

# Safetree Field Audit v2.0



## PART 1 – Documentation Review/Foreman Questions

#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>1</sup>
1	<p><b>What information have you provided to the crew about the critical risks of the job?</b> (Leadership)</p>		<p><i>Risks have been profiled by the PCBU and information about the most critical risks is provided in a useful way that workers can understand. (1.1)</i></p> <p><i>Note: This is higher level than daily risk planning/tailgates – Is led by the PCBU.</i></p>	
Corrective Action: (for items falling short only)				
2	<p><b>How have you communicated your health and safety goals and commitments?</b> (Leadership)</p>		<p><i>There is a documented health and safety statement. It covers goals and commitments of the contractor to workers and the commitments required of workers. (2.1)</i></p> <p><i>Note: This can be a specific Policy, or part of another written document.</i></p>	
Corrective Action: (for items falling short only)				

<sup>1</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>2</sup>
3	<p><b>How do you assess competency of your workers for their tasks?</b></p> <p>(Leadership)</p>		<p><i>There is evidence of an assessment methodology to determine and maintain task competency. The method must have defined the supervision level required to make the assessment and the ongoing safe behaviour observation requirements to check ongoing understanding. (3.4)</i></p> <p><i>Note: Examples include use of the Safetree Certification scheme or an equivalency delivered in house; a skilled supervisor assessing against a defined list of learning objectives; and Safe Behaviour Observations (SBO). Check a sample record of learning.</i></p>	
<p>Corrective Action: (for items falling short only)</p>				

<sup>2</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>3</sup>
4	<p><b>What is your induction process for new workers?</b></p> <p>(Leadership)</p>		<p><i>There is a system for inducting workers, checking their competency, allocating tasks and ensuring supervision accordingly. (3.5)</i></p>	
Corrective Action: (for items falling short only)				
5	<p><b>How do you manage the maintenance, inspection and certification requirements for plant and equipment?</b></p> <p><b>What records do you maintain?</b></p> <p>(Leadership)</p>		<p><i>There is a documented system for identifying and recording the maintenance, inspection and certification requirements and history for plant and equipment. (3.6)</i></p> <p><i>Note: A Maintenance register/log must be available for inspection that is a practical reference for planning and assurance of maintained equipment.</i></p>	
Corrective Action: (for items falling short only)				

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<sup>3</sup> M – Meets STANDARD  
 FS – Falls Short of STANDARD  
 E- Exceeds  
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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>4</sup>
6	<p><b>What health and safety meetings do you hold with workers to discuss safety performance and share ideas and learnings?</b> (Engagement)</p>		<p><i>There is evidence of periodic safety meetings where all workers are invited to participate in broader health and safety planning and review performance. (5.1)</i></p> <p><i>Note: Tailgates are not sufficient as they are about daily site planning. The intent here is for broader engagement of safety planning and performance. Safety Meeting should be at least quarterly.</i></p>	
<p>Corrective Action: (for items falling short only)</p>				

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<sup>4</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>5</sup>
7	<b>Who can call STOP to work and under what circumstances?</b> (Engagement)		Workers are empowered to call STOP if they think something is unsafe. (5.3)  <i>Note: Evidence of clear messaging.</i>	
Corrective Action: (for items falling short only)				
8	<b>How do you investigate and learn from safety incidents?</b> (Leadership)		There is evidence of incident investigation and sharing learnings. (4.1)  <i>Note: Types of incidents that require investigation are defined. Multiple incidents are reviewed to identify trends.</i>	
Corrective Action: (for items falling short only)				

<sup>5</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>6</sup>
9	<b>What audits and checks do you do of your health and safety systems?</b> (Leadership; Risk Management)		<p><i>There is evidence of reviews of health and safety performance. (4.2)</i></p> <p><i>Note: Intent here is for high level assurance from external audit and internal performance reviews.</i></p> <p><i>There is evidence of an inspection and audit programme of risk controls. (9.1)</i></p> <p><i>Note: Examples of risk control checks include behaviour observations, machine checks, and daily site audits.</i></p>	
Corrective Action: (for items falling short only)				
10	<b>How do you receive and respond to safety issues?</b> (Risk Management)		<p><i>There is an effective method to report and respond to: safety issues; hazards; incidents; near hits; and improvements. (6.1)</i></p>	
Corrective Action: (for items falling short only)				

<sup>6</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>7</sup>
11	<b>How do you identify and manage the risks from other parties' activities?</b> (Risk Management)		<i>There is evidence of consultation and collaboration of PCBU's to identify and monitor risks. (6.2)</i>	
Corrective Action: (for items falling short only)				
12	<b>How are activities or incidents that require notification to WorkSafe identified, managed, and reported?</b> (Risk Management)		<i>There is a system to identify risk activities or incidents that require notification to WorkSafe NZ. (6.3)</i>  <i>There is instruction on maintaining the scene for notifiable events. (6.4)</i>	
Corrective Action: (for items falling short only)				
13	<b>What methods do you use in your daily risk planning to assess the significance of risks?</b>  <b>How do workers know what different risk levels mean?</b> (Risk Management)		<i>There is an effective method for assessing and prioritising risks. (7.1)</i>  <i>Note: May be within SOP's, risk register; tailgate templates or other materials they use that helps them understand likelihood and consequence.</i>	
Corrective Action: (for items falling short only)				

<sup>7</sup> M – Meets STANDARD

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E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>8</sup>
14	<b>How do you know the risk controls you are using are the most effective option?</b> (Risk Management)		<i>There is a communicated method for selecting controls based on their effectiveness. (8.1)</i>  <i>There is evidence of change to risk controls in response to learning or feedback. (10.1)</i>  <i>Note: There is evidence of regular checks that risk controls are in place and effective.</i>	
Corrective Action: (for items falling short only)				
15	<b>How are workers involved in developing and applying risk controls?</b> (Risk Management)		<i>When risk controls are developed and revised, workers are asked about their actual experiences of doing the work. (8.2)</i>	
Corrective Action: (for items falling short only)				

<sup>8</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>9</sup>
16	<p><b>Who are the PCBU's you work with over the course of this job?</b></p> <p><b>How do you manage and communicate the H&amp;S responsibilities of each PCBU with all workers?</b></p> <p>(Forest Management; Engagement)</p>		<p><i>There is evidence of agreement between PCBU's defining responsibilities and duties. (11.1)</i></p> <p><i>Note: It must be clear who is responsible for what on site. This will set the context for the audit and any corrective actions found.</i></p> <p><i>There is a clear method of consulting, cooperating and coordinating with other contractors. (5.5)</i></p> <p><i>Note: The contractor should be able to explain how they manage safety of sub-contractors and provide evidence to support this e.g. site induction.</i></p>	
Corrective Action: (for items falling short only)				

<sup>9</sup> M – Meets STANDARD

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>10</sup>
17	<b>How do you record and manage the employment status and entitlements of employees on site?</b> (Forest Management)		<i>The employment status and entitlements of all workers is known. (11.2)</i>  <i>Minimum employment entitlements are met. (11.3)</i>	
Corrective Action: (for items falling short only)				
18	<b>How were the hazards at the site, risk assessed and controlled prior to starting operations?</b> (Forest Management)		<i>The contractor has determined site controls based on a pre-site hazard identification. (12.1)</i>  <i>Note: Pre-site hazard identification may have been undertaken by another party but contractor must demonstrate they have referred to it when planning their operations.</i>	
Corrective Action: (for items falling short only)				

<sup>10</sup> M – Meets STANDARD

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>11</sup>
19	<b>What emergencies could happen on this site and how have you planned for them?</b> (Forest Management)		<i>Emergency procedures are fit for purpose (relevant to the size and type of business) and periodically tested. (12.9)</i>  <i>Note: Plans must include the location, communication, transport and evacuation process as relevant for each scenario.</i>	
Corrective Action: (for items falling short only)				
20	<b>What system do you have for keeping lone workers safe?</b> (Forest Management)		<i>There is a documented system that explains how lone workers are kept safe. (12.10)</i>  <i>Note: The system must be able to identify who is lone working, where, and when, and how their safety will be monitored and responded to in an emergency.</i>	
Corrective Action: (for items falling short only)				

<sup>11</sup> M – Meets STANDARD

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>12</sup>
21	<p><b>How do your workers get involved in daily risk planning?</b></p> <p><b>How do you plan for change in/upset conditions?</b> (Forest Management)</p>		<p><i>Daily meetings are held to assess changing risks on site and plan implementation of risk controls. (13.1)</i></p>	
Corrective Action: (for items falling short only)				
22	<p><b>Other than workers, who is allowed onto the site and how do you induct them?</b> (Forest Management)</p>		<p><i>Visitors sign in and receive health and safety instruction on all relevant controls including PPE and supervision. (13.2)</i></p> <p><i>No person under the age of 15 is present in any area of the workplace when logging operations or tree felling is carried out. (13.3)</i></p> <p><i>Note: Exception for presence of young persons may be made at the discretion of the forest owner for organised, risk managed, and strictly controlled educational visits.</i></p>	
Corrective Action: (for items falling short only)				

<sup>12</sup> M – Meets STANDARD

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>13</sup>
23	<p><b>How do you manage work hours and leave entitlements to ensure employment conditions are satisfied and workers are not fatigued?</b> (Health Risks)</p>		<p><i>Work hours are managed to avoid fatigue. Priority is safety over performance – workers are provided opportunity to rest. (14.2)</i></p> <p><i>Note: There must be a method for monitoring hours worked and rested.</i></p>	
<p>Corrective Action: (for items falling short only)</p>				

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>14</sup>
24	<p><b>What hazardous substances do you have on site and what informs your risk controls?</b> (Health Risks; Forest Management)</p>		<p><i>There is an inventory of hazardous substances and safety data sheets available. Where there is potential for exposure to conditions causing chronic health impact there is evidence of health monitoring. (14.3)</i></p> <p><i>Note: Chronic health impacts are those that have long term health affects (months or years) and may onset long after the exposure. E.g. exposure to carcinogens causing cancer.</i></p> <p><i>Hazardous substance storage tanks are in locations with minimal risk of mobile plant collision and have planned spill containment and/or recovery plans as appropriate for their size and classification. (12.3)</i></p>	
<p>Corrective Action: (for items falling short only)</p>				

<sup>14</sup> M – Meets STANDARD

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25	<p><b>What is your policy on drugs and alcohol and how do you communicate that?</b> (Health Risks)</p>		<p><i>There is a Drug and Alcohol policy that includes a statement position on rehabilitation support and requirements for testing. Testing requirements must include:</i></p> <ul style="list-style-type: none"> <li>- <i>pre-employment and internal transfer to safety sensitive roles</i></li> <li>- <i>after significant incident where actions may have contributed</i></li> <li>- <i>reasonable cause where there is question of impairment from actions, appearance or behaviour</i></li> <li>- <i>random for safety sensitive roles including driving</i></li> <li>- <i>follow up for workers previously tested non negative</i></li> </ul> <p><i>(14.4)</i></p>	
<p>Corrective Action: (for items falling short only)</p>				

<sup>15</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>16</sup>
26	<p><b>What do you use to record health and safety competency requirements for the crew?</b> (Competency)</p>		<p><i>The competency of all workers in the crew is documented in a competency matrix that records their status as either: “competent”; “under supervision”; or “under documented training”. (15.1)</i></p> <p><i>There is a competent person in charge of each operation and responsible for supervision. (15.2)</i></p> <p><i>There are a minimum of 2 current first aiders on site. (15.3)</i></p> <p><i>Lone workers have current first aid certificate. (15.4)</i></p> <p><i>All crew have or are undergoing training in nutrition and hydration, stress, fatigue, and substance abuse (equiv. to NZQA 22994). (15.5)</i></p>	

<sup>16</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>17</sup>
<b>26 cont</b>			<p><i>All drivers are licensed for the class of vehicle driven. (15.6)</i></p> <p><i>Fire fighters have training in personal safety at vegetation fires (equiv. to NZQA 3285) or are under supervision by same. (15.7)</i></p> <p><i>Agrichemical operators have training in handling (equiv. to “Growsafe”) If class 6.1; 9.1 – 9.4. If applying to water then they are an “approved /certified handler”. (15.8)</i></p> <p><i>Class 1 explosives operators are “approved/certified handler” and hold a Controlled Substance License. (15.9)</i></p> <p><i>Manual tree Fallers hold at least NZQA level 3 in tree felling to have been assessed as “competent”. Fallers who don’t hold the qualifications or are under training for particular tree felling tasks are not considered qualified, and need to be supervised when</i></p>	

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>18</sup>
<b>26 cont</b>			<p><i>felling trees. (15.10)</i></p> <p><i>The head breaker out (cable extraction) is competent to NZQA 1258. (15.11)</i></p> <p><i>All workers supervising critical risk activities or who may have supervision of the crew at any time must have been assessed competent to do so. (15.12)</i></p> <p><i>Workers leading risk assessment and/or incident investigation activities must have been assessed competent to do so. (15.13)</i></p> <p><i>Note: Competency for incident investigation does not have to be unit standards. Review of the individuals past incident investigations to asses understanding and application of cause analysis will be sufficient equivalency.</i></p>	
Corrective Action: (for items falling short only)				

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<sup>18</sup> M – Meets STANDARD  
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 E- Exceeds  
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## PART 2 – Workers Questions (H&S Representative or Trade Union Representative if applicable)

#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>19</sup>
1	<b>What information have you been given about the critical risks that that could cause severe injury or illness?</b> (Leadership)		<i>Risks have been profiled by the PCBU and information about the most critical risks is provided in a useful way that workers can understand. (1.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>Can you give me examples of times when a manager has intervened or called STOP?</b> (Leadership)		<i>There is evidence of managers responding to error and rewarding good practice. Learnings are communicated. (2.2)</i>  <i>Note: Positive intervention.</i>	
Corrective Action: (for items falling short only)				

<sup>19</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>20</sup>
3	<p><b>What would enable you to do your job better?</b></p> <p><b>Do you have time and support to do your role safely?</b> (Leadership)</p>		<p><i>Workers have sufficient time and support to meet health and safety goals. Health and Safety (H&amp;S) representatives have time and support to perform their role. (3.1)</i></p> <p><i>The job and crew are resourced with appropriate and maintained equipment to enable the job to be done safely and meet health and safety goals. (3.2)</i></p>	
Corrective Action: (for items falling short only)				
4	<p><b>How are you involved and consulted on health and safety decisions?</b> (Engagement)</p>		<p><i>Workers have opportunity to engage in matters concerning their health and safety. (If a worker has requested it, an election must be held for a HSR according to ratio requirements). Issues raised are resolved. (5.2)</i></p>	
Corrective Action: (for items falling short only)				
5	<p><b>Who on this site has authority to stop work if there is concern about someone's health or safety?</b> (Engagement)</p>		<p><i>Workers are empowered to call STOP if they think something is unsafe. (5.3)</i></p>	
Corrective Action: (for items falling short only)				

<sup>20</sup> M – Meets STANDARD

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E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>21</sup>
6	<b>What additional health and safety information do you have access to?</b> (Engagement)		<i>Workers have access to health and safety information e.g.: safety alerts, newsletters, codes, good practice guidance. (5.4)</i>	
Corrective Action: (for items falling short only)				
7	<b>How do you report a safety issue or share ideas for doing things better?</b> (Leadership; Risk Management)		<i>There is a method to seek workers suggestions for improvement and follow up on these suggestions. (4.3)</i>  <i>There is an effective method to report and respond to: safety issues; hazards; incidents; near hits; and improvements. (6.1)</i>	
Corrective Action: (for items falling short only)				
8	<b>How do you know what to do to control critical risks?</b>  <b>What resources do you use to help understand them?</b> (Risk Management)		<i>When risk controls are developed and revised, workers are asked about their actual experiences of doing the work. (8.2)</i>  <i>Note: The intent is not to preclude initiative to manage risk but where the PCBU has identified a risk control critical to an activity this has been communicated and understood.</i>	
Corrective Action: (for items falling short only)				

<sup>21</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

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#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>22</sup>
9	<p><b>What is your employment arrangement with the contractor?</b> (Forest Management)</p> <p><b>Establish:</b></p> <ul style="list-style-type: none"> <li>• Do you have an employment agreement?</li> <li>• Do you get at least minimum wage?</li> <li>• Do you have any allowances deducted from your wage and if so what for?</li> <li>• Do you get holiday and leave entitlement?</li> <li>• Do you have control over your availability?</li> <li>• Do you invoice?</li> <li>• Do you work for other companies?</li> </ul>		<p><i>Minimum employment entitlements are met. (11.3)</i></p> <p><i>Note: Workers who do not have control of their work hours, fees, or availability receive employment entitlements of 1) at least the minimum wage, 2) holiday and leave entitlements and 3) an employment agreement.</i></p>	
Corrective Action: (for items falling short only)				

<sup>22</sup> M – Meets STANDARD

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<b>10</b>	<p><b>Are there any aspects of your work that may affect your health?</b></p> <p><i>Establish:</i></p> <ul style="list-style-type: none"> <li>• <i>What noise do you work with?</i></li> <li>• <i>Do you handle hazardous substances?</i></li> <li>• <i>What health tests or monitoring have you had at work?</i></li> <li>• <i>How's your health generally?</i></li> </ul> <p><b>What do you or your company do to manage these?</b> (Health Risks)</p>		<p><i>Health risks have been identified and controls in place to minimise effect of work on health and health on work. (14.1)</i></p> <p><i>Where there is potential for exposure to conditions causing chronic health impact there is evidence of health monitoring. (14.3)</i></p>	
Corrective Action: (for items falling short only)				

<sup>23</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>24</sup>
11	<p><b>What tasks do you do and how much concentration do they need?</b></p> <p><b>When do you start and finish work?</b></p> <p><b>How long does it take to get to and from work?</b></p> <p><b>Describe your rest break arrangements?</b></p> <p><b>What circumstances would you be asked to work weekends or extended work days?</b></p> <p><b>What options do you have if you're feeling tired?</b></p> <p>(Health Risks)</p>		<p><i>Work hours are managed to avoid fatigue. Priority is safety over performance – workers are provided opportunity to rest. (14.2)</i></p> <p><i>Note: Compare with the fatigue controls described in Part 1 q23.</i></p>	
Corrective Action: (for items falling short only)				

<sup>24</sup> M – Meets STANDARD  
 FS – Falls Short of STANDARD  
 E- Exceeds  
 NA – Not applicable – the question will be removed to provide a representative percentage score.



## Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>25</sup>
12	<p><b>What support is provided to help you get fit and working again if you suffered an injury or ill health?</b></p> <p><b>Do you have examples?</b> (Health Risks)</p>		<p><i>There is support given to workers who have had injuries or ill health to help them back to work. (14.5)</i></p>	
Corrective Action: (for items falling short only)				
13	<p><b>What toilet and rest facilities do you have access to?</b></p> <p>(Health Risks)</p>		<p><i>Where a work site is established and access to the site permits, toilet facilities are provided and maintained. There is provision for workers to take a break out of bad weather and access drinking water. (14.6)</i></p> <p><i>Note: If a toilet can practically be delivered to the work site and the work site is fixed, a toilet is a reasonable expectation. A toilet does not have to be a portaloo – a camp latrine will do as long as it's maintained.</i></p>	
Corrective Action: (for items falling short only)				

<sup>25</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



## PART 3 – Observation of Work Site

#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>26</sup>
1	<b>Staffing levels</b> (Leadership)		<p><i>Workers have sufficient time and support to meet health and safety goals. (3.1)</i></p> <p><i>Note: This is a general observation of the work site to identify any red flags such as multi-tasking, visible strain, or lifting heavy loads alone.</i></p>	
Corrective Action: (for items falling short only)				

<sup>26</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>27</sup>
2	<b>General condition of plant and equipment</b> (Leadership)		<p><i>The job and crew is resourced with appropriate and maintained equipment to enable the job to be done safely and meet health and safety goals. (3.2)</i></p> <p><i>Note: This is a general observation of the work site to identify any red flags such as visible damage, missing guards, or significant wear and tear. More targeted questions are asked in critical risks.</i></p>	
Corrective Action: (for items falling short only)				

<sup>27</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>28</sup>
3	<b>PPE</b> (Leadership)		<p><i>Personal Protective Equipment (PPE) is provided, worn correctly and in good condition for both workers and site visitors. (3.3)</i></p> <p><i>Note: This includes</i></p> <ul style="list-style-type: none"> <li>• <i>Outside clothing is high visibility</i></li> <li>• <i>Footwear with protective toe cap; foot and ankle support; and traction</i></li> <li>• <i>High vis safety helmets for quad bike operators, Fallers, fire line and active harvest site.</i></li> <li>• <i>Hearing protection, gloves, fall restraint, chemical handling PPE and respiratory devices provided for identified risks.</i></li> </ul>	
Corrective Action: (for items falling short only)				
4	<b>Site Management</b> (Forest Management)		<p><i>There is clear marking and signage of designated safe areas and danger zones. (12.2)</i></p> <p><i>There is clear instruction signage for visitors with defined induction and escorting restrictions. (12.4)</i></p>	
Corrective Action: (for items falling short only)				

<sup>28</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>29</sup>
5	<b>Hazardous Substances</b> (Forest Management)		<i>Hazardous substance storage tanks are in locations with minimal risk of mobile plant collision and have planned spill containment and/or recovery plans as appropriate for their size and classification. (12.3)</i>	
Corrective Action: (for items falling short only)				
6	<b>Emergency Response</b> (Forest Management)		<p><i>There are stocked first aid kit/s on site, protected from contamination. (12.6)</i></p> <p><i>Note: First aid kit can be in a vehicle if it remains in the work area at all times.</i></p> <p><i>There are fire extinguishers of suitable size, pressure and in date. At least two 9kg foam (class B) if flammable liquids. (12.7)</i></p> <p><i>There is an effective means of calling for help available to all workers. (12.8)</i></p>	
Corrective Action: (for items falling short only)				

<sup>29</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>30</sup>
7	<b>General Observations</b> (Forest Management)		<p><i>The site is managed with care avoiding:</i></p> <ul style="list-style-type: none"> <li>• <i>congestion</i></li> <li>• <i>maintaining separation distances</i></li> <li>• <i>managing threats of falling objects/hazards</i></li> <li>• <i>avoiding accumulations and obstructions.</i></li> </ul> <p><i>(12.5)</i></p>	
Corrective Action: (for items falling short only)				
8	<b>Were any unsafe acts observed?</b> (Forest Management)		<p><i>Any observation of activities that could cause an imminent risk of serious injury or illness must be corrected immediately by those in control of the site. (13.4)</i></p> <p><i>Note: If the site supervisor does not take the lead in stopping work until the imminent risk is removed, then the Auditor must take the lead in doing so.</i></p>	
Corrective Action: (for items falling short only)				

<sup>30</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (STANDARD SUBJECT)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>31</sup>
9.	<b>Did the Crew Foreman demonstrate understanding and application of the health and safety management systems audited in Part 1?</b> (Competency)		<i>Crew foreman understand the health and safety management system and their role in application of it. (15.14)</i>	
Corrective Action: (for items falling short only)				

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<sup>31</sup> M – Meets STANDARD  
 FS – Falls Short of STANDARD  
 E- Exceeds  
 NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



## PART 4 – Critical Risks (Addressed to person supervising activity and any operators as necessary)

### TREE FELLING

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>32</sup>
1	<b>What methods of communication are you using whilst felling?</b> <i>(Faller)</i>		<i>There is an effective and tested means of communicating with tree fallers at all times. (16.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>Do you know what the mean tree height is here?</b> <i>(Faller)</i>		<i>The mean tree height is known and used to calculate the safe retreat position. (16.2)</i>	
Corrective Action: (for items falling short only)				
3	<b>What other hazards have you considered when setting your safe retreat position?</b> <i>(Faller; Foreman)</i>		<i>Felling within 2 tree lengths of road has a traffic control plan. (16.3)</i> <i>Felling within 2 trees lengths of power lines shall have an agreed felling plan with the asset/network owner. (16.4)</i>	
Corrective Action: (for items falling short only)				

<sup>32</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.



## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>33</sup>
4	<b>How have you assessed the competency of this tree faller?</b> <i>(Foreman)</i>		<i>Manual tree fallers hold at least NZQA level 3 in tree felling to have been assessed as “competent”. Fallers who don’t hold the qualifications or are under training for particular tree felling tasks are not considered qualified, and need to be supervised when felling trees. (15.10)</i>	
Corrective Action: (for items falling short only)				
5	<b>Who is authorised to enter the danger zone and how do you authorise them?</b> <i>(Foreman)</i>		<i>There must be a criteria for authorising access into the danger zone and process to provide authorisation. (16.5)</i>	
Corrective Action: (for items falling short only)				
6	<b>What controls do you have to deal with:</b> <ul style="list-style-type: none"> <li>• hung up trees?</li> <li>• stem rebound?</li> <li>• dead trees?</li> </ul> <i>(Faller)</i>		<i>There is a process for assessing risk controls to deal with:</i> <ul style="list-style-type: none"> <li>- Hung up trees;</li> <li>- Stem rebound;</li> <li>- Dead trees.</li> </ul> <i>(16.6)</i>	
Corrective Action: (for items falling short only)				

<sup>33</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>34</sup>
7	<b>How do you make sure tree Fallers are fit for the task and unimpaired?</b> <i>(Foreman)</i>		<i>There is a system to assess workers fitness to work on high risk tasks including impairment from drugs and alcohol. (16.7)</i>	
Corrective Action: (for items falling short only)				
8	<b>What First Aid Provision do you have to respond to tree felling incidents?</b> <i>(Faller)</i>		<i>Tree fallers have first aid materials with them at all times, and if lone working are competent first aiders. (16.8)</i>	
Corrective Action: (for items falling short only)				
9	<b>How do you recover someone?</b> <i>(Faller; Foreman)</i>		<i>There is a site specific emergency response plan to recover someone from a tree felling incident. (16.9)</i>	
Corrective Action: (for items falling short only)				

<sup>34</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



## EXTRACTION & BREAKING OUT (Addressed to person supervising activity and any operators as necessary)

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>35</sup>
1	<b>How do you decide where your safe retreat position is?</b> <i>(Head breaker out)</i>		<i>There is a documented process for determining safe retreat positions for each line or days' work. (17.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>How have you assessed the competency of this breaker out?</b> <i>(Foreman)</i>		<i>The head breaker out (cable extraction) is competent to NZQA 1258. (15.11)</i>	
Corrective Action: (for items falling short only)				
3	<b>How do you know what the safe working load is of this wire/rope?</b> <i>(Foreman; Hauler Operator)</i>		<i>The safe working load of the wire/rope has been calculated for cable harvesting. (17.2)</i>	
Corrective Action: (for items falling short only)				

<sup>35</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>36</sup>
4	<b>How do you identify and manage wear and tear/maintenance of rigging?</b> <i>(Foreman; Hauler Operator)</i>		<i>There is a maintenance plan for rigging and a process for identifying wear and tear. (17.3)</i>	
Corrective Action: (for items falling short only)				
5	<b>How do you know if you're operating in or out of lead?</b> <i>(Hauler Operator)</i>		<i>The safe operating lead has been calculated for towers and yarders. (17.4)</i>	
Corrective Action: (for items falling short only)				
6	<b>How do you know how big a payload you can extract?</b> <i>(Hauler Operator)</i>		<i>The safe load limit has been calculated for extraction. (17.5)</i>	
Corrective Action: (for items falling short only)				

<sup>36</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>37</sup>
7	<b>How do you deal with a fouled drag?</b> <i>(Hauler Operator; Head Breaker Out)</i>		<i>There is a process to assess risk controls for a fouled drag. (17.6)</i>	
Corrective Action: (for items falling short only)				
8	<b>How do you make sure breaker outs are fit for the task and unimpaired?</b> <i>(Foreman)</i>		<i>There is a system to assess workers fitness to work on high risk tasks including impairment from drugs and alcohol. (17.7)</i>	
Corrective Action: (for items falling short only)				
9	<b>What First Aid Provision do you have to respond to an incident?</b> <i>(Foreman)</i>		<i>There is first aid equipment and competent first aiders to respond to an extraction incident. (17.8)</i>	
Corrective Action: (for items falling short only)				
10	<b>How do you recover someone?</b> <i>(Foreman)</i>		<i>There is a site specific emergency response plan to recover someone from an extraction incident. (17.9)</i>	
Corrective Action: (for items falling short only)				

<sup>37</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



### **PROCESSING & LOADING (Addressed to person supervising activity and any operators as necessary)**

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>38</sup>
1	<b>Are the machine lights working and windows clean?</b> <i>(Observation)</i>		<i>Lights work on machines and windows are clean. (18.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>Show me how you've organised and communicated your skid plan?</b> <i>(Foreman)</i>		<i>There is a well communicated skid plan that identifies safe areas, loading zones, and flows. (18.2)</i>	
Corrective Action: (for items falling short only)				
3	<b>How have you designed the site to avoid logging trucks from coming into contact with workers?</b> <i>(Foreman)</i>		<i>The site has been planned to minimise reversing vehicles, provide sufficient turning space and maintain visibility. (18.3)</i>	
Corrective Action: (for items falling short only)				

<sup>38</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>39</sup>
4	<b>How do you manage storage capacity of the log stack?</b> <i>(Foreman)</i>		<i>The load limit and stability of log stacks has been determined and applied. (18.4)</i>	
Corrective Action: (for items falling short only)				
5	<b>How do you protect workers from being hit by operating machines?</b> <i>(Foreman)</i>		<i>There is effective separation between workers and operating machines. (18.5)</i>	
Corrective Action: (for items falling short only)				
6	<b>How do you protect against chainshot?</b> <i>(Foreman; Processor Operator)</i>		<i>The risk of chainshot has been assessed and controls implemented to protect workers. (18.6)</i>	
Corrective Action: (for items falling short only)				

<sup>39</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>40</sup>
7	<b>How do you make sure machine operators are fit for the task and unimpaired?</b> (Foreman)		<i>There is a system to assess workers fitness to work on high risk tasks including impairment from drugs and alcohol. (18.7)</i>	
Corrective Action: (for items falling short only)				
8	<b>What First Aid Provision do you have to respond to incidents on the skid site?</b> (Foreman)		<i>There is first aid equipment and competent first aiders to respond to a processing or loading incident. (18.8)</i>	
Corrective Action: (for items falling short only)				
9	<b>How do you recover someone from an incident on the skid site?</b> (Foreman)		<i>There is a site specific emergency response plan to recover someone from a processing or loading incident. (18.9)</i>	
Corrective Action: (for items falling short only)				

<sup>40</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.



# Safetree Field Audit v2.0



## MACHINERY MAINTENANCE (Addressed to person supervising activity and any operators as necessary)

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>41</sup>
1	<b>What area have you dedicated for maintenance on machinery?</b> <i>(Foreman)</i>		<i>An area of flat and stable land is designated for planned machine maintenance. (19.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>What tools do you keep onsite for maintenance and how do you know what you need?</b> <i>(Foreman; Operators)</i>		<i>The types of maintenance tasks suitable for onsite response have been identified, assessed and resourced with fit for purpose PPE and tools. (19.2)</i>	
Corrective Action: (for items falling short only)				
3	<b>Who undertakes maintenance on machines and how have you assessed them competent?</b> <i>(Foreman)</i>		<i>Workers with allocated machine maintenance tasks are assessed competent to do so. (19.3)</i>	
Corrective Action: (for items falling short only)				

<sup>41</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>42</sup>
4	<b>Are there any circumstances where you wouldn't do maintenance work?</b> <i>(Foreman; Operators)</i>		<i>Machinery maintenance is a scheduled activity and only undertaken when weather conditions are suitable. (19.4)</i>	
Corrective Action: (for items falling short only)				
5	<b>How do you make sure those maintaining machinery are fit to do so?</b> <i>(Foreman)</i>		<i>Workers undertaking high risk tasks are fit to perform the task and unimpaired. (19.5)</i>	
Corrective Action: (for items falling short only)				
6	<b>What systems do you have to ensure energy sources and moving parts are isolated before working on them?</b> <i>(Foreman; Operators)</i>		<i>There is a documented system for isolating and locking out energy sources and moving parts of machinery prior to working on them. (19.6)</i>	
Corrective Action: (for items falling short only)				

<sup>42</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>43</sup>
7	<b>What First Aid Provision do you have to respond to a serious injury?</b> <i>(Foreman)</i>		<i>There is first aid equipment and competent first aiders to respond to a machinery maintenance incident. (19.7)</i>	
Corrective Action: (for items falling short only)				
8	<b>How do you recover someone from a significant incident?</b> <i>(Foreman)</i>		<i>There is a site specific emergency response plan to recover someone from a machinery maintenance incident. (19.8)</i>	
Corrective Action: (for items falling short only)				

<sup>43</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



### ***DRIVING (Addressed to person supervising activity and any operators as necessary)***

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>44</sup>
1	<b>What expectations have you set about driving behaviour and how?</b> <i>(Foreman)</i>		<i>There is a clear expectation about driver behaviour: to include journey planning; speed restriction; impairment from fatigue, drugs and alcohol; wearing of seatbelts; and use of hand held devices. (20.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>What monitoring do you do of driving behaviour?</b> <i>(Foreman)</i>		<i>There is a system for monitoring and responding to concerns about driver behaviour. (20.2)</i>	
Corrective Action: (for items falling short only)				

<sup>44</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>45</sup>
3	<b>What expectations do you set about vehicle specifications?</b> <i>(Foreman)</i>		<i>There is a clear expectation about the specification requirements for vehicles used for work. For example: safety rating and protective features such as ABS and airbags. (20.3)</i>	
Corrective Action: (for items falling short only)				
4	<b>How do you ensure vehicles are maintained?</b> <i>(Foreman)</i>		<i>There is a system to ensure all planned maintenance and inspection is up to date on work vehicles. (20.4)</i>	
Corrective Action: (for items falling short only)				
5	<b>What checks do you expect the driver to do and how often?</b> <i>(Foreman; Drivers)</i>		<i>All drivers of vehicles are expected to do a pre-use check of the vehicle and report any faults. (20.5)</i>	
Corrective Action: (for items falling short only)				

<sup>45</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>46</sup>
6	<b>How do you assess the competency of drivers?</b> <i>(Foreman)</i>		<i>All drivers of work vehicles are licensed for the class of vehicle driven. (20.6)</i>	
Corrective Action: (for items falling short only)				
7	<b>How do you make sure drivers are fit and unimpaired?</b> <i>(Foreman)</i>		<i>There is a system to assess workers fitness to work on high risk tasks including impairment from drugs and alcohol. (20.7)</i>	
Corrective Action: (for items falling short only)				
8	<b>What First Aid Provision do you have in vehicles?</b> <i>(Foreman; Drivers)</i>		<i>There is a stocked first aid kit and emergency supplies in all work vehicles. (20.8)</i>	
Corrective Action: (for items falling short only)				

<sup>46</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

# Safetree Field Audit v2.0



## PART 4 – Critical Risks (Addressed to person supervising activity and any operators as necessary)

### THINNING TO WASTE

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>32</sup>
1	<b>What methods of communication are you using whilst thinning?</b> <i>(Faller)</i>		<i>There is an effective and tested means of communicating with thinners at all times. Also, a call in process for regularly checking on lone workers (ACOP 2.12, 10.5.1)</i>	
Corrective Action: (for items falling short only)				
2	<b>Who is authorised to enter the thinners zone and how do you authorise them?</b> <i>(Foreman)</i>		<i>There must be criteria for authorising access into the thinners zone and process to provide authorisation. (ACOP 11.4.3)</i>	
Corrective Action: (for items falling short only)				
3	<b>What other hazards have you considered when preparing your safe retreat position?</b> <i>(Faller; Foreman)</i>		<i>There is a procedure for assessing hazard controls to deal with when preparing your safe retreat position:  Undergrowth, Slope, Ground conditions, Tree characteristics (ACOP11.2.1)</i>	
Corrective Action: (for items falling short only)				

<sup>32</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>33</sup>
4	<b>What controls do you have to deal with:</b> <ul style="list-style-type: none"> <li>• Road control?</li> <li>• Posting?</li> <li>• Regen?</li> <li>• 2 Tree length rule?</li> </ul> <i>(Faller)</i>		<i>There is a procedure for assessing risk controls to deal with:</i> <ul style="list-style-type: none"> <li>- Road control;</li> <li>- Posting;</li> <li>- Regen</li> <li>- 2 Tree length rule.</li> </ul> <i>(ACOP 11.4)</i>	
Corrective Action: (for items falling short only)				
5	<b>How do you manage the risk of kickback?</b> <i>(Faller; Foreman)</i>		<i>The management criteria must include: Training, situations where kickback is likely to occur, what can you do to lessen the effect of kickback (ACOP 4.2)</i>	
Corrective Action: (for items falling short only)				
6	<b>Do you have a Thinning Prescription for the area that is being thinned?</b> <i>(Foreman)</i>		<i>The Prescription must have: tree selection criteria, environmental considerations, stocking details, map with boundaries. (ACOP 2.4)</i>	
Corrective Action: (for items falling short only)				

<sup>33</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.



## Safetree Field Audit v2.0

#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>34</sup>
7	<b>How do you make sure thinners are fit for the task and unimpaired?</b> <i>(Foreman)</i>		<i>There is a system to assess workers fitness to work on high risk tasks including impairment from fatigue and drugs &amp; alcohol. (ACOP 2.3.2, 2.5.2)</i>	
Corrective Action: (for items falling short only)				
8	<b>How have you assessed the competency of the Thinners?</b> <i>(Foreman)</i>		<i>Thinners hold at least NZQA level 3 in Thinning to Waste to have been assessed as "competent". Thinners who don't hold the qualifications or are under training for Thinning to Waste tasks are not considered competent, and need to be supervised when thinning trees. (ACOP 2.3.1)</i>	
Corrective Action: (for items falling short only)				
9	<b>What First Aid Provision do you have to respond to thinning incidents?</b> <i>(Faller)</i>		<i>Thinners have first aid materials with them at all times, and if lone working are competent first aiders. Holding NZQA units 6400, 6401,6402 or eqv. (ACOP 2.2)</i>	
Corrective Action: (for items falling short only)				

<sup>34</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.

## Safetree Field Audit v2.0



#	Question (AND WHO TO ASK)	Observation (PLEASE DESCRIBE WHAT WAS OBSERVED, DISCUSSED OR PRODUCED AS EVIDENCE)	Test (STANDARD TO BE MET)	Grade (M/FS/E/NA) <sup>35</sup>
10	<b>How do you recover someone?</b> <i>(Faller; Foreman)</i>		<i>There is a site specific emergency response plan to recover someone from a thinning incident. (ACOP 2.2)</i>	
Corrective Action: (for items falling short only)				
11	<b>Does each faller have the correct equipment and is it in good repair Equipment?</b> <i>(Faller)</i>		<i>The faller has the relevant equipment to carry out the operations safely and effectively. All of the equipment is in good repair. (ACOP 3.1, 4.1)</i>	
Corrective Action: (for items falling short only)				

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<sup>35</sup> M – Meets STANDARD

FS – Falls Short of STANDARD

E- Exceeds

NA – Not applicable – the question will be removed to provide a representative percentage score.