



**Forest Industry Assessment Plan System
FPICOR3201B Implement SHE policies
and procedures**



ASSESSMENT PLAN AND RECORD SHEET

A. Candidate details

Last Name _____ First Name _____ DOB _____ - ____ -19
 Ph/ Mobile _____ Email _____
 Address _____ State _____ P/C _____

B. Employer details

Company _____ Address _____
 Contact _____ Ph No. _____

C. Assessor details

Name _____ Organisation _____

D. Assessment Context (tick the appropriate boxes or add details as required)

Location/Conditions	Machinery/Technology	Policies/procedures
<i>Industry sector:</i>	<i>Equipment/machinery type:</i>	OHS
		Hazard and risk assessment
		Workplace/equipment inspections
		Other (please specify)
<i>Type of operation/activity:</i>		
		Environment
		Hazard and risk assessment
	<i>Major SHE hazards:</i>	Resource and energy use
<i>Job role:</i>		Waste generation and control
		Conservation
		Emission control
		Other (please specify)

E. Assessment Results

Assessment Start Date _____ Assessment Finish Date _____

Outcome of Assessment (Tick) **COMPETENT** **NOT YET COMPETENT**

Comments/feedback to clarify assessment process and result, including further skill development if required:

F. Candidate Comments

G. Candidate Agreement

I agree that I was ready for assessment, and that the assessment process as explained to me has been followed. I have received a copy of this recording tool and the assessor has explained their decision. I also agree that this tool can be used by the Industry or RTO as evidence of competence.

Candidate signature _____ Date _____

Assessor signature _____ Date _____

STANDARD ASSESSOR GUIDELINES

General Instructions

- Candidate information and preparation
Assessors must confirm that the candidate is ready for assessment prior to commencing the process. The assessment process (including the purpose of the assessment, evidence collection, right to appeal and any special needs) must be explained to the candidate, who should sign in acknowledgement.
- Complete all relevant details in the Assessment Plan and Record Cover Sheet
- Conduct the assessment using **the Recording Tools provided**

1. Pre-Assessment

- Confirm assessment arrangements with candidate and employer/supervisor.
- Assist the candidate to gather evidence for all elements/performance criteria prior to sign-off.
- Arrange with the candidate/employer a suitable location with all required materials and equipment and confirm prior to assessment. Equipment must be safe, well-maintained and meet Australian Standards.

2. Safety Instructions

- Candidates must use all required PPE and observe safety procedures at all times.



The assessment should cease if, in the opinion of the assessor, the candidate's actions or changing circumstances or conditions on site, put themselves or co-workers at risk of injury or are likely to damage equipment/materials.

3. Legislative/Enterprise Requirements

- Ensure that all relevant health, safety and environment practices are followed, that any site-specific requirements are met and that relevant regulations and/or standards are adhered to.

4. Gathering Evidence

- **Gather at least three (3) types of evidence to confirm competence.**
Assess whether candidate performance and evidence supplied against each criteria is **COMPETENT (C)** or **NOT YET COMPETENT (NYC)**. **All elements and critical aspects of evidence from the unit of competence must be assessed, even if not applicable to the candidate's current workplace or job role.**
- **Demonstration/observation Assessment Tool:** use this tool to assess competence in skills and task performance. The assessment should take place in the workplace under normal operating conditions or under conditions that accurately simulate a realistic workplace. Assessors must ensure these requirements are met. One observation may not be sufficient to confirm competence.
- **Questions Assessment Tool:** use this tool to provide a framework for developing questions to test required knowledge. Develop questions to meet the individual work context requirements of the candidate. Retain a copy of questions asked and candidate answers with this assessment plan.
- **Confirmation of Consistent Competence Assessment Tool:** use this tool to record the source(s) of additional evidence gathered to **confirm the candidate's ability to consistently perform the task to the required standard.** Verification by a third party expert is the preferred third form of evidence, however assessors may also be guided by workplace documents, log books or other records that provide evidence of competence over time. Include copies of additional evidence documents where appropriate.

5. Recording the Decision

- Complete the assessment tool to indicate whether the candidate is **COMPETENT or NOT YET COMPETENT**. If the candidate is judged to be *Not Yet Competent* clearly indicate the reasons why, and identify any training or further practise needs if relevant.

ASSESSMENT PLAN SUMMARY

Suggested pre-requisites/co-requisites for this unit of competency:

Assessors should confirm that there is evidence of competency in any mandatory pre-requisites.

<i>Verified as completed (✓)</i>	Code & Unit

What will be assessed?

The elements of competence to be assessed are:

- 1 Apply SHE practices
- 2 Assess and control risks
- 3 Follow emergency procedures
- 4 Implement environmental procedures

What assessment methods will be used?

- Demonstration/observation to determine competence against critical and specific aspects, elements and required skills as listed.
- Questions to check required knowledge.
- Use of additional evidence to confirm consistent competence, such as a third party report or alternatively a log book, site production records or similar work records, or product samples or a portfolio of the candidate's work.

What resources may be required?

- Workplace OHS and environmental policies and procedures
- Relevant regulations, codes of practice
- Site documents and recording procedures
- Personal protective equipment
- First aid equipment
- Relevant emergency equipment (eg. Spill kits, fire extinguishers)

Are there any special conditions for the assessment?

- None.

NOTE: This assessment plan outlines the **minimum standard** endorsed by industry. The plan can be modified to meet local needs and/or needs of the candidate, including where assessment is part of on-going training, as long as the integrity of the assessment is maintained.

ASSESSMENT TOOL: DEMONSTRATION/OBSERVATION RECORD

Instructions:

Assessors should make arrangements to observe the candidate performing tasks that demonstrate the application of skills and knowledge relevant to this unit. For example:

- Give the candidate a specific work order that requires them to identify and report on SHE risks and hazards, and to carry out the work in line with requirements.
- Set up a simulation of a safety or environmental incident and check that the candidate can demonstrate the correct response procedures.
- Ask the candidate to deliver in-house training to colleagues in specific SHE policies and procedures.
- Get the candidate to conduct a workplace hazard and risk assessment.

Critical and Specific Evidence Requirements:

Indicate whether the candidate's performance was competent (C) or not yet competent (NYC) by ticking the appropriate box.

C	NYC	Candidate demonstrates the ability to:
<input type="checkbox"/>	<input type="checkbox"/>	Follow applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to implementing SHE policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	Implement SHE policies and procedures within the organisation
<input type="checkbox"/>	<input type="checkbox"/>	Conduct safe and healthy working conditions
<input type="checkbox"/>	<input type="checkbox"/>	Control environmental measures within the organisation

Performance Task(s)

Assessors; briefly describe the performance task(s) set for the candidate on this occasion:

Unit Performance Criteria:

Indicate whether the candidate's overall performance for each element was competent (C) or not yet competent (NYC) and tick the appropriate box for each performance criteria observed. *Where applicable, minimum acceptable performance is highlighted in grey*

The observed behaviours of the candidate are in CAPITAL LETTERS and should be circled by the assessor to create a permanent record of actual performance.

C	NYC																											
<input type="checkbox"/>	<input type="checkbox"/>	Element 1: Apply SHE principles																										
	1.1	<input type="checkbox"/> The candidate Identified, verified and followed the following OHS requirements relevant to implementing SH&E policies and procedures: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> CODES of PRACTICE</td> <td><input type="checkbox"/> SAFETY EQUIPMENT</td> </tr> <tr> <td><input type="checkbox"/> FIRST AID EQUIPMENT</td> <td><input type="checkbox"/> FIRE FIGHTING EQUIPMENT</td> </tr> <tr> <td><input type="checkbox"/> HAZARD AND RISK CONTROL</td> <td><input type="checkbox"/> ELIMINATION OF HAZARDOUS MATERIALS OR SUBSTANCES</td> </tr> <tr> <td><input type="checkbox"/> MANUAL HANDLING</td> <td><input type="checkbox"/> MACHINE GUARDING</td> </tr> <tr> <td><input type="checkbox"/> AWARD/ENTERPRISE AGREEMENTS</td> <td><input type="checkbox"/> INDUSTRIAL RELATIONS</td> </tr> <tr> <td><input type="checkbox"/> AUSTRALIAN STANDARDS</td> <td><input type="checkbox"/> CONFIDENTIALITY AND PRIVACY</td> </tr> <tr> <td><input type="checkbox"/> ENVIRONMENTAL</td> <td><input type="checkbox"/> EQUAL OPPORTUNITY & ANTI DISCRIMINATION</td> </tr> <tr> <td><input type="checkbox"/> DUTY OF CARE</td> <td><input type="checkbox"/> HERITAGE AND LAND OWNER ISSUES</td> </tr> <tr> <td><input type="checkbox"/> QUALITY ASSURANCE</td> <td><input type="checkbox"/> PROCEDURAL MANUALS</td> </tr> <tr> <td><input type="checkbox"/> CONTINUOUS IMPROVEMENT PROCESSES</td> <td><input type="checkbox"/> EMERGENCY AND EVACUATION PROCEDURES</td> </tr> <tr> <td><input type="checkbox"/> ETHICAL STANDARDS</td> <td><input type="checkbox"/> RECORDING AND REPORTING</td> </tr> <tr> <td><input type="checkbox"/> ACCESS AND EQUITY PRINCIPLES AND PRACTICES</td> <td><input type="checkbox"/> EQUIPMENT USE, MAINTENANCE AND STORAGE</td> </tr> <tr> <td><input type="checkbox"/> ENVIRONMENTAL MANAGEMENT</td> <td><input type="checkbox"/> OTHER.....</td> </tr> </table> <p style="text-align: center;">All applicable should be applied</p>	<input type="checkbox"/> CODES of PRACTICE	<input type="checkbox"/> SAFETY EQUIPMENT	<input type="checkbox"/> FIRST AID EQUIPMENT	<input type="checkbox"/> FIRE FIGHTING EQUIPMENT	<input type="checkbox"/> HAZARD AND RISK CONTROL	<input type="checkbox"/> ELIMINATION OF HAZARDOUS MATERIALS OR SUBSTANCES	<input type="checkbox"/> MANUAL HANDLING	<input type="checkbox"/> MACHINE GUARDING	<input type="checkbox"/> AWARD/ENTERPRISE AGREEMENTS	<input type="checkbox"/> INDUSTRIAL RELATIONS	<input type="checkbox"/> AUSTRALIAN STANDARDS	<input type="checkbox"/> CONFIDENTIALITY AND PRIVACY	<input type="checkbox"/> ENVIRONMENTAL	<input type="checkbox"/> EQUAL OPPORTUNITY & ANTI DISCRIMINATION	<input type="checkbox"/> DUTY OF CARE	<input type="checkbox"/> HERITAGE AND LAND OWNER ISSUES	<input type="checkbox"/> QUALITY ASSURANCE	<input type="checkbox"/> PROCEDURAL MANUALS	<input type="checkbox"/> CONTINUOUS IMPROVEMENT PROCESSES	<input type="checkbox"/> EMERGENCY AND EVACUATION PROCEDURES	<input type="checkbox"/> ETHICAL STANDARDS	<input type="checkbox"/> RECORDING AND REPORTING	<input type="checkbox"/> ACCESS AND EQUITY PRINCIPLES AND PRACTICES	<input type="checkbox"/> EQUIPMENT USE, MAINTENANCE AND STORAGE	<input type="checkbox"/> ENVIRONMENTAL MANAGEMENT	<input type="checkbox"/> OTHER.....
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<input type="checkbox"/>	<input type="checkbox"/>	Element 2: Assess and control risks																											
	2.1	<input type="checkbox"/> The candidate detected, assessed and reported the following hazards in the work area to the appropriate personnel:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> CHEMICAL SPILLS </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> GASES </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> LIQUIDS UNDER PRESSURE </td> <td style="vertical-align: top;"> <input type="checkbox"/> MOBILE PLANT AND EQUIPMENT </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> HAZARDOUS MATERIALS </td> <td style="vertical-align: top;"> <input type="checkbox"/> WORK AT HEIGHTS </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> EXCESSIVE TEMPERATURES </td> <td style="vertical-align: top;"> <input type="checkbox"/> NOISE </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> DUST </td> <td style="vertical-align: top;"> <input type="checkbox"/> VAPOURS </td> </tr> </table>	<input type="checkbox"/> CHEMICAL SPILLS	<input type="checkbox"/> GASES	<input type="checkbox"/> LIQUIDS UNDER PRESSURE	<input type="checkbox"/> MOBILE PLANT AND EQUIPMENT	<input type="checkbox"/> HAZARDOUS MATERIALS	<input type="checkbox"/> WORK AT HEIGHTS	<input type="checkbox"/> EXCESSIVE TEMPERATURES	<input type="checkbox"/> NOISE	<input type="checkbox"/> DUST	<input type="checkbox"/> VAPOURS																
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C	NYC		
		<input type="checkbox"/> FIRES	<input type="checkbox"/> PROTRUSIONS
		<input type="checkbox"/> SHARP EQUIPMENT	<input type="checkbox"/> OVERHANGING BEAMS
		<input type="checkbox"/> TRAFFIC	<input type="checkbox"/> OTHER.....
		The candidate must identify a minimum of three different hazards in the work area.	
2.2	<input type="checkbox"/>	Analysed the following work practices and processes to identify areas for improvement in relation to SHE issues and hazards: <ul style="list-style-type: none"> • • • The candidates to list as appropriate to worksite	
2.3	<input type="checkbox"/>	Proposed changes to work practices and processes to improve SHE concerns were provided to the following personnel:	
		<input type="checkbox"/> SAFETY OFFICERS	<input type="checkbox"/> SUPERVISORS
		<input type="checkbox"/> SUPPLIERS	<input type="checkbox"/> CLIENTS
		<input type="checkbox"/> COLLEAGUES	<input type="checkbox"/> MANAGERS
		<input type="checkbox"/> ENVIRONMENTAL OFFICERS	<input type="checkbox"/> OTHER.....
		The candidate reports to appropriate personnel for the worksite	
2.4	<input type="checkbox"/>	The candidate followed workplace procedures and instructions for controlling risks and protecting the environment:	
		<input type="checkbox"/> SAFE OPERATING PROCEDURES	<input type="checkbox"/> SAFE WORK METHOD STATEMENT
		<input type="checkbox"/> SAFE WORK PROCEDURE	<input type="checkbox"/> JOB SAFETY ANALYSIS
		<input type="checkbox"/> INSTRUCTED SITE PROCEDURE	<input type="checkbox"/> OTHER.....
		The candidate must follow safe procedures	
2.5	<input type="checkbox"/>	Completed SHE, hazard, environmental or incident reports according to workplace procedures and State or Territory legislation. (please attach a copy if available)	
		<input type="checkbox"/> WRITTEN REPORT	<input type="checkbox"/> VERBAL REPORT
		<input type="checkbox"/> OTHER.....	<input type="checkbox"/>
		The candidate must accurately complete all aspects of the report.	

<input type="checkbox"/>	<input type="checkbox"/>	Element 3: Follow emergency procedures	
3.1	<input type="checkbox"/>	The candidate correctly identified the following emergency personnel.	
		<input type="checkbox"/> FIRST AID OFFICER	<input type="checkbox"/> FIRE WARDENS
		<input type="checkbox"/> DISASTER COORDINATORS	<input type="checkbox"/> OTHER.....

		Verified appropriate personnel for a range of emergency events										
3.2	<input type="checkbox"/>	Followed workplace procedures for dealing with own safety, safety of others, environmental incidents, accidents, and emergencies within scope of responsibilities										
3.3	<input type="checkbox"/>	Practiced and recorded emergency and evacuation procedures in the event of an emergency. Practice dates:.....										
3.4	<input type="checkbox"/>	Recorded and reported SHE procedures in line with workplace procedures										
C	NYC	Element 4: Implement environmental procedures										
4.1	<input type="checkbox"/>	<p>The candidate confirmed awareness of the following organisational environmental goals:</p> <table border="1"> <tr> <td><input type="checkbox"/> MATERIAL</td> <td><input type="checkbox"/> ENERGY AND RESOURCE USE</td> </tr> <tr> <td><input type="checkbox"/> EMISSION CONTROL</td> <td><input type="checkbox"/> WASTE GENERATION AND CONTROL</td> </tr> <tr> <td><input type="checkbox"/> PRODUCT AND SERVICE USE</td> <td><input type="checkbox"/> LAND AND INFRASTRUCTURE INTERACTION</td> </tr> <tr> <td><input type="checkbox"/> ACCIDENT PREVENTION</td> <td><input type="checkbox"/> OTHER.....</td> </tr> </table> <p>The candidate should be aware of all organisational goals and the requirements of applicable legislation</p>	<input type="checkbox"/> MATERIAL	<input type="checkbox"/> ENERGY AND RESOURCE USE	<input type="checkbox"/> EMISSION CONTROL	<input type="checkbox"/> WASTE GENERATION AND CONTROL	<input type="checkbox"/> PRODUCT AND SERVICE USE	<input type="checkbox"/> LAND AND INFRASTRUCTURE INTERACTION	<input type="checkbox"/> ACCIDENT PREVENTION	<input type="checkbox"/> OTHER.....		
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<input type="checkbox"/> ACCIDENT PREVENTION	<input type="checkbox"/> OTHER.....											
4.2	<input type="checkbox"/>	<p>The candidate implemented the following training and operational controls in line with workplace procedures:</p> <table border="1"> <tr> <td><input type="checkbox"/> IN HOUSE TRAINING</td> <td><input type="checkbox"/> EXTERNAL TRAINING</td> </tr> <tr> <td><input type="checkbox"/> ONE ON ONE SUPERVISION</td> <td><input type="checkbox"/> KNOWLEDGE-BASED TRAINING</td> </tr> <tr> <td><input type="checkbox"/> OTHER.....</td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> IN HOUSE TRAINING	<input type="checkbox"/> EXTERNAL TRAINING	<input type="checkbox"/> ONE ON ONE SUPERVISION	<input type="checkbox"/> KNOWLEDGE-BASED TRAINING	<input type="checkbox"/> OTHER.....	<input type="checkbox"/>				
<input type="checkbox"/> IN HOUSE TRAINING	<input type="checkbox"/> EXTERNAL TRAINING											
<input type="checkbox"/> ONE ON ONE SUPERVISION	<input type="checkbox"/> KNOWLEDGE-BASED TRAINING											
<input type="checkbox"/> OTHER.....	<input type="checkbox"/>											
4.3	<input type="checkbox"/>	<p>The candidate monitors the following environmental measures for their impact:</p> <table border="1"> <tr> <td><input type="checkbox"/> DUST</td> <td><input type="checkbox"/> EXTREMES OF TEMPERATURE</td> </tr> <tr> <td><input type="checkbox"/> CHEMICAL SPILLS</td> <td><input type="checkbox"/> SOIL CONDITION</td> </tr> <tr> <td><input type="checkbox"/> SMOKE</td> <td><input type="checkbox"/> NOISE</td> </tr> <tr> <td><input type="checkbox"/> SALINITY</td> <td><input type="checkbox"/> WASTE</td> </tr> <tr> <td><input type="checkbox"/> OTHER.....</td> <td></td> </tr> </table> <p>and takes the following corrective action in line with workplace procedures Monitors and takes action within scope of the job role and responsibilities</p>	<input type="checkbox"/> DUST	<input type="checkbox"/> EXTREMES OF TEMPERATURE	<input type="checkbox"/> CHEMICAL SPILLS	<input type="checkbox"/> SOIL CONDITION	<input type="checkbox"/> SMOKE	<input type="checkbox"/> NOISE	<input type="checkbox"/> SALINITY	<input type="checkbox"/> WASTE	<input type="checkbox"/> OTHER.....	
<input type="checkbox"/> DUST	<input type="checkbox"/> EXTREMES OF TEMPERATURE											
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<input type="checkbox"/> SMOKE	<input type="checkbox"/> NOISE											
<input type="checkbox"/> SALINITY	<input type="checkbox"/> WASTE											
<input type="checkbox"/> OTHER.....												
4.4	<input type="checkbox"/>	<p>The candidate demonstrated the following to show integration of care for the environment into all day to day activities:</p> <table border="1"> <tr> <td><input type="checkbox"/> MINIMISED ENERGY USE</td> <td><input type="checkbox"/> REDUCED, REUSED OR RECYCLED MATERIALS</td> </tr> <tr> <td><input type="checkbox"/> MAXIMISED PRODUCT RECOVERY</td> <td><input type="checkbox"/> MINIMISED WASTE</td> </tr> <tr> <td><input type="checkbox"/> CLEANED UP RUBBISH</td> <td><input type="checkbox"/> FOLLOWED POLICIES AND PROCEDURES</td> </tr> </table>	<input type="checkbox"/> MINIMISED ENERGY USE	<input type="checkbox"/> REDUCED, REUSED OR RECYCLED MATERIALS	<input type="checkbox"/> MAXIMISED PRODUCT RECOVERY	<input type="checkbox"/> MINIMISED WASTE	<input type="checkbox"/> CLEANED UP RUBBISH	<input type="checkbox"/> FOLLOWED POLICIES AND PROCEDURES				
<input type="checkbox"/> MINIMISED ENERGY USE	<input type="checkbox"/> REDUCED, REUSED OR RECYCLED MATERIALS											
<input type="checkbox"/> MAXIMISED PRODUCT RECOVERY	<input type="checkbox"/> MINIMISED WASTE											
<input type="checkbox"/> CLEANED UP RUBBISH	<input type="checkbox"/> FOLLOWED POLICIES AND PROCEDURES											

	<input type="checkbox"/> OTHER.....	<input type="checkbox"/>
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Write any additional comments below:

DRAFT

ASSESSMENT TOOL: QUESTION GUIDE

Instructions

- a. Modify or add to (but do not remove) the questions below as required to suit the particular workplace and assessment context.
- b. **Document any additional questions that you will ask and attach to this assessment record.**
- c. Questions can be asked during the demonstration of skills or at a separate time as appropriate.
- d. Answers by the candidate should reflect the level of the unit in scope and detail.

Core questions

Indicate whether the candidate's performance was competent (C), not yet competent (NYC) by ticking the appropriate box.

	C	NYC	Questions to ascertain required knowledge	PC
1	<input type="checkbox"/>	<input type="checkbox"/>	What Occupational Health and Safety (OHS) legislative and organisational requirements apply to your job, and what are your responsibilities for OHS?	1.1
2	<input type="checkbox"/>	<input type="checkbox"/>	Who do you need to talk to in order to clarify work requirements and ensure the work undertaken meets site requirements?	1.2
3	<input type="checkbox"/>	<input type="checkbox"/>	What requirements and procedures for environmental care, including the safe disposal of waste, relate to your job role?	1.3 1.4
4	<input type="checkbox"/>	<input type="checkbox"/>	Give at least two examples of how you could follow anti-discrimination legislation in the workplace.	1.1, 1.4, 4.2
5	<input type="checkbox"/>	<input type="checkbox"/>	Give at least two examples of how you use maths when performing the work associated with this unit, for example calculating, estimating or measuring.	2.2 4.3
6	<input type="checkbox"/>	<input type="checkbox"/>	Describe how to accurately record, report and maintain workplace records and information.	2.1 2.2 2.4 3.3 3.4

Unit specific questions

Indicate whether the candidate's performance was competent (C), not yet competent (NYC) by ticking the appropriate box.

	C	NYC	Questions to ascertain required knowledge	PC
7	<input type="checkbox"/>	<input type="checkbox"/>	Provide a definition of "SHE", and an example of a (SHE) policy or procedure	1.1
8	<input type="checkbox"/>	<input type="checkbox"/>	List examples of what types of issues may be raised through participation and consultation for issue resolution.	2.2
9	<input type="checkbox"/>	<input type="checkbox"/>	Describe the procedures for identifying hazards.	2.1
10	<input type="checkbox"/>	<input type="checkbox"/>	Explain the process for the ongoing assessment of risks in your workplace.	3.2
11	<input type="checkbox"/>	<input type="checkbox"/>	Provide an example of a situation in which an short term solution would be implemented to control a risk before a long term solution is installed..	2.3
12	<input type="checkbox"/>	<input type="checkbox"/>	What would you consider when establishing and maintaining an occupational health and safety training program?	4.2
13	<input type="checkbox"/>	<input type="checkbox"/>	Describe the process of implementing improvements to the OHS and environmental systems.	4.3
14	<input type="checkbox"/>	<input type="checkbox"/>	Give at least three types of environmental incidents which could occur on this site	2.1
15	<input type="checkbox"/>	<input type="checkbox"/>	Explain how and when evacuation procedures are practised, and why this is important	3.3
16	<input type="checkbox"/>	<input type="checkbox"/>	List five "SHE" requirements and organisational procedures, your company has in place	2.3
17	<input type="checkbox"/>	<input type="checkbox"/>	Provide examples of reporting methods used in your site	3.4

			2.4	
18	<input type="checkbox"/>	<input type="checkbox"/>	Describe what you would do in the event of a chemical spill/fire	3.2
19	<input type="checkbox"/>	<input type="checkbox"/>	Name what measures are in place to monitor the impact on the environment	4.3
20	<input type="checkbox"/>	<input type="checkbox"/>	Who are the relevant people to be notified of an emergency?	3.1
21	<input type="checkbox"/>	<input type="checkbox"/>	How are they identified?	3.1
22	<input type="checkbox"/>	<input type="checkbox"/>	List two environmental goals of your organisation	4.1
23	<input type="checkbox"/>	<input type="checkbox"/>	List three ways you can care for the environment every day	4.4
24	<input type="checkbox"/>	<input type="checkbox"/>	Describe how you maintain your PPE	KB
25	<input type="checkbox"/>	<input type="checkbox"/>	How do you dispose of your rubbish or waste material in an environmentally sensitive manner?	KB
26	<input type="checkbox"/>	<input type="checkbox"/>	What are the first four controls in the hierarchy of waste management?	KB
27	<input type="checkbox"/>	<input type="checkbox"/>	Where are the safe work procedures (or equivalent) stored?	KB
28	<input type="checkbox"/>	<input type="checkbox"/>	How is an emergency alarm raised?	KB

Write any additional comments below:

ASSESSMENT TOOL: CONFIRMATION OF CONSISTENT COMPETENCE

Evidence confirming consistent competence may be gathered from a variety of suitable sources. This can include work records and examples of the candidate’s work during or prior to the training period, and/or a report provided by a third party who has knowledge about the candidate’s work over a reasonable period of time. This person could be a workplace skill expert, supervisor or team leader.

Indicate below the type of supplementary evidence used in this assessment, and where applicable attach copies of documents or photos/descriptions of finished products to this assessment plan.

✓	Type of evidence	✓	Type of evidence
	<ul style="list-style-type: none"> log book or record book 		<ul style="list-style-type: none"> site training records
	<ul style="list-style-type: none"> site production records or similar work records 		<ul style="list-style-type: none"> completed assignment work
	<ul style="list-style-type: none"> product samples or a portfolio of work 		<ul style="list-style-type: none"> attendance at training courses, workshops
	<ul style="list-style-type: none"> third party report (see below) 		<ul style="list-style-type: none"> Other (please specify)

ASSESSMENT TOOL: MODEL ANSWER GUIDE

The guide below contains acceptable minimum answers for each of the questions asked in the Question Guide. The answers below are intended as examples of minimum acceptable answers from the candidates. It is expected that assessors will conduct their own assessment of the worksite in order to verify that the answers given match the workplace practice:

1	Answer should include at least 2 of the following: Safe Work Method Statements, Safe Operating Procedures or similar, Required PPE, Reference to policies and procedures, reference to first aid and medical treatment facilities, tag out, lock out or isolation procedures, guarding and notification procedures for machine operation.
2	Answer appropriate to the work site. Usually a supervisor or team leader. Occasionally another team member.
3	Answer should include reference to one or more of reduce, re-use, recycling of waste products. Reference may be made to air quality and noise. Company environmental management policies, procedures, assessments and impacts may be referenced.
4.	At least two of the following: 1) Equal opportunity employment, 2) Antidiscrimination/harassment/bullying policies and procedures, 3) Disability employment opportunities, 4) Counselling/complaints policies and procedures.5) Treating people equally
5.	At least two of the following: FGM – 1) measurement of area 2) measurement of angles, 3) measurement of application rates 4) measurement of direction WM - 1) measurement of angles, 2) measurement of tooling dimensions 3) Estimation of time to complete the job, 4) understanding of percentages for coolant flow rates, 5) understanding of tolerances for accuracy of dimensions. HH – 1) estimation of loads, 2) estimation of log stack volumes 3) measurement of angles 4) calculation of fuel usage, 5) calculation of timber drying regimes, TMP, SMP, WPP, TM, WM - 1) estimation of timber volumes, 2) calculation of timber recovery, 3) calculation of production rates, 4) estimation of loads,
6	Answer may include any of the following applicable to the workplace: verbally, in log book, on work order, on computer, on checklists,
7	Answer must include Safety, health and environmental. Example may include, OHS policy, SWMS or similar, daily inspection sheets for machinery, hazard reporting sheets, Job Safety Analyses. May also include related policies such as Fatigue, Harassment, discrimination, drugs and alcohol, etc.
8	Answers may include: hazards, environmental aspects and impacts, process issues, plant issues, site design issues
9	Must describe the procedure for that workplace.
10	Answer may include discussions with the supervisor, OHS representatives, team leaders, group discussions, Health and Safety officer.
11	Answer appropriate to the worksite, but may include wearing further PPE until hazards can be controlled or eliminated.
12	Answer may include: subject matter, target audience, training duration, hazard identification and risk assessment, daily check sheets, emergency stop buttons, isolation, tag out and lock out procedures. Answer should include at least three of the above.
13	Answer should include reference to continuous improvement procedures, version control, and

	company reference committees such as OHS committee, or company officers in charge of the work area.
14	Candidate should list at least three types of environmental incidents which may include: Chemical spills, discovery of rare or endangered species. Dust , noise, erosion control, water quality,
15	Reference should be made to workplace evacuation procedures to ensure the safety of self and others.
16	Answer may include: the range of PPE, daily inspection sheets, isolation/lock out procedures, Safe Work Method Statements or Safe Work Procedures. Individual company policies and procedures.
17	Answer may include: verbally, written report sheets, via electronic lodgement, via phone. Assessors should confirm the response given is appropriate to the work site
18	Answer should include reference to containment, isolation of the spill from other personnel, mop up or soak up procedures, disposal of residue and reporting procedures. May include responses to fire.
19	Answer will vary with the work site and industry sector but may include: Water quality monitoring, monitoring of flora and fauna, erosion control, road alignment and drainage, cleanup of rubbish, oil and chemical spills, emission monitoring from boilers and other burners, dust monitoring, noise, etc. The candidate should be able to refer to at least three monitoring areas
20	Answer will vary with worksite. The assessor should confirm the validity of answers given with the supervisor
21	Answer may include: photos on noticeboards and first aid kits, hi visibility vests with labels, colour coded helmets. The assessor should confirm the validity of answers given with the supervisor
22	Answer will vary with worksite. The assessor should confirm the validity of answers given with the supervisor
23	Answer may include: maximising product recovery, minimising waste, reducing energy inputs, recycling, re-use of material, maintenance of equipment, management of fuel and oils and buying low emission equipment.
24	Answer may include: Checking use by dates, keeping it clean, storing it appropriately
25	Answer will vary with worksite. The assessor should confirm the validity of answers given with the supervisor
26	Answer must include the words Avoid, Reduce, Reuse, Recycle
27	Answer will vary with worksite. The assessor should confirm the validity of answers given with the supervisor
28	Answer will vary with worksite. The assessor should confirm the validity of answers given with the supervisor

These answers were last reviewed and moderated as effective by (list initials) RR, AD, GS, AL, AK, GB, LS

From (list company) Timber Training Creswick Ltd

On (insert date) 23 Nov 2010

THIRD PARTY REPORT

The purpose of this report is to confirm that the assessment candidate can consistently apply the skills and knowledge of this unit to the required standard.

In order to complete this report, the third party will need to have direct knowledge of:

- the job function and the candidate’s application of skills and knowledge to that function
- any relevant legislation, regulations or industry standards
- the candidate’s ability to repeatedly perform to the required standard.

Note: This report is used as one form of supporting evidence to be considered in the total assessment process and does not represent a final judgement on the competence of the candidate.

Performance criteria

Element 1: Apply SHE principles

Element 2: Assess and control risks

Element 3: Follow emergency procedures

Element 4: Implement environmental procedures

In the view of the third party making this report, the candidate consistently..... (tick appropriate)

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Follows OHS regulations, codes and site policies/procedures
<input type="checkbox"/>	<input type="checkbox"/>	Follows site procedures for using/maintaining personal protective equipment and clothing
<input type="checkbox"/>	<input type="checkbox"/>	Follows site environmental care policies/procedures
<input type="checkbox"/>	<input type="checkbox"/>	Communicates effectively and efficiently with others in the work area
<input type="checkbox"/>	<input type="checkbox"/>	Identifies and follows organisational policies and procedures and work orders
<input type="checkbox"/>	<input type="checkbox"/>	Safely and correctly uses any relevant tools, machinery, and equipment
<input type="checkbox"/>	<input type="checkbox"/>	Responds appropriately to tool, machinery, or equipment problems
<input type="checkbox"/>	<input type="checkbox"/>	Performs to the required quality and/or production standards

Additional comments:

Name _____ **Ph No.** _____

Signature _____ **Date** _____

Organisation _____ **Position** _____