

Workplace/Placement Workbook
BSB41415 Certificate IV in Work Health and Safety
Cluster 1 – Lead and manage teams

Learner name: _____

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.

Acknowledgement:

Thanks to ATAR Design and staff for their consultation and development work.

Version:

ATAR Design V1

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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 unit 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>

Workplace/Placement Workbook Overview

The Workplace/Placement Workbook incorporates the following 'on the job' components:

- Part 1: Reflective Journal and Logbook
- Part 2: Third Party Report
- Part 3: Workplace Observation Report/Verbal Interview

Reflective Journal and Logbook

- The Reflective Journal and Logbook provides an opportunity to self-assess your own performance in the workplace.
- Required tasks have been provided. Please reflect on these tasks while performing your duties.
- When you complete the required hours and you have reflected on all the required tasks you must contact your Assessor.

Third Party Report

Instructions for the Learner

- This section allows for a Workplace Supervisor to provide feedback on the skills and knowledge of the Learner to capably complete these specific tasks in the workplace on multiple occasions consistently.
- The Supervisor must provide the below details on the Supervisor Report before it can be accepted as evidence, your Supervisor's credentials must be approved by your Trainer, as acceptable for providing feedback under the conditions listed below.

What is required of the Supervisor

- The Supervisor must hold the vocational knowledge accolated with the skills necessary to complete this qualification in the form of formal qualifications held and 3-year minimum experience at a supervisory level in their field.
- Information must only be provided in this report, and may be if necessary, confirmed through secondary interview with a higher supervisor.
- You must have completed the table below in the section provided in this workbook.
- You are to indicate if the Learner has attained the skills and knowledge listed, and indicate any relevant comments on the Learner's performance.
- Your honest feedback will assist in verifying the Learner's skills and knowledge and how these are applied in a work context.
- The context of this report should surround the Learner's performance of actual work duties.
- You may be required to observe the Learner more than once.
- You may provide verbal questioning to confirm the Learner's understanding of a task if the task cannot be directly observed at the time. This could be through asking the Learner to explain a past experience or provide an example, or you can provide the scenario and ask the Learner how they would respond.
- We would like you to comment on their ability to complete the following list of tasks in a workplace context and on a consistent basis.
- This Supervisor Report will form part of the evidence gathered to judge the Learner's competence in the aforementioned unit of competency.
- The Supervisor must hold the requirements to capably make judgement on the Learner.

Workplace Observation Report/Verbal Interview

Observation evidence is a practical way of supporting someone's claim for competence.

Your Assessor will observe your knowledge and skills based on your actual work performance over a period of time. This assessment is conducted on the job after practical placement has been undertaken.

Note to the Learner:

1. The Assessor completes the observation tools during the workplace assessment
2. The Assessment tools describe the assessment tasks and criteria for assessment, and are used to record the Assessor's observations and outcomes of workplace assessment tasks

Part 1: Reflective Journal and Logbook

Instructions for the Student

The Reflective Journal and Logbook requires you to record, and reflect on the tasks you performed with your Workplace Mentor/Supervisor, during your rostered work shifts. Each task has specific instructions with regard to performance activities.

For each task you must complete a series of entries, log your hours of work, and engage in a process of self-reflection to document your journey of accounts and administration against the tasks. As you reflect on each shift, discuss the key aspects of the days shift in line with the requirements of the task. The self-reflection is used to identify your confidence level of specific tasks, and it will assist your Trainer/Assessor to assess your readiness for assessment, and to identify areas in which further learning may be required.

You must sign each of your entries, and have it witnessed and co-signed by your Workplace Mentor/Supervisor. Allocated shift hours must be working hours, for example 0700am – 1500pm with removal of the allocated break time = 7.5 Hours.

A sample entry is provided on the following page.

It is appropriate if you feel that you need more time to complete each task, however, at a minimum the required allocated hours must be reached at the completion of the Reflective Journal and Logbook.

You may find that from time to time your tasks will overlap. Each daily shift must be allocated a task with the reflections for that day i.e. the hours undertaken to complete an individual task cannot carry over to the next tasks.

It is your responsibility to ensure that all tasks requirements have been completed as per the instructions provided for each task. Remember to ask as many questions as you feel necessary, to your allocated Workplace Mentor/Supervisor and/or Trainer/Assessor. Each Learner requires an individual approach to all sections and your confidence during this process should be at your comfort level and not at the expectation of your peers.

Once you have completed the required hours and reflected of each of the required tasks, you must complete the 'Student performance self-appraisal' located at the back of this document. The self-appraisal provides you the opportunity to evaluate your own performance and provide your feedback.

Your Workplace Mentor/Supervisor must also complete the corresponding 'Workplace Mentor/Supervisor performance appraisal'.

Upon completion of all of the above, you must notify your Assessor, who will confirm your readiness for assessment, and conduct an observation assessment.

Your Trainer/Assessor will advise you of the observation assessments required and the time and date allocated for this assessment, in conjunction with your Workplace Mentor/Supervisor.

Please note: This Logbook must be signed off by yourself and your Workplace Mentor/Supervisor, to be accepted as evidence of participation of the required hours in your training plan and before an observation assessment can be conducted. Your workplace hours must be calculated minus any allocated break times per shift.

Reflective Journal and Logbook Sample Entry

Below is a sample entry which encompasses a person-centred care approach, during a daily shift in a residential care facility.

Date	<i>Date of entry</i>	Start time	<i>0700am</i>	Finish time	<i>1500pm</i>	Total hours	<i>7.5 hours</i>
<p><i>Today I met with my supervisor to discuss the process of showering a client. It was interesting listening to his thoughts and discussing person centred care. I assisted my fellow staff member by removing and selecting the client's clothes. I prepared the bathroom for the client's shower by clearing the bathroom of any objects that were in the way. I was shown how to assist with the transfer of the client using a sling hoist with two other staff members; the two-staff showed me the client's care plan which detailed how the client ambulated.</i></p> <p><i>I could help my mentor by preparing the clients clothes. My mentor showed me how to move a client safely to the shower chair and assist the client to maintain their privacy, by correct placement of the towels. Once the client was safely placed on the chair, even though I was not able to assist with physically using the machine, the staff explained each step clearly as they prepared the hoist and the client.</i></p> <p><i>I assisted x3 clients with setting up their morning tea tables and helped the kitchen staff to deliver tea, coffees and morning tea. My mentor showed me the documentation process and the importance of documentation. I watched what they wrote. Some things I didn't understand, like why they wrote what the resident said, especially when the client said my daughter was coming but her daughter had passed away a few weeks before – this was said at the handover before we started.</i></p> <p><i>Two of my clients were on behaviour charts for their ACFE and the lady who had lost her daughter was being observed also. My mentor walked me through the handover process to the RN about client conditions and changes before we finished the shift. I feel like I learnt how to communicate and became so much more confident than I was at the start of shift. I feel like tomorrow I will be so much more confident again.</i></p>							
Mentor's Signature:		<i>The person you are reporting to and has been allocated as your third-party</i>		Learner's Signature:		<i>Your signature</i>	

Use the Situation, Task, and Action, Result (STAR) method to demonstrate and record your tasks.

What is the STAR method?

Situation	What was the specific situation or setting?
Task	What was your role? What was required of you?
Action	What action did you take? Explain in steps what your response was to the situation show how you used the skill in the situation.
Result	What was the result? What was the reaction? What did you learn from this situation?

Workplace Mentor/Supervisor Instructions

The Learner is required to complete a series of tasks, as part of their on the job practical learning journey. The tasks have specific requirements which the Learner must complete under your supervision, during their rostered shifts.

The Learner is required to complete a series of Journal entries, reflecting on their work shift, tasks completed and own performance. If the Learner requires assistance to complete the Journal entries, this can be conducted at the end of the shift, or at a designed time allocated by yourself, so long as it does not impact the clients.

At the end of each shift, you must co-sign the Learner's entries, to confirm the Learner has undertaken the task and has accurately recorded the shift's hours.

Under no circumstances, should a Learner be asked to complete a task if you believe it is unsafe to do so. If at any time the Learner raises a workplace issue, the Trainer/Assessor or RTO representative should be contacted for support.

To capitalise on the workplace experience, it is highly recommended that the Learner conduct a variety of different shifts, where applicable, across all designated areas. This ensures the Learner has full access to the placement objectives and experiences, and creates a diverse Learner.

Once the Learner has completed the required hours and reflected of each of the required tasks, the Learner's Workplace Mentor/Supervisor must complete the 'Workplace Mentor/Supervisor performance appraisal' located at the back of this document. The appraisal provides the opportunity to evaluate the Learner's level of skill, performance and provide your feedback.

In circumstances where multiple Mentors have been allocated across multiple shifts, the Workplace Supervisor should determine the most suitably fit and skilled worker, to complete the appraisal. This can be done in collaboration with all associated staff who have supervised the Learner, to gain accurate feedback.

To satisfactorily complete the Reflective Journal and Logbook:

- The Learner must have undertaken all tasks, and completed the minimum hours of work as identified in the Training Plan
- The Learner must have completed Journal entries for all tasks, and each entry must be co-signed by a Workplace Mentor/Supervisor

Trainer Instructions

- Refer to the learner Training Plan for timeframes and due dates
- Once the learner has completed the on-the-job practical tasks, Check the Reflective Journal and Logbook and the learner's entries.
- Confirm learner performance and tasks with the workplace Mentor/ supervisor
- This Reflective Journal and Logbook is to be completed for the minimum required hours of work tasks as stated in your Training Plan.
- Ensure all learners hours and work tasks in the spaces provided are logged and signed. You must sign/initial each entry, and ensure it is co-signed by the Workplace Mentor/Supervisor.
- Ensure this document and outcome record are completed so that any final assessment if applicable can be conducted.
- Provide constructive feedback to both learner and Mentor on student progressions skills gaps and learning adaptive techniques

Task 1.1 – Assist with effective WHS management of contractors

This task incorporates the following unit:

BSBWHS408 Assist with effective WHS management of contractors

As you undertake your day-to-day work requirements, reflect on the following tasks:

- Identifying existing contractor services including:
 - Labour hire and temporary workers
 - Cleaning
 - Catering
 - Security
 - Maintenance
 - Repairs
 - Installations and alterations
 - Major contracts and projects as relevant to the organisation
- Accessing contracts for the identified services including:
 - Formal contracts to supply services
 - Documents related to the contracts
 - Any undocumented understandings and agreements
- Identifying contractor work health and safety (WHS) arrangements including:
 - Actual contractor work processes, procedures and activities
 - Organisational policies, procedures and systems
- Evaluating contractor WHS arrangements for compliance and effectiveness against:
 - Policies
 - Procedures
 - Processes
 - Systems
 - Methods
 - Arrangements used and applied to achieve effective WHS management of contractors
- Evaluating contractor WHS arrangements for compliance and effectiveness in terms of workplace WHS information and data, including:
 - Compensation claims data
 - First aid data
 - Incident reports
 - Injury reports
 - Risk assessments
 - Safe work procedures
 - Training information and data
 - WHS consultation and participation records
- Evaluate contractor WHS arrangements for compliance with WHS legislative requirements

- Developing, implementing and evaluating improvements to areas of contractor WHS arrangements, such as:
 - Contract monitoring and evaluation
 - Contractor worker induction
 - Existing contracts
 - Future contracts and contract arrangements
 - Hazard management processes
 - Policies, procedures and systems
 - Tender evaluation
 - Tender specification
 - Training of contract workers
 - Workplace processes and activities

Log your work hours and record the tasks you complete.

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Task 1.2 – Manage people performance

This task incorporates the following unit:

BSBMGT502 Manage people performance

As you undertake your day-to-day work requirements, reflect on the following tasks:

- Consulting with relevant stakeholders to identify:
 - Work requirements
 - Performance standards
 - Agreed performance indicators
- Achieving outcomes efficiently and within organisational and legal requirements, through:
 - Development of work plans
 - Allocation of work
- Monitoring, evaluating and providing feedback on performance and as required:
 - Provide coaching
 - Provide training
- Reinforcing excellence in performance through:
 - Recognition
 - Continuous feedback
- Seeking assistance from human resources specialists where appropriate
- Keeping records and documentation in accordance with the organisation's performance management system

Log your work hours and record the tasks you complete.

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Date	___/___/___	Start time		Finish time		Total hours	
Mentor's Signature:				Learner's Signature:			

Learner performance self-appraisal

The Learner is required to complete the performance self-appraisal below.

For each of the following items, please mark the box in the rating scale that most closely corresponds to your evaluation of your performance on that item as part of your 'on the job' performance.

Please also feel free to offer comments and suggestions for changes and improvements in the spaces provided.

1 = Poor 2 = Below Average 3 = Fair 4 = Good 5 = Excellent

Evaluation items	1	2	3	4	5
1. Quality of Work The degree to which your work was thorough, accurate, and completed in a timely manner. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ability to learn The extent to which you asked relevant questions; sought out additional information from appropriate sources; understood new concepts, ideas, and work assignments; and were willing to make needed changes and improvements. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Initiative and creativity The degree to which you were self-motivated; sought out challenges and/or more work; approached and solved problems on your own; and developed innovative and creative ideas, solutions, and/or options. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation items	1	2	3	4	5
4. Professionalism The extent to which you demonstrated a confident and positive attitude; exhibited honesty and integrity on the job; were aware of and sensitive to ethical and diversity issues; and behaved in an ethical and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
5. Dependability The degree to which you were reliable; followed instructions and appropriate procedures; were attentive to detail; and required supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
6. Attendance and Punctuality The degree to which you reported to work as scheduled and on-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
7. Organisational fit The extent to which you understood and supported the organisation's mission, vision, and goals; adapted to organisational norms, expectations, and culture; and functioned within appropriate authority and decision-making channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Evaluation items	1	2	3	4	5
8. Response to supervisor The degree to which you sought supervision when necessary; were receptive to constructive criticism and advice from your supervisor; implemented suggestions from your supervisor; and were willing to explore personal strengths and areas for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Supplementary feedback Workplace supervisor/mentor:					

Learner Signature:		Date:	___/___/___
Mentor Signature:		Date:	___/___/___
Trainer Signature:		Date:	___/___/___

Record of Reflective Journal and Logbook Completion

Unit of competency

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

Learner declaration

I am familiar with the requirements and their application in the workplace.

The Journal entries I have made represent my honest self-assessment of my skill levels whilst on the job. I confirm these are my own entries and are a true and accurate reflection of myself.

I am aware of the hours allocated to each unit and have documented the required hours before contacting my assessor and consulting with my mentor regarding readiness for assessment.

I have completed the minimum number of hours as indicated in the Training Plan.

Add up your total hours
and record your total here

_____ hours

Learner Name:

Learner Signature:

Date:

___/___/___

Workplace Mentor/Supervisor declaration

I confirm that the Learner has undertaken all tasks, and has completed the minimum number of hours as indicated in the Training Plan.

Mentor:

Mentor Signature:

Date:

___/___/___

Reflective Journal and Logbook Outcome Record

Unit of competency

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

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

Site: _____

Assessment Activity	Satisfactory	Date	More evidence	Date
Reflective Journal and Logbook	<input type="checkbox"/>	Date	<input type="checkbox"/>	

Context detail (Assessor to record)

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.

Learner Name:			
Learner Signature:		Date:	____/____/____
Assessor Name:			
Assessor Signature:		Date:	____/____/____

Part 2: Third Party Report

Instructions to the Supervisor

As the supervisor of this Learner, you are required to provide your feedback and comments on his or her ability to demonstrate their practical work skills in this unit of competency:

How does Third Party Evidence support the assessment process?

- The Supervisor Report is required to be completed as part of the Learners on the job performance.
- Required tasks have been provided. Please reflect on the Learners' performance of these tasks.
- Your opinion is important to us and it supports the Assessor in making a judgement on the Learners' performance to a satisfactory level.

What is Third Party Evidence?

- As a nominated third party, you are in a position to provide useful information on a learner's knowledge and skills based on your knowledge and experience of their actual work performance over a period of time.
- Third party evidence is a practical way of supporting someone's claim for competence.
- This information is very useful 'evidence' in supporting the results of one off assessment events such as observations or questions asked by an Assessor, who may not be as familiar with the learner or their daily work routine.

Why is it used?

- Competency based assessment is not a test, rather it is a process of collecting evidence about someone's knowledge and skills and assessing that against a set of agreed standards. The greater the sources and types of evidence we collect, the more we can be sure about the quality and reliability of the assessment decision.
- The information you provide is used to support, or validate other evidence obtained through things such as training records, work references, observations and questions asked by Assessors. It helps to ensure that the final result is valid, reliable and fair.
- Sometimes, people can be nervous in an assessment situation and do not perform as well as they normally would. There may be some situations that do not commonly occur, so it is difficult for an Assessor to observe them directly. In some instances, people are able to perform well in an assessment situation, but are not consistent in doing so in their daily activities.

Who can give Third Party Evidence?

- You do not need to be a qualified Assessor to provide Third Party evidence. However, you must:
 - Hold the vocational knowledge associated with the skills necessary to complete this qualification in the form of formal qualifications held and 3-year minimum experience at a supervisory level in their field.
 - Be in a position to provide an independent, fair and informed opinion of the Learner's performance based on your knowledge and experience of their work
 - Be able to communicate and liaise with the Assessor and the Learner during the process.

What is involved?

- The Assessor will meet with you and give you an assessment tool which outlines the workplace activities for which you are asked to provide third party validation.
- These activities may be ones you have observed the Learner do, are currently (or have been) responsible for overseeing. This report is based on allocated tasks per unit of competency and best practice
- Based on your experience of this Learner's work, you would be asked to indicate if they can satisfactorily carry out the following activities to the standards set by the organisation.

Requirements

Thank you for supervising the Learner in the following tasks whilst employed or on placement in your organisation. The program has been specifically designed to assist the Learner to develop the knowledge and skills required to complete this qualification. Practical tasks required to be completed on the job are evidenced in the observations demonstrated during the Workplace Practical/Simulation instructions, and the Supervisor Report. Please see below for instructions on how to score the Learner.

Level of skill

Provide a level of skill:

NA, 1	Has no skill
2	Minimum skill
3	Mostly skilled
4	Skilled
5	Able to support others

If you have any concerns about any aspect of the process, you should discuss these with the Assessor.

Supervisor Record Sheet

Units of competency

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

Supervisor's Name:			
Position Title:			
Phone:		Email:	
Relevant qualifications held in this industry:			
Length of time working in this industry and a brief description of your position:			

Declaration: I am familiar with the competency standards and their application in the workplace. The responses I have made on the attached 3rd Party report represent my honest assessment of the candidate's skill levels for assistance in judgement of satisfactory knowledge and performance to standards expected in the industry

Learner name:			
In your opinion did the Learner perform tasks to the standard expected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is the Learner ready for assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Please indicate the Learner's skill level. Tick the appropriate box

<input type="checkbox"/> NA, 1	Has no skill, and will require an extra _____ hours to achieve a satisfactory level
<input type="checkbox"/> 2	Minimum skill and will require an extra _____ hours to achieve a satisfactory level
<input type="checkbox"/> 3	Mostly skilled and will require an extra _____ hours to achieve a satisfactory level
<input type="checkbox"/> 4	Skilled
<input type="checkbox"/> 5	Able to support others

We really appreciated your feedback, please provide detailed comments below

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Supervisor Signature:		Date:	
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Task 2.1 – Assist with effective WHS management of contractors

This task incorporates the following unit:

BSBWHS408 Assist with effective WHS management of contractors

Has the Learner consistently and satisfactorily performed the tasks listed below?	Indicate Y or N (Yes/ No)	Supervisor comments <i>Indicate if the Learner is completing each task in the workplace appropriately and provide any comments/examples of their performance</i>
<ul style="list-style-type: none"> <i>e.g. Accepts responsibility for their own workload</i> 	Y	<i>The Learner is able to self-manage his daily work tasks.</i>
Identify existing contractor services including: <ul style="list-style-type: none"> <input type="checkbox"/> Labour hire and temporary workers <input type="checkbox"/> Cleaning <input type="checkbox"/> Catering <input type="checkbox"/> Security <input type="checkbox"/> Maintenance <input type="checkbox"/> Repairs <input type="checkbox"/> Installations and alterations <input type="checkbox"/> Major contracts and projects as relevant to the organisation 		
Access contracts for the identified services including: <ul style="list-style-type: none"> <input type="checkbox"/> Formal contracts to supply services <input type="checkbox"/> Documents related to the contracts <input type="checkbox"/> Any undocumented understandings and agreements 		
Identify contractor work health and safety (WHS) arrangements including: <ul style="list-style-type: none"> <input type="checkbox"/> Actual contractor work processes, procedures and activities <input type="checkbox"/> Organisational policies, procedures and systems 		

Has the Learner consistently and satisfactorily performed the tasks listed below?	Indicate Y or N (Yes/ No)	Supervisor comments <i>Indicate if the Learner is completing each task in the workplace appropriately and provide any comments/examples of their performance</i>
Evaluate contractor WHS arrangements for compliance and effectiveness against: <ul style="list-style-type: none"> <input type="checkbox"/> Policies <input type="checkbox"/> Procedures <input type="checkbox"/> Processes <input type="checkbox"/> Systems <input type="checkbox"/> Methods <input type="checkbox"/> Arrangements used and applied to achieve effective WHS management of contractors 		
Evaluate contractor WHS arrangements for compliance and effectiveness in terms of workplace WHS information and data, including: <ul style="list-style-type: none"> <input type="checkbox"/> Compensation claims data <input type="checkbox"/> First aid data <input type="checkbox"/> Incident reports <input type="checkbox"/> Injury reports <input type="checkbox"/> Risk assessments <input type="checkbox"/> Safe work procedures <input type="checkbox"/> Training information and data <input type="checkbox"/> WHS consultation and participation records 		
Evaluate contractor WHS arrangements for compliance with WHS legislative requirements		

Has the Learner consistently and satisfactorily performed the tasks listed below?	Indicate Y or N (Yes/ No)	Supervisor comments <i>Indicate if the Learner is completing each task in the workplace appropriately and provide any comments/examples of their performance</i>
<p>Develop, implement and evaluate improvements to areas of contractor WHS arrangements, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contract monitoring and evaluation <input type="checkbox"/> Contractor worker induction <input type="checkbox"/> Existing contracts <input type="checkbox"/> Future contracts and contract arrangements <input type="checkbox"/> Hazard management processes <input type="checkbox"/> Policies, procedures and systems <input type="checkbox"/> Tender evaluation <input type="checkbox"/> Tender specification <input type="checkbox"/> Training of contract workers <input type="checkbox"/> Workplace processes and activities 		

Task 2.2 – Manage people performance

This task incorporates the following units:

BSBMGT502 Manage people performance

Has the Learner consistently and satisfactorily performed the tasks listed below?	Indicate Y or N (Yes/ No)	Supervisor comments <i>Indicate if the Learner is completing each task in the workplace appropriately and provide any comments/examples of their performance</i>
<ul style="list-style-type: none"> <i>e.g. Actively participates and contributes in site meetings/discussions with others</i> 	Y	<i>The Learner provides valuable input into our toolbox meetings. He regularly makes suggestions for improvements in the way we conduct our work tasks.</i>
Consult with relevant stakeholders to identify: <ul style="list-style-type: none"> <input type="checkbox"/> Work requirements <input type="checkbox"/> Performance standards <input type="checkbox"/> Agreed performance indicators 		
Achieve outcomes efficiently and within organisational and legal requirements, through: <ul style="list-style-type: none"> <input type="checkbox"/> Development of work plans <input type="checkbox"/> Allocation of work 		
Monitor, evaluate and provide feedback on performance and as required: <ul style="list-style-type: none"> <input type="checkbox"/> Provide coaching <input type="checkbox"/> Provide training 		
Reinforce excellence in performance through: <ul style="list-style-type: none"> <input type="checkbox"/> Recognition <input type="checkbox"/> Continuous feedback 		

Has the Learner consistently and satisfactorily performed the tasks listed below?	Indicate Y or N (Yes/ No)	Supervisor comments <i>Indicate if the Learner is completing each task in the workplace appropriately and provide any comments/examples of their performance</i>
Seek assistance from human resources specialists where appropriate		
Keep records and documentation in accordance with the organisation's performance management system		

Third Party Report Assessment Record

Units of competency

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

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

Assessor to complete

Has the Supervisor been approved as meeting the required industry and management appropriateness?

☐ Yes

☐ No

Site:

Assessment Activity

Satisfactory

Date

More evidence

Date

Third Party Report

☐

Date

☐

Context detail (Assessor to record)

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.

Learner Name:

Learner Signature:

Date:

___/___/___

Assessor Name:

Assessor Signature:

Date:

___/___/___

Part 3: Workplace Observation Report/Verbal Interview

Observation evidence is a practical way of supporting someone's claim for competence.

As a nominated assessor, you are in a position to provide useful information on a learner's knowledge and skills based on your knowledge and experience of their actual work performance over a period of time. This assessment is conducted on the job after practical placement has been undertaken.

Note to the student:

1. The assessor completes the observation tools during the workplace assessment.
2. The assessor should use the tools during the demonstration.
3. The assessment tools describe the assessment tasks and criteria for assessment, and are used to record the assessor's observations and outcomes of workplace assessment tasks.

Why is it used?

- Competency based assessment is not a test, rather it is a process of collecting evidence about someone's knowledge and skills and assessing that against a set of agreed standards. The greater the sources and types of evidence we collect, the more we can be sure about the quality and reliability of the assessment decision.
- The information you provide is used to support, or validate other evidence obtained. It helps to ensure that the final result is valid, reliable and fair.
- Sometimes, people can be nervous in an assessment situation and do not perform as well as they normally would. There may be some situations that do not commonly occur, so it is difficult for you to observe them directly. You must gather information required to complete this assessment interview with mentor and student and or verbal questioning.

On arrival your assessor will meet with you and your workplace mentor/supervisor.

Part 1	You will be required to have a meeting with your supervisor and your assessor for approx. 30 minutes prior to commencement of this assessment to discuss aspects of your reflective journal/log book and third party report. This is an open meeting and an opportunity to discuss any concerns you have.
Part 2	You will be observed by your assessor performing the required tasks as noted in this document. Assessment must take place in a safe environment.
Part 3	After the observation you will be asked a series of verbal questions for discussion and a means to identify any gaps.
Part 4	30 minutes has been allocated for the closing meeting with your assessor and your supervisor. You will be provided with feedback. Use this opportunity to ask as many questions and discuss any opportunities for improvement.

Agreement by the Student

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 this 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 student 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.

Student's Signature:

Date:

____/____/____

Agreement by the Assessor

The assessor is to complete this declaration with the student.

I have acknowledged the underpinning knowledge and skills may be assessed on or off the job.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I confirm that I am a qualified workplace assessor and will be conducting the assessment for this unit and student.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have all aspects of the student agreement been explained and understood?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student understand they have 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 this unit.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Assessor Signature:		Date:	____/____/____
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Task 3.1 – Assist with effective WHS management of contractors

This task incorporates the following unit:

BSBWHS408 Assist with effective WHS management of contractors

You are required to assist with the work health and safety (WHS) management of contractors; specifically:

- Assist with identifying existing contractor WHS arrangements
- Assist with evaluating contractor WHS arrangements and making improvements as required

You will need to demonstrate your knowledge and understanding of WHS organisational and legislative requirements.

Resources required to complete this task:

- Access to appropriate workplace where assessment can take place
- Relevant Acts, regulations, codes of practice, licensing requirements, standards
- Relevant WHS data
- Office equipment and resources

How will I be assessed in this task?

Your assessor will check that you can:

- Undertake tasks as described within your scope of practice
- Ensure access to the required equipment
- Ensure access to relevant policies and procedures
- Consider your risk analysis (Verbal interview)

Observation Checklist

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"> <i>e.g. Speak slowly and clearly</i> 	Yes	<i>The Learner spoke at an appropriate pace, not too slow where it becomes insulting. She used short sentences.</i>	12/07/17
Identify existing contractor services including: <ul style="list-style-type: none"> <input type="checkbox"/> Labour hire and temporary workers <input type="checkbox"/> Cleaning <input type="checkbox"/> Catering <input type="checkbox"/> Security <input type="checkbox"/> Maintenance <input type="checkbox"/> Repairs <input type="checkbox"/> Installations and alterations <input type="checkbox"/> Major contracts and projects as relevant to the organisation 			____/____/____ ____/____/____ ____/____/____
Access contracts for the identified services including: <ul style="list-style-type: none"> <input type="checkbox"/> Formal contracts to supply services <input type="checkbox"/> Documents related to the contracts <input type="checkbox"/> Any undocumented understandings and agreements 			____/____/____ ____/____/____ ____/____/____
Identify contractor work health and safety (WHS) arrangements including: <ul style="list-style-type: none"> <input type="checkbox"/> Actual contractor work processes, procedures and activities <input type="checkbox"/> Organisational policies, procedures and systems 			____/____/____ ____/____/____ ____/____/____

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Evaluate contractor WHS arrangements for compliance and effectiveness against: <ul style="list-style-type: none"> <input type="checkbox"/> Policies <input type="checkbox"/> Procedures <input type="checkbox"/> Processes <input type="checkbox"/> Systems <input type="checkbox"/> Methods <input type="checkbox"/> Arrangements used and applied to achieve effective WHS management of contractors 			<div data-bbox="1834 316 2056 352">____/____/____</div> <div data-bbox="1834 435 2056 472">____/____/____</div> <div data-bbox="1834 555 2056 592">____/____/____</div>
Evaluate contractor WHS arrangements for compliance and effectiveness in terms of workplace WHS information and data, including: <ul style="list-style-type: none"> <input type="checkbox"/> Compensation claims data <input type="checkbox"/> First aid data <input type="checkbox"/> Incident reports <input type="checkbox"/> Injury reports <input type="checkbox"/> Risk assessments <input type="checkbox"/> Safe work procedures <input type="checkbox"/> Training information and data <input type="checkbox"/> WHS consultation and participation records 			<div data-bbox="1834 687 2056 724">____/____/____</div> <div data-bbox="1834 831 2056 868">____/____/____</div> <div data-bbox="1834 975 2056 1011">____/____/____</div>
Evaluate contractor WHS arrangements for compliance with WHS legislative requirements			<div data-bbox="1834 1110 2056 1147">____/____/____</div> <div data-bbox="1834 1222 2056 1259">____/____/____</div> <div data-bbox="1834 1334 2056 1370">____/____/____</div>

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Develop, implement and evaluate improvements to areas of contractor WHS arrangements, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Contract monitoring and evaluation <input type="checkbox"/> Contractor worker induction <input type="checkbox"/> Existing contracts <input type="checkbox"/> Future contracts and contract arrangements <input type="checkbox"/> Hazard management processes <input type="checkbox"/> Policies, procedures and systems <input type="checkbox"/> Tender evaluation <input type="checkbox"/> Tender specification <input type="checkbox"/> Training of contract workers <input type="checkbox"/> Workplace processes and activities 			<div data-bbox="1834 331 2060 368">____/____/____</div> <div data-bbox="1834 491 2060 528">____/____/____</div> <div data-bbox="1834 651 2060 687">____/____/____</div>
Trainer signature:		Learner signature:	

Task 3.2 – Manage people performance

This task incorporates the following unit:

BSBMGT502 Manage people performance

You are required to manage the performance of staff who report to you directly; specifically:

- Allocate work
- Assess performance
- Provide feedback
- Manage follow up

To complete this task, you will need to:

- Develop key result areas, key performance indicators and standards
- Conduct regular and timely coaching and feedback

Resources required to complete this task:

- Access to appropriate workplace where assessment can take place
- Workplace setting for assessment
- Relevant legislation
- Workplace documentation and resources

How will I be assessed in this task?

Your assessor will check that you can:

- Undertake tasks as described within your scope of practice
- Ensure access to the required equipment
- Ensure access to relevant policies and procedures
- Consider your risk analysis (Verbal interview)

Observation Checklist

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"> e.g. <i>Speak slowly and clearly</i> 	Yes	<i>The Learner spoke at an appropriate pace, not too slow where it becomes insulting. She used short sentences.</i>	12/07/17
Consult with relevant stakeholders to identify: <ul style="list-style-type: none"> <input type="checkbox"/> Work requirements <input type="checkbox"/> Performance standards <input type="checkbox"/> Agreed performance indicators 			___/___/___
			___/___/___
			___/___/___
Achieve outcomes efficiently and within organisational and legal requirements, through: <ul style="list-style-type: none"> <input type="checkbox"/> Development of work plans <input type="checkbox"/> Allocation of work 			___/___/___
			___/___/___
			___/___/___
Monitor, evaluate and provide feedback on performance and as required: <ul style="list-style-type: none"> <input type="checkbox"/> Provide coaching <input type="checkbox"/> Provide training 			___/___/___
			___/___/___
			___/___/___

I have directly observed the Learner demonstrate their ability to:	Tasks satisfactorily observed? (Yes/ No)	Comments to support decision(s)	Date of Observation
Reinforce excellence in performance through: <input type="checkbox"/> Recognition <input type="checkbox"/> Continuous feedback			<div>___/___/___</div> <div>___/___/___</div> <div>___/___/___</div>
<input type="checkbox"/> Seek assistance from human resources specialists where appropriate			<div>___/___/___</div> <div>___/___/___</div> <div>___/___/___</div>
<input type="checkbox"/> Keep records and documentation in accordance with the organisation's performance management system			<div>___/___/___</div> <div>___/___/___</div> <div>___/___/___</div>
Trainer signature:		Learner signature:	

Verbal Interview

Questions must be asked while the demonstration is taking place or if appropriate directly after the task/s have been completed. Access to required material (e.g. policy document, workplace documents) during verbal questioning may be provided.

Questions in this task relate to the following units:

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

Q1	Outline 2 relevant legislative and regulatory requirements relating to managing people performance.
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Comments:

Did the students response evidence 2 of the following key points?		S	NS
Q1.1	Fair work legislation, regulations and rules	<input type="checkbox"/>	<input type="checkbox"/>
Q1.2	Registered organisations legislation and regulations	<input type="checkbox"/>	<input type="checkbox"/>
Q1.3	Small Business Fair Dismissal Code	<input type="checkbox"/>	<input type="checkbox"/>
Q1.4	Fair Work (State Declarations) Endorsements	<input type="checkbox"/>	<input type="checkbox"/>
Q1.5	Compliance standards	<input type="checkbox"/>	<input type="checkbox"/>

Q2 Explain the difference between an award and an enterprise agreement.

Comments:

Did the students response evidence the following key points?		S	NS
Q2.1	Awards and enterprise agreements are legal documents. They outline the minimum entitlements you must receive for working in a particular industry or for doing a certain job.	<input type="checkbox"/>	<input type="checkbox"/>
Q2.2	Some of these entitlements include: <ul style="list-style-type: none"> • Hours of employment • Pay rates • Penalty rates like overtime • Casual loadings • Meal allowances • Leave entitlements • Employment protection 	<input type="checkbox"/>	<input type="checkbox"/>
Q2.3	An enterprise agreement: <ul style="list-style-type: none"> • Has terms that override any award provisions • Must comply with all employment laws requiring minimum entitlements to parental, annual and long service leave • Must be in writing and signed by, or on behalf of, the parties and the parties to the agreement must be named • Must state the employees who will be covered by the agreement • Must be for a set term of not more than three years but can continue in force beyond that term until terminated. 	<input type="checkbox"/>	<input type="checkbox"/>

Q3 Explain your organisations performance measurement systems utilised.

Comments:

Did the students response evidence the following key points?		S	NS
Q3.1	Developing performance metrics	<input type="checkbox"/>	<input type="checkbox"/>
Q3.2	Performance management system	<input type="checkbox"/>	<input type="checkbox"/>
Q3.3	Performance dashboard	<input type="checkbox"/>	<input type="checkbox"/>
Q3.4	Enterprise performance management software	<input type="checkbox"/>	<input type="checkbox"/>
Q3.5	Scorecard	<input type="checkbox"/>	<input type="checkbox"/>

Q4 Explain what is meant by unlawful dismissal rules and due process.

Comments:

Did the students response evidence the following key points?		S	NS
Q4.1	<p>Under s 385, an employee is considered to be unfairly dismissed if Fair Work Australia is satisfied that he or she has been dismissed, and the action by an employer was:</p> <ul style="list-style-type: none"> • Harsh, unjust or unreasonable; and • Was not consistent with the Small Business Fair Dismissal Code; and • The dismissal was not a case of a genuine redundancy. 	<input type="checkbox"/>	<input type="checkbox"/>

Q5	Describe your organisations staff development options and information.
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Comments:

Did the students response evidence the following key points?		S	NS
Q5.1	As a staff member, the starting point for your capability development is the ongoing process of self-reflection and seeking feedback, including regular conversations about your work with your supervisor.	<input type="checkbox"/>	<input type="checkbox"/>

Q6	Describe 4 types of services that can be supplied by contractors.
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Comments:

Did the students response evidence the following key points?		S	NS
Q6.1	Continuing outsourced work or functions, such as cleaning, catering and security	<input type="checkbox"/>	<input type="checkbox"/>
Q6.2	Continuing work performed by labour hire workers, such as contract or 'temp' work	<input type="checkbox"/>	<input type="checkbox"/>
Q6.3	Major contract work, such as in the construction industry	<input type="checkbox"/>	<input type="checkbox"/>
Q6.4	Occasional or intermittent work, such as maintenance, repairs, installation or alterations undertaken by independent contractors or subcontractors	<input type="checkbox"/>	<input type="checkbox"/>

Q7 Discuss 10 improvements that you can implement for contractor WHS arrangements.

Comments:

Did the students response evidence the following key points?		S	NS
Q7.1	Contract monitoring and evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Q7.2	Contractor worker induction	<input type="checkbox"/>	<input type="checkbox"/>
Q7.3	Existing contracts	<input type="checkbox"/>	<input type="checkbox"/>
Q7.4	Future contracts and contract arrangements	<input type="checkbox"/>	<input type="checkbox"/>
Q7.5	Hazard management processes	<input type="checkbox"/>	<input type="checkbox"/>
Q7.6	Policies, procedures and systems	<input type="checkbox"/>	<input type="checkbox"/>
Q7.7	Tender evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Q7.8	Tender specification	<input type="checkbox"/>	<input type="checkbox"/>
Q7.9	Training of contract workers	<input type="checkbox"/>	<input type="checkbox"/>
Q7.10	Workplace processes and activities.	<input type="checkbox"/>	<input type="checkbox"/>

Learner Signature:		Date:	___/___/___
Assessor Signature:		Date:	___/___/___

Workplace Observation Report Outcome Record

Units of competency

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

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

Site:				
Assessment Activity	Satisfactory	Date	More evidence	Date
Observations	<input type="checkbox"/>	Date	<input type="checkbox"/>	
Verbal Questionnaire	<input type="checkbox"/>	Date	<input type="checkbox"/>	
Context detail (Assessor to record)				
Attempt 1	___/___/___	Attempt 2	___/___/___	Attempt 3
<p>Appeals: If you receive a Not Satisfactory assessment result you have the right to appeal. You have three assessment attempts.</p> <p>Assessor feedback to learner: The Assessor must write full feedback to the learner that is constructive and not generic.</p>				
Learner Name:				
Learner Signature:		Date:	___/___/___	
Assessor Name:				
Assessor Signature:		Date:	___/___/___	



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