie's attitude to acquiring new skills and knowledge and persevering through a period of adjustment to her new work conditions.</p> <p>After meeting with Kerrie's manager, you meet with Kerrie to negotiate a work plan, including two to three goals and KPIs, consistent with the organisation's operations planning. Objectives and KPIs may be drawn from and negotiated on the basis of the role's position description.</p> <p>Part 1 Complete the following:</p> <ul style="list-style-type: none"> <li>• Employee work plan</li> </ul>

## Part 2: Design and train performance management systems

It has been noted by senior management that employee performance has generally fallen behind targets. Particular areas of concern are customer satisfaction.

Looking at the results of organisational climate measures taken by ACE Auditing team, employees complain of:

- The lack of apparent management commitment to training and advancement
- Lack of Guidance: They lack a clearly defined understanding of attributes and actions that form standards of performance.
- Lack of Objective Measures: Auditors and managers lack a method to evaluate audit performance.
- No Way to Ensure Improvement over Time: Managers and auditors don't have enough information to improve audit methodologies.
- The lack of management presence and ongoing feedback on work performance.
- A large proportion of employees, 45%, always or often feel disengaged from work; their sense of self-confidence and optimism is low.
- There is a high risk of the organisation being unable to meet their contractual obligations if trends continue.

You are the ACE Auditing Compliance Manager and have been asked to deliver a short training session (15–20 minutes) on the current performance management system and your plans to improve the current system to take account of HR information.

Your managerial audience is generally familiar with the current system, but would benefit from a refresher as an introduction to learning about your approved amendments.

Demonstrate amendments to the existing performance management system by amending existing processes in response to the scenario and then using these amendments in a training presentation. Present these amendments on PowerPoint slides or create a revised performance management flowchart to present to managers.

Part 2 Complete the following:

- Attach training presentation PowerPoint Slides and/or revised performance management flowchart

### Part 3: Manage performance

You are the ACE Auditing Compliance Manager. Kerrie Perkins has been on your team for the past six months. It is now performance review time. You provide Kerrie with feedback on her performance since she was seconded to you from the administration team.

You are less than satisfied with Kerrie's performance, but still hope you will be able to get her to focus on areas she needs to develop in and help her improve her performance to meet the expectations for the role. It is particularly disappointing that after providing her with feedback and setting goals at the outset, she has not lived up to her commitment. You allowed her to reduce her audit portfolio, but she has not made any sustained effort to develop herself to perform to a satisfactory level. She is even failing to reach the low targets set for the initial six-month period.

While Kerrie has not performed to expectations, she has made some effort to learn the required audit information. You would like to recognise her efforts, while not downplaying the fact that the organisation needs and expects more from their auditing staff.

You discuss and agree upon what development steps to take. You have another experienced and high-performing staff member in the compliance team who has agreed to act as a mentor to Kerrie. You also have money in the budget for 30 hours of auditor training for Kerrie if she is willing to be trained.

Review the employee's Performance Scorecard, then plan an informal coaching session for the employee. Use the Coaching Plan template provided.

Prepare the formal performance development documentation for the employee. Use the Performance Development Plan template provided, in accordance with your organisations performance management policy.

Part 3 Complete the following:

- Coaching plan
- Performance development plan

Learner Name:	<i>Learner name</i>		
Learner Signature:	<i>Learner signature</i>	Date:	___/___/___

## Part 1: Role/job description

The Job	<p>The secondment is for people who have initiative, a commitment to excellence, strong analytical and problem-solving capabilities, an ability to think conceptually as well as creatively, the capacity to communicate effectively with stakeholders, and to work within a team environment. The positions will be located in state or territory capital, however there may be a requirement to undertake regular travel.</p>
Purpose of the Job	<p>The Regional Manager – Compliance Operations will formulate strategies and policies, based on sound risk management principles, and in accordance with delegated authority, to manage the compliance assessment of registered training organisations (RTO) against regulatory requirements, including:</p> <ul style="list-style-type: none"> <li>• The VET Quality Framework, and/or</li> <li>• The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students, and/or</li> <li>• Other purposes as required (for example, where there is a formal arrangement between the National VET Regulator and a State/Territory Government purchasing authority to validate funding contract compliance).</li> <li>• The Regional Manager – Compliance Operations will manage the performance of a diverse team that comprises Principal Compliance Auditors, Lead Compliance Auditors, auditors under contract to ACE Auditing , and other staff performing related functions to ensure that the risks to quality vocational education and training are managed and governments, industry and consumers can have confidence in the qualifications issued, and the training and assessment services provided by registered training organisations.</li> </ul> <p>The Regional Manager – Compliance Operations in smaller regional offices (e.g. Hobart, Canberra, Darwin, and Perth) may be required to conduct audits of RTOs, when operational convenience demands.</p> <p>The position to be filled is at the Executive Level 2 and there are a range of tasks and duties for the position including, but not exclusive to, the following:</p> <ul style="list-style-type: none"> <li>• Leading the implementation of the compliance assessment strategy in accordance with the strategic and operational plans, relevant legislation and national standards</li> <li>• Leading and managing compliance operations staff, information and communications staff, and data and administration staff in the performance of their duties and facilitating the development of their capabilities in compliance assessment and related activities</li> <li>• Leading large and/or complex and/or contentious and/or high-risk training quality compliance audits, when required</li> <li>• Developing and monitoring operational plans and strategically managing resources to effectively deliver results</li> <li>• Ensuring accurate, valid and comprehensive records of audit and other related information are maintained in accordance with policies and procedures and used to inform decision making and planning</li> <li>• Preparing high level reports, briefs and correspondence on audit activities and related topics to a range of stakeholders including the ministerial council, commissioners, senior government officers and national committees, and provide input into related national policy and operational activities</li> <li>• Contributing and providing expert representation and advocacy to Commissioners, the Administrative Appeals Tribunal and other decision-making forums to achieve favourable outcomes for all stakeholders</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultivating and nurturing productive internal and external working relationships with VET stakeholders</li> <li>• Discharging duties with professionalism, integrity and due diligence, in accordance with delegated authority</li> <li>• Adhering to public service values and the Code of Conduct and operating as an effective representative of the regulator in public and internal forums.</li> </ul> <p>ACE Auditing is committed to a culture of quality management and continual improvement in the performance of its regulatory services and corporate governance.</p> <p>Our people demonstrate behaviours consistent with the APS Code of Conduct, uphold the APS values, and proactively take responsibility for their actions and are committed to workplace diversity, occupational health and safety and employee participation principles and have appropriate cross-cultural sensitivities.</p>
Selection criteria	<ul style="list-style-type: none"> <li>• Demonstrated ability in the leadership of a modern regulatory business unit and achieving results consistent with strategic and operational goals, and in managing teams, developing team capabilities and managing staff performance to achieve outcomes.</li> <li>• Demonstrated ability to conduct large and/or complex and/or contentious and/or high-risk training quality audits using research, analytical, conceptual, risk management, interviewing and investigation skills to evaluate compliance with prescribed standards.</li> <li>• Highly developed conflict resolution, negotiation and influencing skills including evidence of developing and maintaining successful stakeholder relationships.</li> <li>• Excellent communication and interpersonal skills, including the ability to provide accurate and timely advice to senior management, and to communicate effectively with stakeholders and clients.</li> <li>• Extensive knowledge of vocational education and training in Australia and the regulatory framework for vocational education and training.</li> </ul>
Qualifications	<p>Possession of the following is highly desirable:</p> <ul style="list-style-type: none"> <li>• Certification of personal attributes, knowledge and skills as prescribed within AS/NZS ISO 19001:2003 Guidelines for Quality and/or Environmental Management Systems Auditing</li> </ul> <p>Competencies from the BSB Business Services Training Package:</p> <ul style="list-style-type: none"> <li>• BSBAUD402 Participate in a quality audit</li> <li>• BSBAUD501 Initiate a quality audit</li> <li>• BSBAUD503 Lead a quality audit</li> <li>• BSBAUD504 Report on a quality audit</li> <li>• TAE40110 Certificate IV in Training and Assessment (or equivalent competencies).</li> </ul>

## Part 1: Employee work plan

Employee name		
Position		
Date		
Performance agreements		
Task/responsibilities (List the tasks and areas of responsibilities relevant to the position here)	Key outcomes (Describe what doing the job well, looks like here)	Actual Performance (Comments on performance as at review dates here)

## Development agreement

The following development needs have been discussed and agreed to be undertaken over the next \_\_\_\_\_ months

Areas for development (Insert tasks, skills or behaviours that following discussions are agreed to require development here)	Actions (Insert activities that will assist in development. They could be class training at TAFE/RTO, on-the-job training, coaching from someone with the required skill here)

Employee name		Signature		Date	
Employer name		Signature		Date	



*The Learner must include:*

- *Employee name: Student must record the employee name*
- *Date: the date the work plan is created*
- *Employee role the position of the employee*
- *Task/responsibilities (List the tasks and areas of responsibilities relevant to the position here)*
- *Key outcomes (Describe what doing the job well looks like here)*
- *Actual Performance Comments on performance as at review dates here)*
- *Development agreement The following development needs have been discussed and agreed to be undertaken over the next <number of> months (state the months)*
- *Areas for development (Insert tasks, skills or behaviours that following discussions are agreed to require development here)*
- *Actions (Insert activities that will assist in development. They could be class training at TAFE/RTO, on-the-job training, coaching from someone with the required skill here)*
- *Employer signature*
- *Employee signature*
- *Date: Date the employee agrees*

## Part 2: Design and train performance management systems

Attach your training presentation PowerPoint Slides and/or revised performance management flowchart.

*Learners should cover the following in their training session (the main features of a performance management system):*

- *Goal-setting and performance measurement processes (e.g. Consultation, performance scorecards and peer reviews of performance.)*
- *Formal and informal feedback*
- *Performance appraisals*
- *Monitoring training and development*
- *Recordkeeping needs and requirements (e.g. As per existing system, performance management plans signed and sent to HR).*

## Part 3: Performance scorecard

KRA	Target	Result	Comments
Audit timeframe	1 day	2 days	Audits should take 1 day to complete; however, all audits are taking 2 days hence the inability to reach the target specified. Complaints have been received that the employee spends more time on her phone, and monitoring her face book than auditing. Also, the employee is very unorganised and spends lot of time fumbling around.
Financial	10 audits per month	5 audits per month	This low target was set for an initial period of six months. You would expect an employee to reach a target of 8 audits per month at this stage.
Customer focus	8/10 score on customer focus	5/10 score	<p>The employee is personable and tries hard to develop a rapport with stakeholders. Customers and staff respond well to the employee. However, staff cannot rely on the employee to support them and they are constantly being asked for accurate compliance information that the employee should know already.</p> <p>Customers are initially attracted to the employee's friendly manner but are quickly turned off by her unserious attitude. Customers do not have confidence in this employee's ability to write an accurate audit report based on fact but rather reports are opinionated.</p>
Internal process efficiency	5 hours to complete audit reports	Average 8 hours	The employee has never mastered efficient reporting skills consequently they make errors that need to be corrected before completing reports.
Learning and development	20–30 training hours	Seven training hours	The employee, while expressing initial enthusiasm for the role, has not made any sustained effort to learn the basic skills and knowledge necessary to reach targets, although the employee attended a one-day report writing workshop. The employee appears to feel that they will learn by casual experience without any effort or that they can constantly rely on others to help.

## Part 3: Coaching plan

Coaching phase	Notes/questions/planning
Goal and performance expectations	
Reality of actual performance	
Opportunities to develop	
Willingness to develop and commitment	

*The coaching plan should focus on collaborating with the employee to identify performance gaps and taking positive measures to close those gaps.*

*Leaners must cover the following in their coaching plan:*

- *Goal and performance expectations – Performance Expectations = Results + Actions & Behaviours. To perform well, employees need to know what is expected of them. To begin, let's be sure we have a clear definition of what constitutes a goal.*
- *Reality of actual performance – performance in specific and measurable terms SMART*
- *Opportunities to develop – Encouraging employees to acquire new or advanced skills, knowledge, and viewpoints, by providing learning and training facilities, and avenues where such new ideas can be applied.*
- *Willingness to develop and commitment- commitment is dedication to a particular organisation, cause, or belief, and a willingness to get involved.*

## Part 3: Performance Development plan

Name and position			
Manager			
Review period			
Reference from operational plan	Key result area	Indicator of success/performance	Status report/results

Achievements	Areas of opportunity		
Next performance review period			
Managers comments			
Signature		Date	

*Learners must include the following in the Prepare the Performance Development Plan:*

- *Name and position – name of the employee*
- *Manager – the manager of the employee*
- *Review period – time frame e.g. 3 months*
- *Reference from operational plan – highly detailed information specifically to direct people to perform the day-to-day tasks required in the running the organisation.*
- *Key result area – refer to general areas of outputs or outcomes for which the department's role is responsible. Key Performance Areas are the areas within the business unit, for which an individual or group is logically responsible*
- *Indicator of success/ performance – is a type of performance measurement. KPIs evaluate the success of an organisation or of a particular activity in which it engages.*
- *Status report/results – connect objectives to measurable results*
- *Achievements – a thing done successfully with effort, skill, or courage.*
- *Areas of opportunity – a grey area is a circumstance that may normally fall into a specific classification of right or wrong but is some exception to the rule*
- *Next performance review – period time frame for review*
- *Managers comments – Any factor rated poor or needs improvement MUST have performance comments*
- *Signature – student signature*
- *Date – date of the development plan*



## Projects Assessment Record

### Units of competency

BSBMGT502	Manage people performance
BSBWHS408	Assist with effective WHS management of contractors

#### Instructions for the Learner

By signing the below, I hereby certify that the activities are my own work, based on my personal study and/or research. I have acknowledged that all materials and resources used have not been copied in part or whole, or otherwise plagiarised the work of other learning and/or other person.

#### Instructions for the Trainer

The Trainer is required to complete this Assessment Task Record Sheet once the Learner has completed and submitted all requirements for the Projects for these units of competency, the Learner's work has been reviewed by the Trainer, and relevant feedback has been provided.

**Based on the evidence gathered during the training and assessment process we, the undersigned, agree the assessment was valid, reliable, flexible and fair.**

Site:	<i>Place of assessment site</i>			
Assessment Activity	Satisfactory	Date	More evidence	Date
Task 3 – Project 3.1	<input type="checkbox"/>	<i>Date</i>	<input type="checkbox"/>	
Task 3 – Project 3.2	<input type="checkbox"/>	<i>Date</i>	<input type="checkbox"/>	
Context detail (Assessor to record) <i>Detail the context this assessment took place</i>				
Attempt 1	___/___/___	Attempt 2	___/___/___	Attempt 3 ___/___/___
<b>Appeals:</b> If you receive a Not Satisfactory assessment result you have the right to appeal. You have three assessment attempts.				
<b>Assessor feedback to learner:</b> The Assessor must write full feedback to the learner that is constructive and not generic. <i>Ensure your feedback is constructive. Do not use phrases like well done and great job. Provide learners with information on what exactly they did well, and in the areas where they may still need improvement if applicable.</i>				
Learner Name:	<i>Learner Name</i>			
Learner Signature:	<i>Learner Signature</i>	Date:	___/___/___	
Assessor Name:	<i>Your Name</i>			
Assessor Signature:	<i>Your Signature</i>	Date:	___/___/___	

## Final Assessment Outcome Record

### Units of competency

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

The following form must be used to record the assessment outcome after a Learner has completed all assessment tasks relating to these units of competency. The outcome of each individual assessment task is to be reported and the overall assessment decision is to be recorded as either Competent or Not Yet Competent.

**All parties (Trainer and Learner) must sign in the space provided on the next page as agreement the specified assessment outcome for these units of competency has been achieved.**

To achieve competency the Learner must have satisfactorily completed the following assessment tasks related to these units of competency:

Assessment Task	Assessment Outcome			
	S – Satisfactory		NS – Not Satisfactory	
	BSBWHS408		BSBMGT502	
1. Written/Verbal Questions	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS
2. Workplace Practical/ Simulation Tasks	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS
3. Projects	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS
4. Reflective Journal and Logbook	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS
5. Third Party Report	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS
6. Workplace Observation Report/Verbal Interview	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS	<input checked="" type="checkbox"/> S	<input type="checkbox"/> NS

The assessment outcome for these units of competency is:

☒ **COMPETENT**

☐ **NOT YET COMPETENT**

Attempt 1	___/___/___	Attempt 2	___/___/___	Attempt 3	___/___/___
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Assessor comments:

*Ensure your feedback is constructive. Do not use phrases like well done and great job. Provide learners with information on what exactly they did well, and in the areas where they may still need improvement.*

## Achievement of Competence

Based on the evidence gathered during the training and assessment process we, the undersigned, agree the assessment was valid, reliable, flexible and fair.

We confirm competence in the following units:

BSBWHS408	Assist with effective WHS management of contractors
BSBMGT502	Manage people performance

Trainer/Assessor Name: *Please ensure your name, signature and date are recorded here*

Signature:

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_

Trainee/Learner Name: *Please ensure student name, signature and date are recorded here*

Signature:

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_

Reasonable Adjustment (if applicable) – explain why reasonable adjustment has been applied and the tasks it was applied to.

*If reasonable adjustment applied explain in detail why and what task or task and section applied. Also explain in detail what you did to apply reasonable adjustment.*

Assessor Intervention (if applicable) – did you need to assist the Learner in this assessment. If so please explain.

*If support was provided please explain in detail how you supported the learner, in what task and section of the task required intervention.*

☐ Oral Assessment ☐ *Written Assessment*

Comments:

*Ensure your feedback is constructive. Do not use phrases like well done and great job. Provide learners with information on what exactly they did well, and in the areas where they may still need improvement.*

## Mapping Legend

Assessment Workbook	Task 1: Written/Verbal Questions	These consist of short answer questions, multiple choice and true or false questions, which require the Learner to provide a considered written response. These tasks must always be supported by model answers.
	Task 2: Workplace Practical/Simulation Tasks	This is where the assessor observes the Learner undertaking a task. These observations can be made either in a workplace, simulated workplace or role play. This evidence is recorded in a checklist which must contain benchmarks and decision-making rules.
	Task 3: Projects	The application of theory and practice such as: case study, action research, experiment, impact studies, planning for a complex professional task, field work etc.
Workplace/Placement Workbook	Reflective Journal and Logbook (RJLB)	The Reflective Journal and Logbook instructs the Learner on specific tasks they are required to perform and reflect on.
	Third Party Report (T)	The Third Party Report allows for a supervisor/mentor to provide feedback on the practical tasks performed by the Learner, in the workplace.
	Workplace Observation Report/Verbal Interview incorporating:  Observations (O)  Verbal Interview (V)	The Workplace Observation Report/Verbal Interview allows for the Assessor to assess a Learner's actual work performance over a period of time.
Learning	<p>Learning material containing key topics that the Learner is expected to know for assessment, including:</p> <p>'Section' refers to the section in the Learner Activity Workbook</p> <p>'Learning Activities/Simulated Learning Activities' refers to the activities in the Learner Activity Workbook</p> <p>'Self-Assessment Questionnaire' from the Learner Activity Workbook</p> <p>Learning Journal</p> <p>'PP' refers to the PowerPoint Slides</p>	

## Assessment Mapping BSBWHS408 Assist with effective WHS management of contractors

<b>Training Package</b>	Business Services
<b>Unit Title</b>	Assist with effective WHS management of contractors
<b>Unit Code</b>	BSBWHS408
<b>Unit Sector</b>	Regulation, Licensing and Risk – Work Health and Safety
<b>Prerequisite Units</b>	Nil
<b>Application</b>	<p>This unit describes the skills and knowledge required to assist with the work health and safety (WHS) management of contractors. The WHS management of contractors has a strong focus on compliance with WHS organisational and legislative requirements.</p> <p>This unit applies to individuals who either work in organisations that are supplied with services by contractors or work in organisations that supply such services. It is only concerned with the supply of on-site services to workplaces. It does not cover outworkers or contractors who supply goods, materials or products to workplaces.</p> <p>The unit applies to people who work in a broad range of WHS roles across all industries.</p> <p>NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
1. Assist with identifying existing contractor WHS arrangements	1.1	Apply knowledge of workplace to identify services supplied by contractors	1.1, 1.22, 1.30	2.2 (5)(6)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.4, 1.6, 2.7 SLA 1.1	Section 1  Work health and safety textbook sections 4.2, 4.3
	1.2	Access contracts and other relevant contract documentation, information and data	1.20, 1.32, 1.33	2.2 (5)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.7	Self-Assessment Questionnaire
	1.3	Identify content relevant to contractor WHS arrangements	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.5, 2.7 SLA 1.1	PP 2 – 11  <a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>  <a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>
	1.4	Assist with identifying workplace policies, procedures, processes, systems, practices and activities relevant to contractor WHS arrangements	1.17, 1.18, 1.21, 1.22, 1.23, 1.31	2.2 (1)(2)(3) (4)(6)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.7 SLA 1.1	Learning Journal

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
2. Assist with evaluating contractor WHS arrangements and making improvements as required	2.1	Apply knowledge of WHS legislation to assist with determining if contracts and workplace policies, procedures, processes, systems, practices and activities comply with WHS legislative requirements	1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30	2.2 (1)(2)(3) (4)(5)(6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7	Section 2  Work health and safety textbook sections 4.1, 4.2, 4.3
	2.2	Apply knowledge of best practice and workplace WHS information and data to assist with evaluating effectiveness of contractor WHS arrangements	1.17, 1.18, 1.31	2.2 (1)(2)(3) (4)(5)(6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 2.2, 2.5, 2.6, 2.7, 2.2	Self-Assessment Questionnaire
	2.3	Assist with identifying areas of contractor WHS arrangements needing improvement	1.31, 1.34	2.2 (6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 2.2, 2.5, 2.6, 2.9, 2.10 SLA 1.1	PP 12 – 21  <a href="https://www.youtube.com/watch?v=PeIBIMZKO_M4">https://www.youtube.com/watch?v=PeIBIMZKO_M4</a>
	2.4	Assist with developing, implementing and evaluating improvements to contractor WHS arrangements	1.31, 1.34	2.2(6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 2.2, 2.5, 2.6, 2.9, 2.10 SLA 1.1	Learning Journal

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Performance Evidence	<ul style="list-style-type: none"> <li>Assist with identifying existing contractor services including, labour hire and temporary workers, cleaning, catering, security, maintenance, repairs, installations and alterations and major contracts and projects as relevant to the organisation</li> </ul>	1.19, 1.22, 1.30	2.2 (5)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.6, 1.7, 2.8 SLA 1.1	Section 1, 2  Work health and safety textbook sections 4.1, 4.2, 4.3
	<ul style="list-style-type: none"> <li>Access contracts for the identified services including formal contracts to supply services, documents related to the contracts and any undocumented understandings and agreements</li> </ul>	1.20, 1.32, 1.33	2.2 (5)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.8	Self-Assessment Questionnaire  PP 1 – 21
	<ul style="list-style-type: none"> <li>Assist in identifying contractor work health and safety (WHS) arrangements including actual contractor work processes, procedures and activities and organisational policies, procedures and systems</li> </ul>	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.8 SLA 1.1	<a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>  <a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>
	<ul style="list-style-type: none"> <li>Assist with evaluating contractor WHS arrangements for compliance and effectiveness in terms of: <ul style="list-style-type: none"> <li>WHS legislative requirements</li> <li>best practice</li> <li>workplace WHS information and data</li> </ul> </li> </ul>	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (5)(6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 SLA 1.1	<a href="https://www.youtube.com/watch?v=PeIBIMZKO_M4">https://www.youtube.com/watch?v=PeIBIMZKO_M4</a>  Learning Journal
	<ul style="list-style-type: none"> <li>Assist with identifying areas of contractor WHS arrangements that need improvement and in developing, implementing and evaluating improvements.</li> </ul>	1.31, 1.34	2.2 (6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 2.2, 2.3, 2.5, 2.6, 2.9, 2.10 SLA 1.1	



Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Knowledge Evidence	<ul style="list-style-type: none"> <li>Describe the nature and range of the contexts, situations and arrangements where contractor services are supplied to the organisation</li> </ul>	1.19, 1.22, 1.30	2.2 (1)(2)(5)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.4, 1.6, 1.7, 2.1, 2.3, 2.4, 2.8 SLA 1.1	Section 1, 2  Work health and safety textbook sections 4.1, 4.2, 4.3
	<ul style="list-style-type: none"> <li>Outline contractor WHS arrangements with reference to the relevant commonwealth and state or territory WHS Acts, regulations, codes of practice and standards</li> </ul>	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (1)(2)(5)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 2.8 SLA 1.1	Self-Assessment Questionnaire  PP 1 – 21  <a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>
	<ul style="list-style-type: none"> <li>Outline organisational WHS policies, procedures, processes and systems that are relevant to contractor services</li> </ul>	1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30	2.2 (1)(2)(3) (4)(5)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 SLA 1.1	<a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>
	<ul style="list-style-type: none"> <li>List the duties, rights and obligations of individuals and parties as specified in relevant WHS legislation with regard to the supply of services to workplaces by contractors</li> </ul>	1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30	2.2 (1)(2)(3) (4)(5)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8 SLA 1.1	<a href="https://www.youtube.com/watch?v=PeIBIMZKOM4">https://www.youtube.com/watch?v=PeIBIMZKOM4</a>  Learning Journal

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
	<ul style="list-style-type: none"> <li>Detail best practice in WHS management of contractors with regard to policies, procedures, processes, systems, methods and arrangements</li> </ul>	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 SLA 1.1	Section 1, 2  Work health and safety textbook sections 4.1, 4.2, 4.3
	<ul style="list-style-type: none"> <li>Identify internal and external sources of information and data that are relevant to contractor WHS arrangements and how to access them.</li> </ul>	1.21, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30	2.2 (1)(4)(5)	3.1 (1), 3.2 (1),	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.5, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10	Self-Assessment Questionnaire  PP 1 – 21  <a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>  <a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>  <a href="https://www.youtube.com/watch?v=PeIBIMZKOM4">https://www.youtube.com/watch?v=PeIBIMZKOM4</a>  Learning Journal

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Assessment Conditions	<ul style="list-style-type: none"> <li>Relevant Acts, regulations, codes of practice, licensing requirements, standards</li> </ul>	1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.2 (1)(2)(3) (4)(5)(6)	3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10	Section 1, 2  Work health and safety textbook sections 4.1, 4.2, 4.3
	<ul style="list-style-type: none"> <li>Relevant WHS data</li> </ul>	1.17, 1.18, 1.31, 1.34	2.2 (1) (2)(3)(4)	3.1 (1), 3.2 (1)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.6, 2.8, 2.9, 2.10 SLA 1.1	Self-Assessment Questionnaire  PP 1 – 21  <a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>
	<ul style="list-style-type: none"> <li>Office equipment and resources</li> </ul>	1.17, 1.18, 1.25	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.6, 2.8, 2.9, 2.10 SLA 1.1	<a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>  <a href="https://www.youtube.com/watch?v=PeIBIMZKOM4">https://www.youtube.com/watch?v=PeIBIMZKOM4</a>
	<ul style="list-style-type: none"> <li>Case studies or, where possible, real situations</li> </ul>	1.19, 1.30	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.4, 1.7, 2.2, 2.3, 2.4, 2.8	Learning Journal

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
	<ul style="list-style-type: none"> <li>Interaction with others.</li> </ul>	1.17, 1.18, 1.19, 1.25, 1.26, 1.28, 1.31, 1.34	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.1 T 2.1 O 3.1 V 6.1 – 7.10	LA 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 SLA 1.1	Section 1, 2  Work health and safety textbook sections 4.1, 4.2, 4.3  Self-Assessment Questionnaire  PP 1 – 21  <a href="http://www.safeworkaustralia.gov.au">www.safeworkaustralia.gov.au</a>  <a href="https://www.youtube.com/watch?v=pmh0GoCF32s">https://www.youtube.com/watch?v=pmh0GoCF32s</a>  <a href="https://www.youtube.com/watch?v=PeIBIMZKOM4">https://www.youtube.com/watch?v=PeIBIMZKOM4</a>  Learning Journal

## Assessment Mapping BSBMGT502 Manage people performance

<b>Training Package</b>	Business Services
<b>Unit Title</b>	Manage people performance
<b>Unit Code</b>	BSBMGT502
<b>Unit Sector</b>	Management and Leadership – Management
<b>Prerequisite Units</b>	Nil
<b>Application</b>	<p>This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p> <p>It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.</p> <p>The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
1. Allocate work	1.1	Consult relevant groups and individuals on work to be allocated and resources available	1.1, 1.2, 1.3		3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2 SLA 1.1	Section 1  Self-Assessment Questionnaire
	1.2	Develop work plans in accordance with operational plans	1.2, 1.3		3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.2, 1.3, 1.7, 4.1	PP 1 – 86  Learning Journal
	1.3	Allocate work in a way that is efficient, cost effective and outcome focussed	1.1, 1.2, 1.3		3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.4, 1.7 SLA 1.1	
	1.4	Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals	1.4, 1.5	2.1 (3)(4)(5)	3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.5, 2.4 SLA 1.1, 1.2	
	1.5	Develop and agree performance indicators with relevant staff prior to commencement of work	1.5, 1.6	2.1 (3)(4)(5)	3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.6, 1.7	
	1.6	Conduct risk analysis in accordance with the organisational risk management plan and legal requirements	1.7	2.2 (3)	3.1 (1), 3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 1.8	

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
2. Assess performance	2.1	Design performance management and review processes to ensure consistency with organisational objectives and policies	1.8, 1.10, 1.11, 1.13, 1.14	2.1 (1) (3)(4)(5)	3.2 (2)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 1.7, 2.1, 2.2	Section 2  Self-Assessment Questionnaire
	2.2	Train participants in the performance management and review process	1.8, 1.9, 1.10, 1.11, 1.13, 1.14	2.1 (1) (3)(4)(5)	3.2 (2)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.3, 2.1, 2.2 SLA 1.2	PP 1 – 86  Learning Journal
	2.3	Conduct performance management in accordance with organisational protocols and time lines	1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14	2.1 (1) (3)(4)(5)	3.2 (2)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.1, 2.2, 2.3, 2.4	
	2.4	Monitor and evaluate performance on a continuous basis	1.8, 1.10	2.1 (1) (3)(5)	3.2 (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.6, 2.1, 2.2, 2.4 SLA 1.2	

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
3. Provide feedback	3.1	Provide informal feedback to staff on a regular basis	1.12, 1.14		3.3 (2)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 3.1, 3.2	Section 3  Self-Assessment Questionnaire  PP 1 – 86  Learning Journal
	3.2	Advise relevant people where there is poor performance and take necessary actions	1.11, 1.12	2.1 (1)(3) (4)(5)(6)	3.3 (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.2, 3.3	
	3.3	Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance	1.9	2.1 (1)(4)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.2, 3.3	
	3.4	Document performance in accordance with the organisational performance management system	1.10, 1.11, 1.12	2.1 (1)(3)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.6, 2.4, 3.4	
	3.5	Conduct formal structured feedback sessions as necessary and in accordance with organisational policy	1.10, 1.14	2.1 (1)(2)(3)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 3.1, 3.2	



Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
4. Manage follow up	4.1	Write and agree on performance improvement and development plans in accordance with organisational policies	1.15	2.1 (1) (3)(4)(5)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 1.7, 4.1 SLA 1.1	Section 4  Self-Assessment Questionnaire  PP 1 – 86  Learning Journal
	4.2	Seek assistance from human resources specialists, where appropriate	1.4, 1.8	2.1 (1)(6)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 4.2	
	4.3	Reinforce excellence in performance through recognition and continuous feedback	1.12, 1.14	2.1 (3)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.3, 3.1, 3.2, 4.3	
	4.4	Monitor and coach individuals with poor performance	1.9, 1.10, 1.11	2.1 (3)(4)(5)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.6, 2.1, 2.2, 3.3, 4.3	
	4.5	Provide support services where necessary	1.11	2.1 (1)(3)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.2, 3.3	
	4.6	Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary	1.11	2.1 (3)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 3.3, 4.3, 4.4	

Element	Performance Criteria		Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
	4.7	Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues	1.16	2.1 (6)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 4.5	Section 4  Self-Assessment Questionnaire  PP 1 – 86  Learning Journal

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Performance Evidence	<ul style="list-style-type: none"> <li>Consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators</li> </ul>	1.1, 1.4, 1.5, 1.6	2.1 (1)(3)(5)	3.1 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.6, 2.4 SLA 1.1	Section 1, 2, 3, 4  Self-Assessment Questionnaire
	<ul style="list-style-type: none"> <li>Develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements</li> </ul>	1.1, 1.2, 1.3		3.3 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 4.1 SLA 1.1	PP 1 – 86  Learning Journal
	<ul style="list-style-type: none"> <li>Monitor, evaluate and provide feedback on performance and provide coaching or training, as needed</li> </ul>	1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14	2.1 (1)(2) (3)(4)(5)	3.3 (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.6, 1.8, 2.1, 2.2, 3.1, 3.2, 4.3 SLA 1.2	
	<ul style="list-style-type: none"> <li>Reinforce excellence in performance through recognition and continuous feedback</li> </ul>	1.8, 1.12, 1.13	2.1 (3)(5)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 2.3, 3.1, 3.2, 4.3	
	<ul style="list-style-type: none"> <li>Seek assistance from human resources specialists where appropriate</li> </ul>	1.4, 1.8	2.1 (1)(6)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 4.2	
	<ul style="list-style-type: none"> <li>Keep records and documentation in accordance with the organisational performance management system</li> </ul>	1.10, 1.11, 1.12	2.1 (1)(2)(3) (4)(5)(6)	3.3 (1)(2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.6, 1.8, 2.4, 3.4, 4.1	

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Knowledge Evidence	<ul style="list-style-type: none"> <li>Outline relevant legislative and regulatory requirements</li> </ul>	1.4, 1.16, 1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.1 (6), 2.2 2.2 2.3 (1)(2)(5)	3.2 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 1.8	Section 1, 2, 3, 4  Self-Assessment Questionnaire  PP 1 – 86
	<ul style="list-style-type: none"> <li>Outline relevant awards and certified agreements</li> </ul>	1.35, 1.36	2.1 (6)		RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 2.3	Learning Journal
	<ul style="list-style-type: none"> <li>Explain performance measurement systems utilised within the organisation</li> </ul>	1.4, 1.5, 1.6, 1.8	2.1 (1)2 (3)(4)(5)	3.3 (2)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.4	
	<ul style="list-style-type: none"> <li>Explain unlawful dismissal rules and due process</li> </ul>	1.16	2.1 (6)		RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 4.5	
	<ul style="list-style-type: none"> <li>Describe staff development options and information.</li> </ul>	1.9	2.1 (1)(2)(3) (4)(5)	3.3 (3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 2.2 SLA 1.1	

Element	Performance Criteria	Written/ Verbal (Task 1)	Workplace Practical/ Simulation (Task 2)	Project (Task 3)	Workplace/ Placement Workbook	Learning/ Simulated Learning Activities	Learning
Assessment Conditions	<ul style="list-style-type: none"> <li>Relevant legislation</li> </ul>	4, 1.17, 1.18, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29, 1.30, 1.31	2.1 (6), 2.2 (1)(2)(5)	3.2 (1)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 4.5	Section 1, 2, 3, 4  Self-Assessment Questionnaire  PP 1 – 86
	<ul style="list-style-type: none"> <li>Workplace documentation and resources</li> </ul>	1.1 – 1.36	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.4, 3.4, 4.1, 4.2, 4.5 SLA 1.1, 1.2	Learning Journal
	<ul style="list-style-type: none"> <li>Case studies and, where possible, real situations</li> </ul>	1.2	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.3, 4.4, 4.5 SLA 1.1, 1.2	
	<ul style="list-style-type: none"> <li>Interaction with others.</li> </ul>	1.1 – 1.36	2.1 (1)(2)(3) (4)(5)(6), 2.2 (1)(2)(3) (4)(5)(6)	3.1 (1), 3.2(1), 3.3 (1) (2)(3)	RJLB 1.2 T 2.2 O 3.2 V 1.1 – 5.1	LA 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3, 4.4, 4.5 SLA 1.1, 1.2	



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