

Learner Workbook (formative assessment)

Knowledge and Performance

TRAINER'S MARKING GUIDE

RIICOM201E Communicate in the workplace



This resource was developed by:

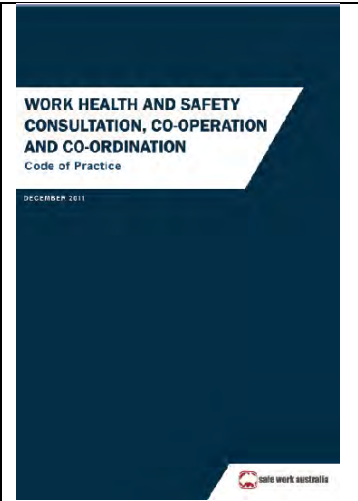
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Question 3 (PC 1.1, 1.2)

Explain what a 'code of practice/compliance code' is.

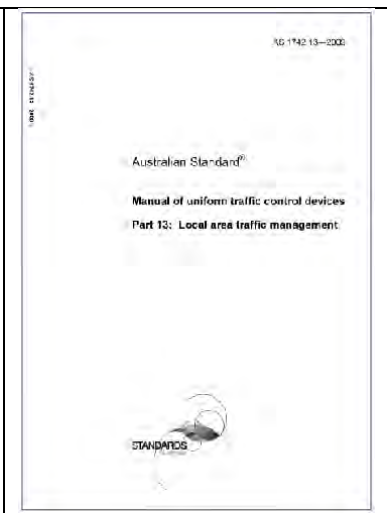
Answer: Model Codes of Practice are practical guides to achieving the standards of health and safety required under the model WHS Act and Regulations.



Question 4 (PC 1.1, 1.2)

Where can you find Australian Standards?

Answer: www.saiglobal.com



Question 5 (PC 1.3)

Name three common types of communication equipment.

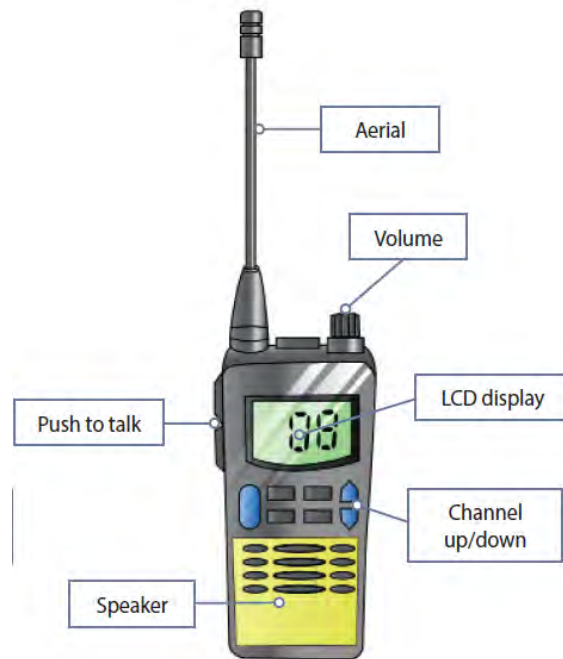
Answer may include but not limited to:

- Mobile phones
- Fixed landline telephone
- Two-way radio
- Public address (PA) system.



Question 6 (PC 1.3)

Label the parts of the two-way radio.



Question 7 (1.4)


What are some common ways of establishing communication with others?


Answer may include but now limited to:

- Phone call
- Email
- Text message (SMS)
- Meeting (face to face)
- Posting a memo on a notice board.



| | |
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| <p>Question 10 (PC 2.2) How do use a two-way radio? Label the diagram.</p> |  <p>The diagram shows a two-way radio with a microphone on the left and a control panel on the right. Five labels with lines pointing to specific parts are: 'Speaker' (top left), 'Volume' (top right), 'Channel up/down' (right side), 'LCD display' (center right), and 'Push to talk' (bottom left).</p> |
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| <p>Question 11 (PC 2.3) How can you show that you have understood a message given to you?</p> <p>Answer may include but not limited to:</p> <p>Repeat the message back to the person who has given it to you.</p> |  <p>The illustration shows two workers in orange shirts and yellow hard hats. The worker on the left is pointing and speaking, while the worker on the right is listening. A red double-headed arrow is between them, and a green checkmark is above the first worker.</p> |
|--|--|

| | |
|--|---|
| <p>Question 12 (PC 2.4) What should you do to take, confirm and message on messages?</p> <p>Answer may include but not limited to:</p> <ul style="list-style-type: none"> Listen carefully Be prepared to record the message details (take the message). Record the message. |  <p>The illustration shows a hand writing in a notepad. The notepad has a header that reads 'DATE: NAME: PHONE: MESSAGE:'.</p> |
|--|---|

Question 13 (PC 2.5)

Who might you need to communicate with in an emergency?

Answer may include but not limited to:

- Managers
- Supervisors
- Other workers
- First aid officers
- Emergency services
- Health and safety regulators
- Environmental protection authority.



Question 14 (PC 2.5)

What two things must you remember when passing on messages?

Answer:

They must be clear and concise.



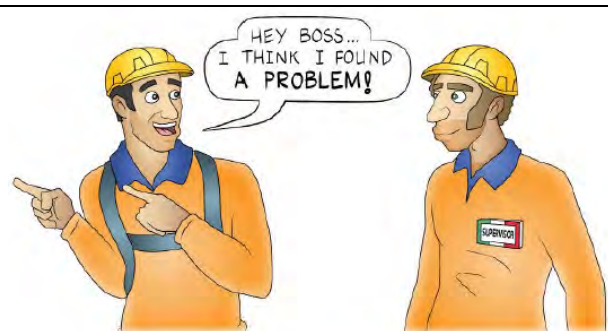
Question 15 (PC 2.6)

You are operating your communication equipment and notice it has a fault.

How can you try to fix the problem?

Answer may include but not limited to:

Operators manuals usually have a section that identifies common faults that may occur and suggest ways to try and fix the problem. This section is called the troubleshooting guide.



| | |
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ELEMENT 3 Carry out face-to-face routine communication

Question 16 (PC 3.1)

What are some things to remember when giving a verbal message or instruction face to face?

Answer may include but not limited to:

- Do not mumble
- Do not talk too fast
- Do not talk too softly
- Do not talk too loudly.



Question 17 (PC 3.2)

Questions are used to gain information about something or someone. What are the two main types of questions?

Answer:

Closed ended questions
Open ended questions.



Question 18 (PC 3.3)

What type of things should be reported and communicated while the job is being done?

Answer may include but not limited to:

- Issues that affect work flow
- Safety issues
- Problems with plant or equipment.



You have now completed the knowledge assessment. Submit this document to your trainer/assessor for marking.

Knowledge assessment - Your score

| Knowledge Assessment | | |
|--------------------------|------------|-------------------|
| Correct answers: | _____ / 24 | |
| Result (circle): | Competent | Not yet competent |
| Trainer/supervisor name: | | |
| Trainer/supervisor ID: | | |
| Signature: | | |



Assessor comments:

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If you have any questions about your results, speak to your trainer/assessor.

Practical Assessment Task 1 – Communication systems

(PE1) Identifying communication strategies and systems

(a) Demonstrate that you can use an email program on your phone, tablet, laptop or PC. Send a short message to your assessor. Your email message should demonstrate the following:

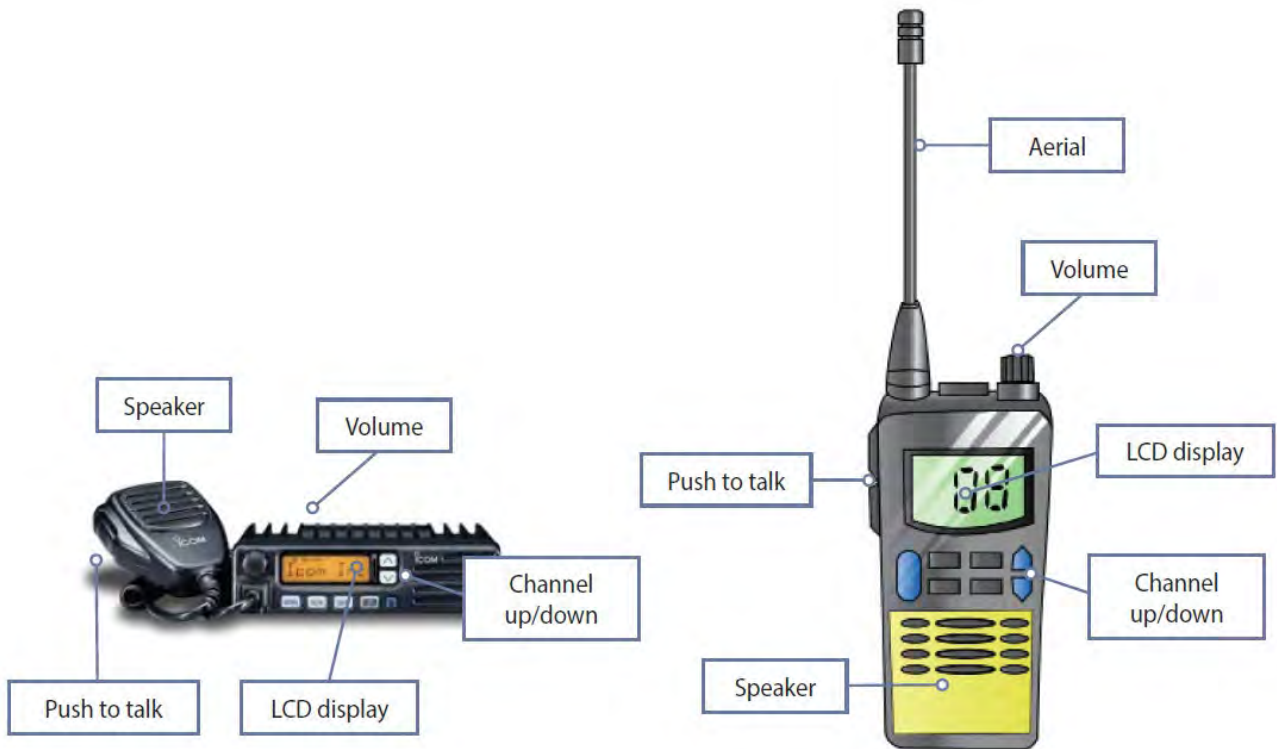


| DO | |
|--|---|
| Make sure the subject line is clear (specific). | This can get the persons attention and highlight the urgency of the message. |
| Keep your message short. | Emails should be limited to one topic. If your email is longer than five lines it should probably be a separate document or report. |
| Be courteous. | It doesn't take long to type please and thank you. |
| Proof read your emails. | Read and re-read your emails before you hit the send button. It is a good idea to leave out the recipients email address until after you have proof read the email. |
| DO NOT | |
| Don't send an email when a quick phone call could fix the problem. | Other communication methods like text messaging, phone calls and face to face should be used when they are more appropriate. |
| Don't write anything private, confidential or incriminating. | Do not think email is private, things can go wrong with computer programs. Some companies also monitor employees emails. Never send an email in anger. |
| Don't write in full capitals or use excessive exclamation marks. | This gives the impression that you are yelling at the person the email is addressed to. |
| Don't copy people into the email unless there is a good reason to. | Only send the email to the people that really need to see it. Do not waste people's time with unnecessary emails. |

(Tick if satisfactory response from candidate)

Practical Assessment Task 2 – Operate communication systems

(PE2) operating communications systems and equipment to convey meaning to others



(a) Identify the parts of a two-way radio and demonstrate its operation.

(Tick if satisfactory response from candidate)

Practical Assessment Task 7 – Communicate concisely

(PE7) communicating concisely both written and verbally

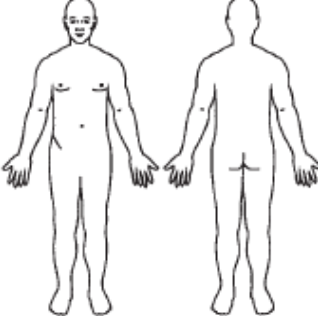
(a) Read the scenario and then fill out the Incident Report Form.

SCENARIO

Jenny is a full time worker in the Moulding section. Her ID number is JEN-123. Jenny was working in Section 8. Jenny only used one hand getting onto the forklift and slipped. She bruised her right hip falling onto the concrete floor. The accident happened at 10 am on the 6th of February. An ice pack was put on Jenny's hip. The accident was at 11 am after Jenny had been treated.

Incident report form

| Section A: Details of incident | | | | | | | |
|--|------------------------------------|-------|------------------------------------|----------------|--|----------------|---|
| Name: | | | | Sex: | M / F | | |
| Dept/section: | | | | ID number: | | | |
| Employment: | <input type="checkbox"/> Full time | | <input type="checkbox"/> Casual | | <input type="checkbox"/> Self-employed | | <input type="checkbox"/> General public |
| | <input type="checkbox"/> Part time | | <input type="checkbox"/> Volunteer | | <input type="checkbox"/> Other: | | |
| Describe the incident: | | | | | | | |
| Date: | | Time: | | Date reported: | | Time reported: | |
| What happened? | | | | | | | |
| Where did it happen? | | | | | | | |
| Who was involved? | | | | | | | |
| <input type="checkbox"/> Near miss (a dangerous incident without injury to a person or damage to property). Go to section C. | | | | | | | |
| <input type="checkbox"/> Accident (an incident resulting in injury to a person or damage to property). Complete section B & C. | | | | | | | |

| Section B: Accident/injury report | | | |
|---|--|--|------------------------------------|
|  | Mark the injury on the diagram. Explain the injury/accident below. | | |
| | Medical treatment: | <input type="checkbox"/> None | <input type="checkbox"/> First aid |
| | | <input type="checkbox"/> Admitted to hospital: | |

| Section C: Investigation and preventative action taken | | | |
|--|--|------------------|--|
| Investigation – why do you think the accident happened? | | | |
| | | | |
| Risk control measures – how can the site’s risk control measures be improved? | | | |
| | | | |
| Who is responsible for putting the control measures in place? | | | |
| Name: | | ID number: | |
| Dept/section: | | Completion date: | |

(Tick if satisfactory response from candidate)

Practical Assessment result

| Practical Assessment | | Date: |
|----------------------|--------------|------------------|
| Task 1: | Satisfactory | Not satisfactory |
| Task 2: | Satisfactory | Not satisfactory |
| Task 3: | Satisfactory | Not satisfactory |
| Task 4: | Satisfactory | Not satisfactory |
| Task 5: | Satisfactory | Not satisfactory |
| Task 6: | Satisfactory | Not satisfactory |
| Task 7: | Satisfactory | Not satisfactory |
| Task 8: | Satisfactory | Not satisfactory |
| Task 9: | Satisfactory | Not satisfactory |
| Assessor name: | | |
| Assessor signature: | | |
| Student name: | | I.D. |
| Student signature: | | |

Assessor feedback:

If you have any questions about your results, speak to your trainer/assessor.

Successful completion of course

If you successfully complete the course and it is delivered by a registered training organisation (RTO) you will receive a Statement of Attainment. This means you are now competent for the unit CPCWHS1001 Prepare to work safely in the construction industry.

Statement of Attainment

Name _____

has successfully completed

Construction Induction Training | CPCWHS1001

Awarded this day _____ of 20____

Trainer/Assessor _____ Number (if applicable) _____

Registered Training Organisation (RTO): _____

RTO number: _____



Prepare to work safely in the
Construction Industry