

StayLive Work Authority & Permit Recipient: Provisional

Guide for Issuers and Field Staff required to provide general supervision.

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Guide Purpose

As an Issuer or experienced Recipient / field staff member, your guidance plays a key role in helping new Work Authority (WA) and Permit Recipients build their capability and confidence during the Provisional period.

This guide has been developed to support you in providing effective general supervision and on-the-job coaching. It is designed to make every learning opportunity count and ensure a consistent, high-quality experience across the industry.

The guide has three main aims:

1. **Set the scene** - outlining the context, key considerations, and responsibilities involved in providing general supervision and coaching.
2. **Support effective coaching** - with practical prompts you can use while coaching WA and Permit Recipient Provisionals to get the most from each interaction.
3. **Build consistency** – by defining benchmarks for what good practice looks like and promoting a shared, performance-focused approach to developing new Recipients.

Who the Guide is for

This guide is for **WCP Issuers** and **experienced field staff (usually experienced Recipients)** who coach **Provisional WA and Permit Recipients** working under general supervision.

It provides **practical coaching prompts, model discussion points, benchmarks for good practice, and recommended follow-up actions** to support consistent, capability-focused development throughout the provisional period.

How to use the Guide

The WA / Permit Recipient Provisional to Work Capable process is a collaborative effort between the Provisional Recipient, Issuers, and other experienced support staff. This collaboration ensures the process remains manageable and fair, while delivering an authentic, valid experience that produces reliable outcomes.

This guide is your reference to industry-agreed best practice relevant to the StayLive WA and Permit Recipient certifications and references both StayLive specific and general learning concepts.

Use the **Provisional Coaching – Practical Steps** at the end of this document, to guide you through.

For best results, use in conjunction with:

- StayLive Work Control Procedure: Work Authority
- StayLive Work Control Procedure: Access Permit
- StayLive Work Control Procedure: Test Permit
- SM-EIs

- StayLive Training & Competency Guideline

Together, these resources ensure a supported, consistent, and capability-focused pathway from Provisional to Certified WA and Permit Recipient.

Context

StayLive and the Work Control Procedures

The **Work Control Procedures** (WCPs) working group's mandate is to set out requirements for applying SM-EIs and WCPs to generating plant and facilities to ensure consistent interpretation and practical compliance across the NZ generation sector. The group has representation from the following: Meridian, Genesis, Contact, Nova, Mercury & Pioneer.

The main purpose of the StayLive Work Control Procedures is as our primary system for safe access to work on plant and equipment.

- They cover WorkSafe legislative requirements
- Are aligned to the SM-EI Safety Rules for Generation, Transmission and Distribution

The WCPs:

- Provide guidance where it doesn't exist or is not to the required standard
- Support a risk-based approach to safe plant access
- Are structured to aid understanding & application for new to experienced practitioners
- Prescribe common practices, transferable across WCP member companies

StayLive and the WCP working group have agreed to an industry-wide solution to WCP competency, developing a strategic approach to WCPs competency to a defined standard ensuring consistent application from Work Party Member through to Permit Issuer. **By doing the following, we endeavour to keep people and plant safe - meeting PCBU obligations, adding value, and keeping provision efficient.** Ensuring:

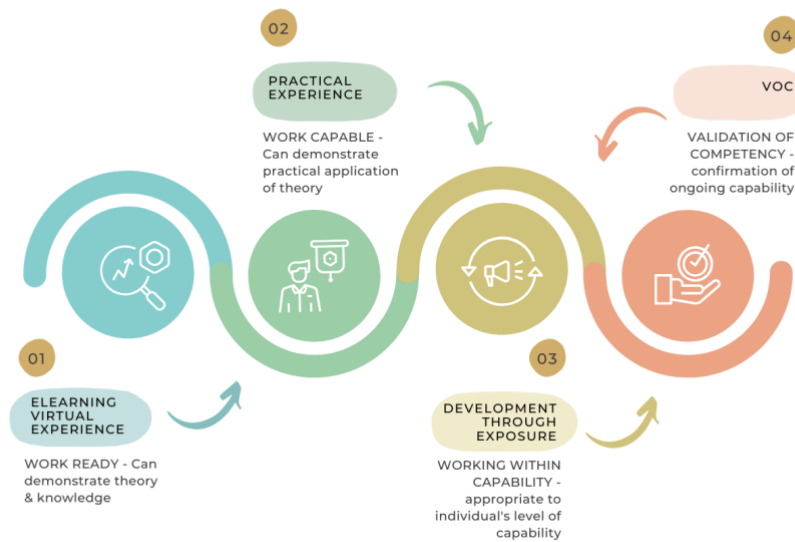
- **Managed risk** for people and plant safety
- It's **learner-paced**, allowing individuals to confirm their understanding and revisit any areas of uncertainty
- It **fits into the workflow** as much as possible
- Everyone is clear about the level of training provided
- Competency is **transferrable** and workable for internal and external resource

StayLive Work Ready / Work Capable

The StayLive WCP competency pathways are aligned to the StayLive Training & Competency Guideline¹ and reflect the Work Ready / Work Capable format.

Work Ready - Can demonstrate theory and knowledge.

Work Capable - Can demonstrate **practical application** of theory.



Achieving StayLive WA and Permit Recipient Certifications

StayLive WCP certification pathways have been designed as a straightforward, consistent way to get up to speed and stay on track with the work control system and procedures, from Work Party Member to Permit Issuer.

Work Ready: eLearning Modules: StayLive Work Authority Recipient and StayLive Permit Recipient.

The StayLive Recipient eLearning modules are made up of introductory concepts delivered via scenario-based experiences and are the next best thing to on-the-job exposure.

Work Capable: Provisional coaching on-the-Job.

We know from experience that people build on their formal learning once they are on site working alongside experienced staff, such as local operators. This is the foundation of the Work Capable / Provisional approach for the StayLive WA and Permit Recipient certifications, ensuring that learning continues through real-world practice and guidance under general supervision.

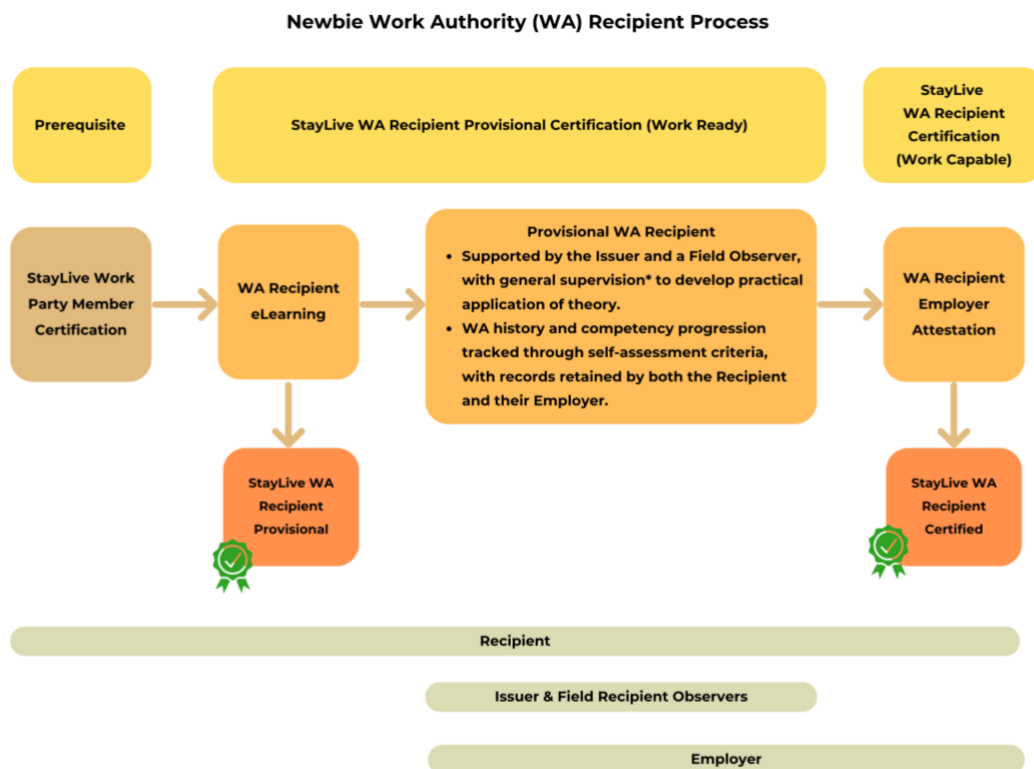
¹ StayLive Training & Competency Guideline available on the StayLive website

'I found talking with the operators on the station more intuitive than the training because they can explain in relation to my role and made it easier.' StayLive WCP Competency *Deep Dive survey*

WA and Permit Recipient Provisional to Work Capable

The Provisional period serves as a support phase for applying the eLearning concepts in real-world practice.

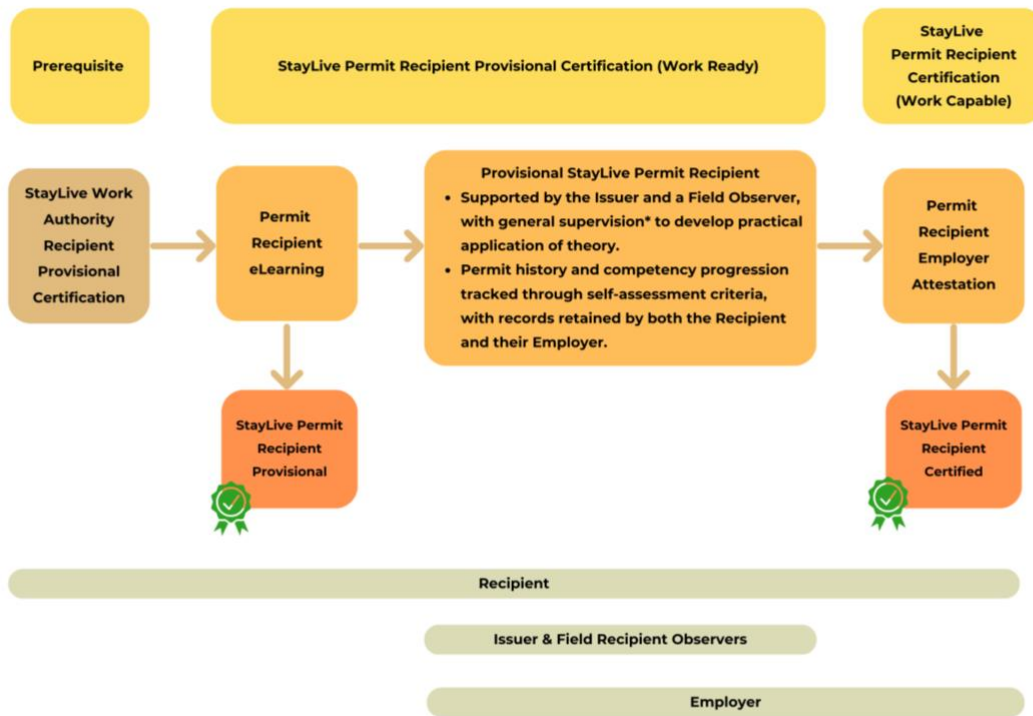
After completing the associated eLearning, the individual may perform the role of WA / Permit Recipient under general supervision and close guidance of the Issuer and other experienced Recipients in the field.



***EEA Guide to Supervision for Health & Safety**

General supervision: Where the Work Party or Worker being supervised is under such control and direction to the extent necessary to ensure the work is carried out competently and while the work is being undertaken, all appropriate health and safety requirements are being implemented.

Newbie StayLive Permit Recipient Process



***EEA Guide to Supervision for Health & Safety**
 General supervision: Where the Work Party or Worker being supervised is under such control and direction to the extent necessary to ensure the work is carried out competently and while the work is being undertaken, all appropriate health and safety requirements are being implemented.

Provisional status is clearly communicated to the Issuer and remains in effect until they have successfully completed the responsibilities of a Recipient for at least three different Work Authorities / Permits within a twenty-four-month period.

This process reinforces and formalises practices already proven effective in the field by:

- Adapting to individual learning needs.
- Integrating seamlessly into existing workflows and processes.
- Supporting just-in-time learning for specific tasks - improving both efficiency and outcomes
- Acknowledging that Issuers are well placed to identify Recipients who may need additional support or guidance
- Strengthening the capability of Issuers as well as Recipients - we learn through teaching

Supporting people to carry out their job as they need it results in the highest possible level of performance. The urge to learn is strongest when you are confronted with a problem to solve!



Performance support is most relevant when we put something into practice but are uncertain how, when a problem arises, or something goes wrong or when something changes within an organisation, e.g. new operating procedures or a new IT system.

Issuer / Field Recipient Responsibilities

Coaching and Oversight

As an Issuer, you are responsible for ensuring that the Recipient understands the Work Authority (WA) or Permit requirements and is capable of taking on Recipient responsibilities while under general supervision.

Use your existing approach of asking probing questions to gauge understanding and provide guidance where needed - this coaching role simply formalises what effective Issuers already do.

General Supervision

If you are **providing general supervision as a Field Recipient**, adjust your level of coaching and oversight based on the Recipient's prior experience and starting point. Their Self-Evaluation can provide insights also.

General supervision must ensure that the Provisional Recipient is under appropriate control and direction to confirm the work is carried out competently and that all health and safety requirements are implemented while the work is underway.

Employer Responsibility

It is the employer's responsibility to ensure that supervision is provided. In practice, this works best when a member of the work party can fulfil this role.

Purpose of the Provisional Period

The Provisional period provides a structured opportunity for the Recipient to consolidate and apply their learning in real work situations, supported and guided by you.

Preparing New Recipients

Where possible, encourage new Recipients to gain early exposure to the system and the Recipient functions as part of a work party before stepping fully into the role. This helps them arrive well prepared - having completed the eLearning, they are Work Ready, with the foundational understanding needed to put their learning into practice.

Managing Concerns about Recipient Competency: Opportunity to Revoke Certification if 'Not Yet Competent' (NYC)

At any time, where an Issuer is concerned that the certified individual does not meet the standard required to carry out their Recipient role, they shall follow the following process:

- **Do not issue** the WA / Permit to the individual in question
- **Arrange for an alternative Recipient** to carry out the role for this WA / Permit
- **Communicate your concerns clearly**, using specific evidence and examples, and recommend ongoing development
- **Report the issue** to the individual's direct manager for further review

Appeals Process

If an individual is refused a sign-on to a WA / Permit and disagrees with the decision, they have the right to dispute it. In such cases, they may request further assessment or evaluation.

All disputes regarding sign-on refusal will be subject to review by the site owner.

Best Practice Principles for Coaching Individuals on-the-Job

Professional discussion is a form of coaching and offers an opportunity to refresh areas with prompting questions to the individual during this process.

Additionally, both training and coaching others is recognised as a key enabler to progress of a wider team. We not only learn through receiving coaching but also as we coach others.

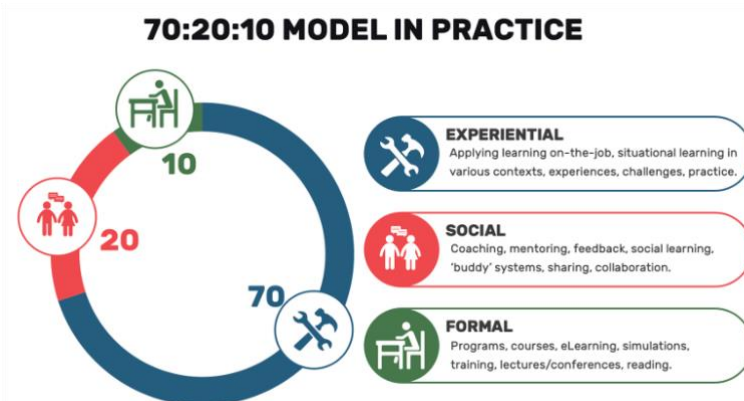
To get the most out of a coaching opportunity, it is useful to recognise three key stages:

- Getting prepped and framing up the activity
- Optimising the coaching during the activity
- Wrapping it up with reflection and planning to put new skills into practice to cement the learning

StayLive recognises that adopting a coaching approach when developing Work Capable individuals brings clarity, purpose, and ongoing communication. It helps people understand *what* they're doing and *why* it matters, while creating an environment that encourages open questioning and active listening.

Applying a coaching mindset when issuing work controls or providing general supervision turns everyday activities into valuable on-the-job learning opportunities, reinforcing key safety and procedural practices in real time.

This aligns with the **70:20:10 model** of workplace learning - where roughly 70% of learning happens on the job and 20% through interactions with others. Strong mentoring and coaching during these moments are essential to helping less-experienced Recipients thrive. Coaching supports the consolidation of learning on site by encouraging discussion, asking questions, and providing timely feedback.



According to the 70:20:10 model of learning, effective learning and development occurs through a combination of:

- 70% experiential learning on the job
- 20% social learning through being coached, mentored, sharing and collaboration
- 10% formal learning such as classroom events or courses

StayLive WA and Permit Recipient Provisional Summary

The StayLive WA and Permit Recipient Provisional / Work Capable processes have been developed by technical experts from across industry and validated and approved by your peers and senior management. They reflect the WA and Permit Recipient roles.

Use the **WA or Permit Recipient Self-Evaluation** to gain insight into the Recipient's current capability and refer to the appropriate **Prompted Coaching Guidance for either WA Recipient or Permit – Provisional** at the end of this guide to help ensure valid assessment and strong on-site performance.

Always make sure that you yourself are competent in the subject matter you are about to coach, and that the Recipient is ready and clear on what's expected of them and the process.

When you're ready to begin, confirm that the conditions, environment and required resources are adequate and that you will be free from distraction for the coached sign on period.

Stick to the performance objectives, take notes and give constructive feedback to support continuous learning and development where required.

You are helping to build a capable team and it's important that you reach out if you need any further help or guidance.

Coaching Notes

Issuer / Field Staff Coaching Criteria

To be able to carry out Provisional coaching the Issuer / field staff must:

- Be a competent WA / Permit Issuer or Recipient (appropriate to process)
- Understand StayLive best practice Provisional coaching principles as outlined in this guide
- Be familiar with the local StayLive WA / Permit system and process

Continuous Improvement

It's important to note, that the purpose of provisional coaching is to identify opportunities for improvement and address any competency gaps throughout the WA or Permit cycle.

What Makes for a Good Coaching Experience

It is important to **apply the same, nonbiased criteria to every Recipient equally.** It's a good idea to reflect on your coaching experiences regularly to keep things in check. Even get a peer to review your coaching.

- **Prepare and frame up** the activity – clarify purpose, expectations, and outcomes
- **Coach during the activity** – observe, prompt, and guide performance in real time
- **Reflect and plan** – discuss what went well, identify next steps, and reinforce new learning

Make sure the provisional Recipient is ready. They must have **completed the appropriate StayLive WA or Permit Recipient eLearning Module** and be Work Ready / **Provisional**. They may even have already been practicing. Their self-assessment will give you a good steer as to where they may need additional support. Check in with them, do they feel ready? Acknowledge that they may need support.

Ensure the scene is set and the Provisional Recipient understands and agrees with what's happening. Make sure you're both on the same page. Let them know they have support during the entire WA / Permit lifecycle and who else they can call on out on the job.

Allow plenty of time when planning and issuing. Where possible plan this time in advance to make sure that you don't feel the urge to rush through important points. Regularly check comprehension, fill any gaps as needed using prompted questions.

Establish the appropriate level of support and supervision required in the field and communicate with colleagues as to how that will be provided.

Observe for confidence cues. Pay close attention to signs that may indicate the Recipient's true level of confidence in their role. A lack of questions is often a red flag—they may not yet know what they don't know.

Additional indicators of uncertainty include:

- Apparent unfamiliarity with the work to be done
- Hesitation or vague responses
- Blank stares or visible confusion

These cues suggest that further probing and support may be necessary before proceeding.

To ensure best practice recipient applied safety measures (RASMs) & other Recipient responsibilities are followed, the Issuer and nominated field staff should work together to provide the appropriate level of general supervision. This is not to monitor the technical skills of the individual, rather support the WCP aspect of the work.

Always give feedback to the Recipient. A coached Provisional WA / Permit is a process; good feedback better enables the Recipient to use the experience as an opportunity to develop their knowledge and skills further. Even if they don't need much support, it is still important to let them know what they are doing well.

Definitions

Appeal: A process which allows a person who has been refused sign on to dispute a decision and to have an opportunity for further assessment / evaluation. Disputes over these decisions shall be subject to site owner review.

Assessment: The process of collecting evidence about competency and making judgement about whether or not competency has been achieved and if further learning is required.

Coach: A person recognised as being competent in terms of this guide, who carries out coaching to support individual development. They will be competent in the subject area being coached or work with a subject expert.

Certification: Shows that an individual has reached a certain level of technical proficiency which often allows them to carry out a designated task.

Competency: The ability to perform to a level as specified by a standard. It is the demonstration of skill, knowledge and behaviours and their application and incorporates in addition to task skill and knowledge, task management skills (managing a range of tasks within a job), contingency management skills (dealing with changes and problems) and work environment skills (dealing with responsibilities and expectations).

Current competency: Competencies need to be reviewed through assessment to ensure that the person is competent in terms of the most recent standards. It is possible that people having been competent in the past or with a different employer may need further training and practice to demonstrate competency.

Evaluation: A step-by-step process of measuring and observing, governed by specific criteria resulting in a final decision / result.

Evidence: Information gathered through the use of a variety of assessment tools which will provide proof from which the assessor can make a judgement about competency. In most assessments evidence is gathered from more than one source, in more than one situation and can have many forms. Direct evidence is observation of performance often in the field, indirect evidence can include evaluation of simulations or skills tests, questioning or reports from others.

Field Staff / Field Recipient: Additional personnel beyond the Issuer, such as maintainers, operators, OMs, PTs, or GCs, and who are role-appropriate for providing coaching to the WA / Permit Recipient in the field. Most commonly experienced Recipients.

General supervision: The EEA definition of General Supervision is: 'Where the Work Party or Worker being supervised is **under such control and direction to the extent necessary** to ensure the work is carried out competently and while the work is being undertaken, all appropriate health and safety requirements are being implemented.'

Note: It is the employer's responsibility to ensure general supervision is provided. This works best when a member of the work party can provide it.

Performance objective: Represents the application of specific skills, knowledge and abilities in the workplace and specifies the required level of performance and set outcomes by which competency can be established.

Self-evaluation: A process that enables an individual to assess their own performance against predefined criteria.

Validation of Competency (VoC): Acknowledges a candidate's continuous practice and provides an opportunity to review performance objectives, ensuring their competency is verified.

Provisional Coaching – Practical Steps

The WA / Permit Recipient Provisional to Work Capable journey comprises:

1. **Recipient Self-Evaluation** – following the WA / Permit Recipient eLearning
2. **On-Job coaching** from an Issuer / field staff - when the Recipient signs on to and during WA / Permit life cycle.

First touchpoint – Recipient Self-Assessment

The first reference point you'll usually see is the **Self-Assessment**. Treat it as a quick **snapshot** to start the professional discussion and tailor coaching:

- Scan for obvious strengths and uncertainties
- Agree 1–2 priority focus areas
- Capture next steps and follow-ups in the WA or Permit Tracker

Recipient Self-Evaluation Rating: The rating provides the Recipient with an initial idea as to what they may require additional support and guidance on during the WA / Permit cycle from the Issuer and field staff as well as giving them time to reflect on their capability. It will prepare them for the WA / Permit Recipient process and give you an idea as to where the Recipient perceives themselves to be.

The rating reflects the Recipient's confidence to carry out the performance objective:

1 = I'm not very confident

2 = I'm mostly confident

3 = I'm confident to do this

Issuer Instructions – A Step-by-Step Guide

1. **Review the Recipient self-evaluation rating** – Begin by assessing the Recipient’s self-evaluation.

This will provide insight into how they perceive their own competency and help gauge the level of coaching support they may require.

Note: If the Recipient has given themselves a high number of low (“1. not very confident”) ratings, this may indicate they are not yet ready to assume the WA or Permit Recipient role. Further investigation is recommended before proceeding.

2. **Use prompted questions during WA / Permit sign-on** - During the WA / Permit sign-on process, apply prompted questions to guide and support the Recipient.

Refer to the **appropriate Prompted Coaching Guidance for WA or Permit Recipient Provisional** (at the end of this document) to ensure consistency and effectiveness.

3. **Determine field support requirements** – Identify the appropriate level of support the Recipient may need throughout the WA or permit lifecycle. Identify who will be providing general supervision in the field and communicate with them to coordinate this support, ensuring best practice is followed for RASMs and all other Recipient responsibilities.

4. **Use prompted questions during WA / Permit sign-off** - During the WA / Permit sign-off process, apply prompted questions to guide and support the Recipient.

Refer to the **appropriate Prompted Coaching Guidance for WA or Permit Recipient Provisional** (at the end of this document) to ensure consistency and effectiveness.


5. **Provide constructive feedback** – Offer timely and specific feedback to reinforce strengths and address any areas for improvement. Encourage reflection and continued development.

Prompted Coaching Guidance for WA Recipient Provisional

The following table is designed as a reference for Issuers and other field staff.

It is intended to support coaching conversations with Work Authority Recipients during the WCP cycle. Prompted questions can be used where needed to explore a Recipient’s understanding and guide them through the process.

These sections are aligned to the WA Recipient Self-Evaluation. Where a Recipient is less confident, the Coaching Guidance provides example prompts and industry-agreed best practice to support further discussion and direction.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
1. Preparing for the Task	<p>Identify equipment to be worked on.</p> <p>Describe work to be done.</p> <p>Ensure WA form is completed correctly.</p>	<ul style="list-style-type: none"> ○ Use a top-down format to identify equipment to be worked on. e.g. Station + Unit + System + Equipment. ○ Recipient to provide a detailed description of the work to be done that the Issuer can apply their expertise and knowledge of plant, equipment and other site activities to identify any necessary precautions. ○ The consequences of not being prepared could result in conflicts with other work parties which may then result in delayed issuing of the WA. <div style="text-align: center;">  </div>
Question Examples	<ul style="list-style-type: none"> ● Can you explain the work that you are going to be carrying out and the plant or equipment that you’ll be working? Implications on other operational plant? ● Are you familiar with the site? Do you know where and how to access the worksite and equipment? ● Do you have all the specific tools you need for the job? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
		<ul style="list-style-type: none"> Do you need someone to show you where the equipment is out on site?
2. Collaboration	Develop a shared understanding and agreement with the Issuer on the correct WCP to use and the provisions it will contain.	<ul style="list-style-type: none"> To ensure integrity of the WCP, the Recipient and Issuer have a conversation to discuss the work and agree on the correct WCP. Understand that ultimately, the final decision will be at the discretion of the Issuer because they have the bigger picture to consider.
Question Examples		<ul style="list-style-type: none"> Can you explain why this work will be carried out under a Work Authority? When can we use a WA as opposed to a Permit?
3. Risk Mitigation	Demonstrate understanding of the Work Authority as a minor works management system.	<ul style="list-style-type: none"> Risks associated with a WA and how to mitigate them. The Work Authority is a minor works management system, for work near in-service or available-for-service equipment where that work may present a risk to equipment operation or affect resource consent compliance. <p>! It's important to understand the minor works management system does not necessarily mean low risk as the work may be near live or energised plant, or the task could be notifiable work to WorkSafe NZ.</p>
	Understand WA-specific precautions.	<ul style="list-style-type: none"> The Issuer may add a precautions statement. They'll combine information gathered through collaboration with the Recipient and their own knowledge of the plant or site including work activities that could affect or be affected by planned tasks under this WA. Precaution statements are commonly used to advise of:

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support									
		<ul style="list-style-type: none"> ○ Other active parties on nearby plant ○ Nearby plant / equipment in-service or energised 									
Question Examples	<ul style="list-style-type: none"> ● Tell what your understanding of a ‘minor works management’? ● What are the risks associated with this work and how do you plan to mitigate them? ● Do you know what the “precautions” statements are for and how we devise them? 										
4. RASMs	<p>Agree Recipient Applied Safety Measures (RASMs) with the Issuer referencing P&IDs / SLDs.</p> <p>Describe an isolation point and isolation method.</p> <p>Agree on the hardware needed and how to apply it out on plant.</p> <p>Ensure RASMs are recorded appropriately.</p>	<ul style="list-style-type: none"> ○ Issuer-endorsed, RASMs are applied to isolation points to make equipment or systems safe to work on. ○ Isolation Point: An isolation point is a facility to safely disconnect, separate (isolate), or provide a barrier between an energy source and an untended work area. ○ Safety Measure: Actions taken to present equipment in an agreed state. ○ The isolation method described in the RASM section of the WA form will determine the RASM hardware selection for each isolation point. ○ The industry agreed format for this is Isolation Point Description + Plant / Equipment ID + Isolation Method. <p>e.g.</p> <div style="text-align: center;"> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding-bottom: 5px;">LP OIL TRANSFER PUMP 2 SUPPLY VALVE</td> <td style="border-bottom: 1px solid black; padding-bottom: 5px;">02/MEX30/AP020/KA01</td> <td style="border-bottom: 1px solid black; padding-bottom: 5px;">CLOSED, LOCKED AND TAGGED</td> </tr> <tr> <td style="text-align: center; padding: 10px 0 0 0;">↓</td> <td style="text-align: center; padding: 10px 0 0 0;">↓</td> <td style="text-align: center; padding: 10px 0 0 0;">↓</td> </tr> <tr> <td style="text-align: center; padding: 5px 0 5px 0;">Isolation Point Description</td> <td style="text-align: center; padding: 5px 0 5px 0;">Plant/Equipment ID</td> <td style="text-align: center; padding: 5px 0 5px 0;">Isolation Method</td> </tr> </table> </div>	LP OIL TRANSFER PUMP 2 SUPPLY VALVE	02/MEX30/AP020/KA01	CLOSED, LOCKED AND TAGGED	↓	↓	↓	Isolation Point Description	Plant/Equipment ID	Isolation Method
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↓	↓	↓									
Isolation Point Description	Plant/Equipment ID	Isolation Method									

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
	<p>Apply and remove RASMs and update records as required.</p> <p>Demonstrate understanding of location-specific requirements (e.g. RASM register, appropriate safety measures, lock numbering etc.).</p> <p>Manage RASMs as work progresses.</p>	<ul style="list-style-type: none"> ○ RASMs may be removed and re-applied as work progresses. Record each action. ○ Local staff will guide the Recipient on how RASMs are to be recorded and the use of hardware appropriate to plant and equipment. ○ No work is permitted on equipment being used as an isolation point where that work may compromise integrity of the isolation. ○ RASMs shall comprise a lock and or tag. Where it is not practical to use a lock, a tag or tape must be used and must be uniquely identifiable. ○ All RASM locks shall be red and must not be used for any other purpose than to lock out isolation points, earthing, and plant status control. ○ No spare keys shall be given for any RASM locks. ○ RASM tags shall be red and white with DO NOT REMOVE in black text.
Question Examples	<ul style="list-style-type: none"> ● What are RASMs and will you need to apply any for this job? Do you know what hardware you'll need, where to get and return it to, and how to apply it? ● Show me where you'll record any RASMs and how. ● Can you explain what an "isolation point" and "isolation method" are? ● Do you need someone to show you where and / or how to apply the RASMs for this job? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
5. Responsibilities	Demonstrate understanding that the Recipient is the Work Party Supervisor and outline the responsibilities of that role.	<ul style="list-style-type: none"> ○ Demonstrate understanding of their supervision role: <ul style="list-style-type: none"> ○ Remain contactable and at the worksite ○ Understand the state of equipment, risks to people and plant and precautions required to mitigate them ○ Complete hazard ID and risk management with the work party before starting work, at least daily ○ Provide clear and effective ongoing instruction to the work party ○ Additionally, the Recipient: <ul style="list-style-type: none"> ○ Manages the application and removal of RASMs ○ Ensures the status of the WA can be determined at any time ○ Keeps the WA, RASM register and all related documents at the worksite ○ Ensures the WIP board or equivalent is updated
	Explain what an appropriate level of supervision provided at all times means - consider work party capabilities and risks associated with the work.	<ul style="list-style-type: none"> ○ Direct supervision is required when members of the work party are either in training or not site inducted. ○ General supervision may include being on site, nearby but not direct and is appropriate when the work party members are skilled, and site inducted.
	Explain how the recipient being unable to carry out	<ul style="list-style-type: none"> ○ Stop work if the recipient has to leave the worksite. ○ Cancel so that the WA can be issued to another recipient.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
	responsibilities will impact the work to be done under a WA.	
Question Examples	<ul style="list-style-type: none"> • Explain your responsibilities as work party supervisor for this job. • Do you know how to make sure the WIP / Hazard Board is up to date here? • What's your understanding of direct and general supervision and what's appropriate for this work? • What will you do if you're unable to carry out any or your WA Recipient responsibilities? 	
6. Close-out	Explain the recipient responsibilities prior to returning the WA.	<ul style="list-style-type: none"> ○ Restore state of the work site - remove tools, tidy up. ○ Complete preservice checks. ○ Advise the work party that the WA is to be returned. ○ Remove any RASMs and update the register.
Question Examples	<ul style="list-style-type: none"> • Explain what you'll do before returning the WA. 	
7. Returning the WA	<p>Return the WA as agreed: Daily or a specified date / time within 14 days.</p> <p>Demonstrate understanding of other situations that would require the WA to be returned.</p>	<ul style="list-style-type: none"> ○ The Issuer and Recipient will determine whether the return should occur at the end of each day or work period. A 'daily return' provides the operator with closer control over plant and equipment for operational purposes. ○ If a WA is required to be returned daily and it's not, station and plant security could be compromised, particularly when the station is left unattended.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
		<ul style="list-style-type: none"> ○ The WA should be returned to the Issuer as soon as possible after completing the work and restoring the worksite, allowing the Issuer to return the equipment to service as early as possible, if required.
Question Examples	<ul style="list-style-type: none"> • What are the WA return requirement for this job? Do you know why? • Why do you think some WAs require a “daily return”? • We’d like the WA returned as soon as you’re done, do you know why that might be? 	

Remember to **observe for confidence cues**. Pay close attention to signs that may indicate the Recipient’s true level of confidence in their role. A lack of questions is often a red flag - they may not yet know what they don’t know.

Prompted Coaching Guidance for Permit Recipient Provisional

The following table is designed as a reference for Issuers and other field staff.

It is intended to support coaching conversations with Permit Recipients during the WCP cycle. Prompted questions can be used where needed to explore a Recipient’s understanding and guide them through the process.

These sections are aligned to the Permit Recipient Self-Evaluation. Where a Recipient is less confident, the Coaching Guidance provides example prompts and industry-agreed best practice to support further discussion and direction.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
1. Preparing for the Task & Collaboration	<p>Explain the objectives of pre-work planning meetings as part of drafting the Permit.</p> <p>Describe the Recipient’s involvement in pre-work planning and how this supports safe and effective work.</p>	<ul style="list-style-type: none"> ○ Recipient must be able to contribute to pre-work-planning discussions and early decision-making by clearly describing the work scope and task sequence. ○ Contribute relevant information to support identifying hazards introduced by the task and the selection of IASMs and RASMs. ○ Understand that ultimately, the final decisions will be at the discretion of the Issuer because they have the bigger picture to consider. However, the Recipient’s input is critical to getting it right.
	<p>Explain how to determine whether a Permit or a Work Authority is required, and the key differences between them.</p>	<ul style="list-style-type: none"> ○ Distinguish why the selected work control is appropriate based on plant, system and level of risk and control needed, including: <ul style="list-style-type: none"> ○ Work Authority → used where plant remains in service or risks are lower and can be managed without full isolation ○ Permit → required where plant must be isolated and presented in a defined state using IASMs

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
Question Examples	<ul style="list-style-type: none"> • Can you explain the work that you are going to be carrying out and the plant or equipment that you'll be working? • Are you familiar with the site? Do you know where and how to access the worksite and equipment? • Do you need someone to show you where the equipment / isolation points are out on site? • What are the hazards or risks we should be considering? • Can you explain why this work will be carried out under a Permit? • How do you decide whether this should be a permit or a Work Authority? 	
2. Risk Mitigation & Safety Measures	<p>Work with the Issuer to confirm safety measures, referencing P&IDs / SLDs and identifying isolation points.</p> <p>Identify the safety measure hardware available for IASMs and RASMs.</p> <p>Explain the Recipient role regarding Issuer Applied Safety Measures (IASMs) prior to accepting the Access Permit.</p>	<ul style="list-style-type: none"> ○ Recipient identifies key risks and links them to appropriate safety measure. ○ Explains why IASMs are required to establish a safe working state. ○ Describes how RASMs will be applied to manage task-specific risks. ○ Interprets “But Note That” by explaining residual risks and how they will be managed during the work. ○ RASM tags are red and white with DO NOT REMOVE in black text. ○ IASM tags are yellow and black with DO NOT REMOVE in black text ○ Isolation Point: An isolation point is a facility to safely disconnect, separate (isolate), or provide a barrier between an energy source and an untended work area. ○ Safety Measure: Actions taken to present equipment in an agreed state. ○ The isolation method described in the RASM section of the WA form will determine the RASM hardware selection for each isolation point.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support									
		<ul style="list-style-type: none"> ○ The industry agreed format for this is Isolation Point Description + Plant / Equipment ID + Isolation Method. <p>e.g.</p> <div style="text-align: center;"> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 33%; text-align: center;">LP OIL TRANSFER PUMP 2 SUPPLY VALVE</td> <td style="border-bottom: 1px solid black; width: 33%; text-align: center;">02/MEX30/AP020/KA01</td> <td style="border-bottom: 1px solid black; width: 33%; text-align: center;">CLOSED, LOCKED AND TAGGED</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center; border: 1px solid gray; padding: 2px;">Isolation Point Description</td> <td style="text-align: center; border: 1px solid gray; padding: 2px;">Plant/Equipment ID</td> <td style="text-align: center; border: 1px solid gray; padding: 2px;">Isolation Method</td> </tr> </table> </div>	LP OIL TRANSFER PUMP 2 SUPPLY VALVE	02/MEX30/AP020/KA01	CLOSED, LOCKED AND TAGGED	↓	↓	↓	Isolation Point Description	Plant/Equipment ID	Isolation Method
LP OIL TRANSFER PUMP 2 SUPPLY VALVE	02/MEX30/AP020/KA01	CLOSED, LOCKED AND TAGGED									
↓	↓	↓									
Isolation Point Description	Plant/Equipment ID	Isolation Method									
Question Examples	<ul style="list-style-type: none"> ● Will you need to apply any RASMs for this job? Do you know what hardware you’ll need, where to get and return it and how to apply it? ● Can you explain what an “isolation point” and “isolation method” are? ● Do you need someone to show you where and / or how to apply the RASMs for this job? ● Can you explain what the IASMs are controlling on this Permit? 										
3. Pre-work Inspection	Describe what must be checked on the worksite before commencing work and how these checks are carried out in practice.	<ul style="list-style-type: none"> ○ Physical checks the Recipient will carry out to include: <ul style="list-style-type: none"> ○ Equipment and scope match the Permit ○ IASMs correctly applied ○ Where RASMs will be placed ○ Permit boundary and work party location 									

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
Question Examples	<ul style="list-style-type: none"> • How do you confirm plant is safe before you accept the permit? • How do you confirm the safety measures are correct? • What would you do if something didn't match the Permit? 	
4. Accepting a Permit	<p>Explain the conditions required for issuing and accepting the Access Permit.</p> <p>Describe the Access Permit acceptance process and how it is carried out in practice.</p>	<ul style="list-style-type: none"> ○ Recipient understands the scope of work, the IASMs in place and the plant is safe to work on. ○ Acceptance is not a formality – it reflects informed agreement.
Question Examples	<ul style="list-style-type: none"> • Talk me through what this Permit allows you to do. • What are you confirming when you accept a permit? • What makes you comfortable with the plant condition as it stands? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
5. Supervision	Understand that a Provisional Recipient must be working under general supervision.	<ul style="list-style-type: none"> ○ Supervision requirements for Provisional Permit Recipients: <ul style="list-style-type: none"> ○ Recipient to arrive to uplift a Permit with a Supervisor and a completed self-evaluation to support the process ○ General Supervision can vary depending on competency and experience - this may range from close, direct supervision to less direct oversight, depending on knowledge and experience, nature of the work activity risks and understanding of the WCPs ○ The level of supervision must be agreed before undertaking work
	<p>Explain the supervision responsibilities (for the Permit) and how these may be delegated by the Recipients for a specific Access Permit (Recipient, Supervisor AP, Supervisor Work Party).</p> <p>Explain the Work Party Supervisor role and how supervision is maintained in practice.</p>	<ul style="list-style-type: none"> ○ Establish clear supervision arrangements for the Permit including Supervisor AP/ Supervisor WP as appropriate. <ul style="list-style-type: none"> ○ Supervisor (AP): Maintains Permit integrity ○ Supervisor (WP): Supervises and controls the work activity ○ Ensure that: <ul style="list-style-type: none"> ○ Work Party members are appropriately briefed and signed on ○ Supervision is active and appropriate to the work ○ Recipient retains overall responsibility, even when delegating supervision roles.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
		<ul style="list-style-type: none"> ○ Direct supervision is required when members of the work party are either in training or not site inducted. ○ General supervision may include being on site, nearby but not direct and is appropriate when the work party members are skilled, and site inducted.
Question Examples	<ul style="list-style-type: none"> • Who is supervising this job and how is that being managed? • Are you delegating any supervision? Why? • How are you making sure everyone understands the job and the controls? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
6. Responsibilities	<p>Explain the situations where the Recipient must be present at the work site and the Supervisor of the Work Party.</p> <p>Describe the Recipient requirements for being contactable and what must be done if these cannot be met.</p> <p>Explain how the Recipient and those with supervision responsibilities ensure all personnel signed on to the Permit are kept informed of work activities and any changes to conditions.</p>	<ul style="list-style-type: none"> ○ Recipient must be present at the work site and the Supervisor of the work party for work in the switchyard. ○ Recipient must always be available and contactable. ○ If the Recipient is the Supervisor and a working member of a Work Party, they must remain at the working location ○ If not, they must be readily available and easily contactable If they can't remain contactable, the Permit must be transferred to another Recipient ○ Recipient-only responsibilities (cannot delegate to Supervisors) include: <ul style="list-style-type: none"> ○ Requesting changes to the Permit, such as transfers, returns, alterations to IASMs ○ Approving changes to assigned Supervisors ○ Recipient and those with supervision responsibilities ensure all personnel signed on to the Permit are kept informed of its status, ongoing work activities, and any changes to conditions at the working location by: <ul style="list-style-type: none"> ○ Establishing and maintaining effective communication with the Issuer and appointed Supervisors ○ Ensuring all Work Party members and Supervisors understand the state and extent of the equipment to be worked on, the scope of the work, and the extent of the Permit area

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
	<p>Explain the Recipient's role in the daily site meeting.</p>	<ul style="list-style-type: none"> ○ During daily/site meeting (e.g. pre-starts/toolboxes), the Recipient: <ul style="list-style-type: none"> ○ Communicates Permit scope, plant condition (IASMs / RASMs) ○ Reinforces roles, responsibilities and supervision arrangements ○ Identifies and addresses any changes in conditions or emerging risks ○ Ensures meeting outcomes are reflected in how the work is carried out
	<p>Explain how Permit integrity is maintained and how the key actions required to maintain it are managed in practice (e.g. equipment being worked on, permit area, work party sign-off/on, RASMs, changes).</p>	<ul style="list-style-type: none"> ○ Recipient ensures: <ul style="list-style-type: none"> ○ Work remains within Permit scope and boundaries ○ IASMs remain in place unless formally changed ○ RASMs are applied, monitored and updated throughout the work ○ Recognise and respond to changing conditions and emerging risks, coordinating any required changes with the Issuer.
<p>Question Examples</p>	<ul style="list-style-type: none"> ● Talk me through how you manage the job once it's underway. ● What would you do if something changes during the job? ● How are you managing risk as the work progresses? ● What would trigger you to come back to me? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
		<ul style="list-style-type: none"> • How will you make sure everyone understands the Permit conditions? • What will you cover in the daily meetings for this job?
7. Limited Testing	<p>Explain limited testing under an AP and the associated limitations as defined in the WCPs.</p>	<ul style="list-style-type: none"> ○ Requirements for carrying out limited testing: <ul style="list-style-type: none"> ○ Prior to approving limited testing, a risk assessment must be completed to confirm the testing cannot cause harm ○ No changes to IASMs ○ Record any RASM changes in the RASM register ○ Primary energy sources must NOT be introduced ○ Work party members must be notified before limited testing proceeds ○ The Recipient or assigned Supervisor (AP) must be present at the working location when testing takes place
Question Examples		<ul style="list-style-type: none"> • What type of situation may require limited testing and how would you go about doing so?
8. Close-out	<p>Describe the return-to-service checks to be completed by the Recipient / Supervisors and how these are carried out in practice.</p>	<ul style="list-style-type: none"> ○ Recipient ensures: <ul style="list-style-type: none"> ○ Work is complete and within scope ○ Worksite restored and left safe - remove tools, tidy up ○ RASMs removed or updated and register updated ○ Preservice checks completed ○ Work party is signed off and advised that the Permit is to be returned ○ Plant left in agreed state

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
Question Examples	<ul style="list-style-type: none"> • What are the Permit return requirement for this job? Do you know why? • How do you confirm the job is fully complete? • What condition are you leaving the plant in? 	
9. Returning the Permit	Explain the three common situations where a Recipient would return an Access Permit.	<ul style="list-style-type: none"> ○ The Recipient returns the Permit when: <ul style="list-style-type: none"> ○ Work is complete (cancellation) ○ Testing is required (suspension) ○ Changes are required to IASMs ○ For transfer to another Recipient ○ Recognise that returning the Permit is part of maintaining control, not just admin. ○ The Permit should be returned to the Issuer as soon as possible after completing the work and restoring the worksite, allowing the Issuer to return the equipment to service as early as possible, if required.
	Describe the steps required when returning a Permit and how this is completed in practice.	<ul style="list-style-type: none"> ○ Once close-out checks are complete (the Recipient returns the Permit by: <ul style="list-style-type: none"> ○ Removing recipient locks from the LOB (where applicable) ○ Returning all supporting documentation and hardware ○ Communicating any modifications to equipment or changes to plant or condition to the Issuer

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
Question Examples	<ul style="list-style-type: none"> • When would you need to return this Permit? • Talk me through what you would do before returning this Permit. • Is there anything the Issuer needs to be aware of before closing this out? • We'd like the Permit returned as soon as you're done, do you know why that might be? 	
10. Test Permit (TP)	<p>Explain the conditions that require a Test Permit, including four criteria defined in the WCP.</p> <p>Explain how IASMs removed for testing are managed before returning the TP for cancellation.</p> <p>Explain how work carried out under Test Permit is managed, including additional controls required for work parties.</p>	<ul style="list-style-type: none"> ○ Determine when a Test Permit is required including when: <ul style="list-style-type: none"> ○ Plant needs to be temporarily energised or operated for testing ○ Potentially lethal hazards will be introduced for testing which could cause harm to personnel ○ Primary energy sources will be introduced for testing ○ Movement or rotation of equipment is required for testing and doing this introduces potentially lethal hazards ○ Agreed IASMs will be altered or removed to facilitate testing ○ Testing may involve alteration / removal of IASMs and re-energisation or movement of plant. ○ Full testing cycle: - Alter / remove IASMs → test under controlled conditions → reinstate IASMs → return permit. ○ Awareness that removing IASMs increases risk and requires tighter control.
Question Examples	<ul style="list-style-type: none"> • At what point would this require a Test Permit instead of continuing under the AP? • What changes when we move into testing? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
	<ul style="list-style-type: none"> • What happens to the IASMs when testing is required? • What are you allowed to remove, and what stays in place? 	
11. TP-specific Responsibilities	<p>Explain the TP Recipient responsibilities.</p> <p>Explain the supervisor responsibilities that a TP Recipient may delegate and why.</p> <p>Explain the Supervisor (TP Work Position) responsibilities how these are applied in practice.</p>	<ul style="list-style-type: none"> ○ Responsibility remains with the Recipient at all times, even when delegating, and they: <ul style="list-style-type: none"> ○ May only hold one TP at a time ○ Are the Supervisor and remain on site and with the Work Party during testing ○ Only remove authorised IASMs ○ Recognise the need for additional control and supervision including delegation of a Supervisor (TP Work Position) who: <ul style="list-style-type: none"> ○ Stays at their assigned work position and ensures the testing remains within the isolation boundary ○ Maintains communication with the Recipient ○ Immediately reports any unsafe condition or deviation from Test Permit conditions ○ Provides clear instructions to the Work Party ○ Enters Supervisor after their name on the printed Test Permit Work Party form
Question Examples	<ul style="list-style-type: none"> • Talk me through how you manage a Test Permit. • What are your responsibilities when working under a Test Permit? 	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
	<ul style="list-style-type: none"> • How does supervision change during testing? • What roles can you delegate, and what do they do? • Why is supervision more critical during a Test Permit? 	

Remember to **observe for confidence cues**. Pay close attention to signs that may indicate the Recipient’s true level of confidence in their role. A lack of questions is often a red flag - they may not yet know what they don’t know.

Additional indicators of uncertainty include:

- Apparent unfamiliarity with the work to be done
- Hesitation or vague responses
- Blank stares or visible confusion

These cues suggest that further probing and support may be necessary before proceeding.

Further Reference

Latest StayLive WCPs: <https://www.staylive.nz/Site/staylive/Working-Groups/current-working-groups/work-control-procedures.aspx>

*StayLive Training & Competency Guideline: <https://www.staylive.nz/Site/staylive/guidelines/training-and-competency/>