ATAR | DESIGN

BSB41415
Certificate IV in Work Health and Safety
Training and Assessment Strategy

TRAINING AND ASSESSMENT STRATEGY DETAILS

NOTE: This training and assessment strategy should be read in conjunction with the Training and assessment plan and relevant policies and procedures and any reference materials noted in the training and assessment plan.

Course code and title	BSB41415 Certificate IV in Work Health and Safety		
Name of the RTO	ATAR Design Pty Ltd	**RTO No**	45112
Contact details	**Email:**	jessica.kulpinac@atardesign.com.au	
	Address:	5/1065 Frankston-Flinders Rd Somerville	
	Contact phone:	03 5977 7173	
	Contact name:	Jessica Kulpinac	
Purpose of the training	This qualification is suitable for people working in a Work Health and Safety (WHS) role who work to provide leadership and guidance to others and have some limited responsibility for the output of others. The qualification reflects the role of workers who apply a broad knowledge base and well-developed skills in a wide variety of contexts and may include coordinators, advisors and facilitators.		
Modes of delivery	• Face to face instruction, • Self-directed learning, • Workplace supervised tasks, • Final assessment		
Duration (extension and reductions)	The duration for this program is 18 Weeks. The duration can be impacted by the following scenarios, however not limited to: **Reduction in the training and assessment planned duration** The duration may be reduced for an individual learner if credit towards the qualification is given in the form of recognition of prior learning or credit transfer. The underlying principle of Nationally Recognised Training is that a student does not have to repeat training and assessment that has already been undertaken **Credit transfer** – complete an application for credit transfer form and attach the evidence. The form must be submitted to the course coordinator whom will review the application. If the credit transfer is applied, then the course duration will be reduced according to the units credited and the training hours allocated to that unit. A 'credit transfer application form' must be completed with the required evidence attached. A revised training and assessment plan will be provided once approval of credit transfer is granted Calculations example: 'unit name and title' is granted a credit transfer – XX hours has been allocated to this UOC for training and assessment. The duration is reduced by the number of hours/weeks allocated to the UOC.		

RPL – Recognition of prior learning – students can apply for RPL. The student must lodge an RPL application form. If RPL is granted, then the course duration will be reduced according to the units provided with an RPL outcome. The student training and assessment plan will be amended accordingly

Calculations example: 'unit name and title' is granted RPL – XX hours has been allocated to this UOC for training and assessment. The duration is reduced by the number of hours/weeks in the schedule below.

Extension in the training and assessment planed duration
The student may be required to extend the training and assessment schedule for various reasons as stated below. If in the unlikely event the student is required to extend the training and assessment plan, then the student must complete 'Notice to extend the training and assessment plan' form. The form will then be sent to the CEO for approval.

For more details refer to Volume of learning rationale further in this document:

Reasons could include but not limited to:
- Not ready for assessment, more time requested
- Medical grounds (medical certificate provided)
- NYC provided for one or more units which needed to be repeated to enable completion of course
- Outcomes of academic review – extra time granted due to educational support strategies
- Suspended training for a period of time due to personal reasons
- Work commitments impacted on training and assessment schedule (e.g. work placement delayed)
- Rescheduling of assessment to work in with the work program
- Personal commitments impacting the volume of learning requirements
- Cancelled appointments
- Missed classes (reasons unknown)
- Any other unforeseen circumstances

Source documents: Enrolment and client information policy, 'Notice to extend the training and assessment plan'.

Entry requirements	There are no formal entry requirements into the Certificate IV in Work Health and Safety however participants must meet the following criteria to enter into the program: • Learners must have a minimum of 2 years' experience in a work relevant role, and have Access to work place health and safety within a workplace or work placement program in conjunction with this training • Working 25 hours or more • LLN levels – Entry at ACSF Level 4 (Core skills: Learning, Reading, Writing, Oral Communication, Numeracy)

TRAINING AND ASSESSMENT STRATEGY DETAILS

ACSF Rationale	Unit Code	Unit Title	L	R	W	O	N
	BSBMGT502	Manage people performance	4	4	4	4	3
	BSBSUS401	Implement and monitor environmentally sustainable work practices	4	4	4	3	2
	BSBWHS402	Assist with compliance with WHS laws	3	4	4	4	0
	BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	4	4	3	4	2
	BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	4	4	4	3	3
	BSBWHS405	Contribute to implementing and maintaining WHS management systems	3	4	4	3	2
	BSBWHS406	Assist with responding to incidents	4	4	3	3	2
	BSBWHS408	Assist with effective WHS management of contractors	3	4	3	3	3
	BSBWHS409	Assist with workplace monitoring processes	3	4	3	3	3

Legend						
Learning	L	Reading	R	Writing	W	
Oral Communication	O	Numeracy	N			

Source: LLN Robot

Target clients	- Employed learners in a relative work role or aligned to a relevant work role to Work Health and Safety - Working in a Work Health and Safety role who work to provide leadership and guidance to others and have some limited responsibility for the output of others. - Trainer and Assessors wanting to update skills and knowledge. - Construction Companies needing assistance with skills in the Work Health and Safety sector for compliance factors. - Learners who are wishing to attain higher skills in workplace specific roles.

TRAINING AND ASSESSMENT STRATEGY DETAILS	
Pathways	**Training pathway** There are no formal training pathways for this qualification. **Employment Pathway** • Human Resources Assistant • Payroll Officer • Work Health and Safety (WHS) Systems Officer • Service Quality System Support Analyst • Work Health and Safety (WHS) Officer And aligned with any other related industry sectors such as: • Construction • Community services • Transport and Logistics • Agriculture Horticulture • Warehousing • Business • WHS Consultants Source: https://www.myskills.gov.au/courses/details?Code=BSB41015

Packaging rules	Total number of units = 10
	
	• 5 core units plus 5 elective units, of which:
	  – 3 units must be from Group A below listed in the training package rules
	    http://training.gov.au/TrainingComponentFiles/BSB/BSB41415_R2.pdf
	
	  – 2 units may be from Group A, Group B or any currently endorsed Training Package or accredited course at the same qualification level listed in the training package rules
	    http://training.gov.au/TrainingComponentFiles/BSB/BSB41415_R2.pdf
	
	  – if not listed below training package rules, 1 elective unit may be selected from a Certificate III or Diploma from any currently endorsed Training Package or accredited course.
	    http://training.gov.au/TrainingComponentFiles/BSB/BSB41415_R2.pdf
	
	  – Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Access and equity	Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised.

Individual needs that could present barriers to access, participation and achievement of learning outcomes include:
• Age
• Gender
• Cultural or ethnic background
• Disability
• Sexuality
• Language, literacy or numeracy skills
• Employment status
• Geographical location.

The design and content of this training package supports equitable access and progression for all learners.

It is the responsibility of the RTO delivering and assessing qualifications to:
• Ensure that training and assessment processes and methods do not disadvantage individual learners
• Determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:
• Modifying assessment processes and techniques for learners who are located at a distance from a campus location
• Checking that materials are culturally appropriate for learners and amending, as necessary
• Making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency). |

TRAINING AND ASSESSMENT STRATEGY DETAILS

Language, Literacy and Numeracy (LLN) assistance	This section includes Language, Literacy & Numeracy (LLN). Students entering the Certificate IV in Work Health and Safety must be tested at ACSF level 4 and above prior to commencement of training and assessment and will be conducted as part of the induction process. LLN tests – LLN testing is provided by LLN Robot by Safe Work Resources and has been aligned to the ACSF Levels. Source: LLN Robot https://tlrg.com.au/pages/lln-robot LLN testing appropriate to this course are Test 1 – Speaking, Test 2 – Listening, Test 3 – Reading, and Test 4 – Writing and Test 5 – Numeracy. Delivery takes into account the background and experiences of Learners and ensures learning and assessment methods are culturally sensitive to their specific needs. The following learning support prior to entering the course will be available to learners: • Students who are identified as requiring language, literacy or numeracy support during the induction process will be counselled on their needs and how ATAR Design can assist them to improve their skills and support them in achieving the course outcomes. The following processes will be applied for students identified as requiring support. **Educational and support services** may include, but are not limited to: • Pre-enrolment materials; • Bilingual staff support • Study support and study skills programs; • Language, literacy and numeracy (LLN) programs or referrals to these programs; • Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity; • Learning resource centres; • Mediation services or referrals to these services; • Flexible scheduling and delivery of training and assessment; • Counselling services or referrals to these services; • Information and communications technology (ICT) support; • Learning materials in alternative formats, for example, in large print; • Learning and assessment programs contextualised to the workplace; and • Any other services that the RTO considers necessary to support learners to achieve competency.

TRAINING AND ASSESSMENT STRATEGY DETAILS

Student support services	These services are given to students who require additional help in their course of study to complete training and assessment requirements to a satisfactory level. Students are encouraged to attend additional one on one sessions by appointment with your trainer/assessor. Help can be provided by phone (face time or voice), in person, over email or skype services (if applicable) Student support services officers: • Work in collaboration with services within the community to identify and intervene early with students who have additional needs or are at risk of disengagement • Develop the capacity of the workforce within ATAR Design to meet the needs of students and who have additional needs, or are disadvantaged or vulnerable, to enable them to achieve successful education and wellbeing outcomes • Target the delivery of individual support services to those who require specialised expertise, assessment and intervention in order to overcome barriers to learning • Respond to emerging student wellbeing needs and contribute to identified RTO and network priorities • Respond to critical incidents involving students, staff and RTO communities **Additional Academic, Language and Learning Support** Students whom require additional academic support will be referred to CEO if they need assistance in meeting course requirements. The mentioned personnel can assist with welfare support at no additional cost as follows: • Study Skills • Timetables • Learning Support Strategies • Academic issues • LLN Support – Help with oral and written English expression, reading comprehension and listening is available on an individual basis or as a part of a small group. • NYC results VE • Course progress/attendance/availability requirements • Referral to external support services (no charge for referral, however services will be at the students cost) If the student needs exceed ATAR Design's support capacity refer the student onto a specialist from the following providers: • Centrelink 13 10 21 • Reading and writing hotline 1300 655 506 • AMES 13 26 37 • Beyond Blue 1300 22 4636 To read about Centrelink's Skills for Education and Employment program, which may help you improve your speaking, reading, writing or math, go to https://www.humanservices.gov.au/individuals/services/centrelink/skills-education-and-employment
Location	• Workplace training specific sites will be identified in the training plan • Face to face training delivered, TBA

TRAINING AND ASSESSMENT STRATEGY DETAILS

How it works – Prior to commencement of training:

- Course enquiry – can be initiated by the individual or the employer on behalf of his/her employees or potential subcontractors
- ATAR Design provides potential student/employer with the Course Information Pack/Marketing Flyer
- The Expression of Interest form is filled out with all details filled in and completed
- Analysis is conducted and determination of whether the course enrolment is appropriate for the student and suits the individual
- Employer agrees to enter into training services on the job
- A date is booked in with the employer to conduct an assessment of the workplace, worksite routine work, specific arrangements with supervisors/workplace mentors whom they work with for assurance of job task practice and application (Assessment of the workplace – workplace agreement is signed by the RTO representative, the trainer and assessor and the workplace supervisor)

Employer is contacted to book the potential students for an information session – Notification via email or letter advising of the details such as time, venue, what to bring and whom they will be meeting with.

The information session includes but is not limited to:
- Complete the information checklist
- Enrolment form
- Pre-training review/entry level
- RPL/Credit Transfer
- Program start dates
- Student handbook provided,
- Fees and charges and refund policy explained
- Discuss applicable policies and procedures located in the student handbook
- Workplace requirement
- Training and assessment plan and schedule
- Complete a language literacy numeracy test to determine your learning needs. This is a requirement prior to commencement of training and assessment. ATAR Design representative will inform you of the outcome
- Educational support
- Practical training sessions and assessment requirements
- Learning and support materials
- Code of conduct and other applicable policies and procedures such as complaints and appeals, refund, training and assessment, durations etc. (refer to inductions checklist)
- Client has received, read and understood information regarding the course
- Client has received, read and understood information regarding the learning environment and the requirements of the site/s
- Client has received, read and understood information regarding the RTO Policies
- Workplace requirements and supervisory requirements

TRAINING AND ASSESSMENT STRATEGY DETAILS

Eligible to commence training and assessment
If the student is eligible, that is they have met all the entry requirements, then they will receive their:
- Confirmation of enrolment letter
- Training and assessment plan

Not eligible to commence training and assessment
If the student is not eligible that is they have not met all the entry requirements, then they will receive a letter outlining the reasons for the outcome and appropriate support pathways.

Commence training and assessment
- Course materials provided on the first day
- Complete all your training requirements
- Complete all your assessments as per the training plan
- Notify the trainer/assessor ASAP if you experience any concerns
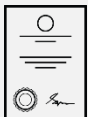
Complete training program and assessed as competent
Certificate awarded
 OR
Statement of Attainment if partial completion only achieved

NOTE: The student must have a verified USI and fees are paid in full before a testamur or SOA will be issued which could delay the issuance of the award.

All students with a verified USI and no outstanding fees must receive their award within 30 days of completion.

DELIVERY AND ASSESSMENT DESCRIPTORS

Induction	On the first day, the following will occur: • Training and assessment induction (hand out resources for the course or alternatively explain the resources as they would see via a Learner portal log in) • Reiterate and discuss the Training and Assessment Plan, the expectations and the requirements (timetable) • Extension of the Training and Assessment Plan, reduction of the Training and Assessment Plan • Readiness for assessment (Learner Activity Workbook, Learning Journal and Workplace Placement Workbook) and assessment task requirements • Housekeeping tasks
Face to face Training (F2F)	Theory (classroom learning) Refer to timetable for further details, included in the Training and Assessment Plan. Source documents include: • Training and Assessment Plan • PowerPoint slides/PowerPoint handouts • Learner Activity Workbooks • Textbook and supplementary learning resources Note: Learners may be exempt from units if credit transfers apply

Self-directed learning (SDL)	The Learner is allocated XX Hours per week to conduct self-directed learning (see COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING in latter pages).

SDL hours for each UOC are also documented in the Training and Assessment Plan Program Guide.

This time is allocated to reading the Learner Activity Workbook provided and the textbook chapters and/or supplementary learning resources, as instructed by the Trainer and noted in the Learning Journal.

The Learner is provided with a Learning Journal and Learner Activity Workbook to support their self-directed learning.

Evidence to be collected:

Learner Activity Workbook
This is designed to monitor the Learner's learning. The Learner Activity Workbook incorporates the following tasks, to help identify the areas of strength, and target areas of weakness:
- Learning Activities
- Simulated Learning Activities
- Self-Assessment Questionnaire

Learning Journal
The Learning Journal comprises of:
- Revision checklist: The Learner is required to complete knowledge revision activities using the listed Learning resources.
- Record of Learning: The Learner completes a log of all SDL activities undertaken (in accordance with the required hours documented in the Training Plan)
- Self-evaluation checklist: After completing the revision activities, the Learner should determine if they are ready for assessment (this is a self-assessment of the required knowledge prior to assessment).

This needs to be signed by the Learner and the Trainer/Assessor and placed on file as evidence of readiness for assessment and completion of theory training.

DELIVERY AND ASSESSMENT DESCRIPTORS

| On the job practical (OTJP) | Hours allocated to the OTJP component, are guided by the Workplace Placement Workbook. OTJP is conducted under supervision by a workplace mentor whom has been working in a relevant role for at least 2 – 3 years or more and as agreed with CEO. For practical tasks completed on the job as part of practical skill application, a Workplace Placement Workbook is provided to be completed.

Note:
- For workplace mentor details refer to the Workplace Agreement
- The Assessor must review the Workplace Placement Workbook prior to assessment.

Evidence to be collected:

Workplace Placement Workbook
The Workplace/Placement Workbook incorporates the following OTJP components:
- Part 1: Reflective Journal and Logbook
- Part 2: Third Party Report

Reflective Journal and Logbook
- The Reflective Journal and Logbook provides an opportunity for the Learner to self-assess their own performance in the workplace.
- Required tasks are provided. The Learner must reflect on these tasks whilst performing their assigned duties.

Third Party Report
The Third Party Report allows for a Workplace Supervisor to provide feedback on the skills and knowledge of the Learner to capably complete specific tasks in the workplace on multiple occasions consistently.

This needs to be signed by the Learner, Workplace Supervisor and the Trainer/Assessor, and placed on file as evidence of readiness for assessment and completion of practical training. |
|---|---|

| Final assessment (FA) | Allocated timeframes and task requirements are reflected in the timetable. Learners will be provided with instructions for each individual task. Instructions to the Assessor are provided to guide the Learner.

Evidence to be collected:

Assessment Workbook
This workbook incorporates a set of tasks that the Learner is required to complete.

The tasks include:
Task 1: Written/Verbal Questions
Task 2: Workplace Practical/Simulation Tasks
Task 3: Projects

The Learner must achieve a satisfactory result for each task to be deemed competent in each unit of competency. The Leaner must provide evidence which demonstrates they can perform the required competencies to the required standard. Competency depends on consistently demonstrating the skills and knowledge to enable the Learner to complete workplace tasks confidently in a variety of situations.

Workplace Placement Workbook
The Workplace/Placement Workbook incorporates the following 'on the job' components:
• Part 3: Workplace Observation Report/Verbal Interview

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

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

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

Refer to the assessment plan later in this document for further details and requirements. |
|---|---|

COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING

Delivery mode Legend	F2F	Face to Face Instruction	SDL	Self-directed Learning	OTJP	On the job practical	FA	Final Assessment
Other descriptors	C	Core unit	E/A E/B /E	Elective Group A Elective Group B Elective unit from any endorsed Training Package	VOL	Volume of Learning	NOM	Nominal Hours

Course outline

Unit code	Unit title	C/E	NOM	VOL	Delivery mode	F2F	SDL	OTJP	FA
Cluster 1 – Lead and manage teams									
BSBMGT502	Manage people performance	/E	70	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
BSBWHS408	Assist with effective WHS management of contractors	E/A	30	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
Cluster 2 – Workplace monitoring									
BSBSUS401	Implement and monitor environmentally sustainable work practices	E/A	40	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
BSBWHS409	Assist with workplace monitoring processes	E/A	40	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
Cluster 3 – Regulatory compliance and consultation									
BSBWHS402	Assist with compliance with WHS laws	C	40	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
BSBWHS405	Contribute to implementing and maintaining WHS management systems	C	50	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
Cluster 4 – Licencing, risk management and hazard control									
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	C	60	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	C	40	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10

COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING

Cluster 5 – Workplace health and safety

BSBWHS406	Assist with responding to incidents	C	40	68	Workplace F2F/OTJP/ SDL/FA	8	25	25	10
			410	604	Total hours	72	225	225	90

Volume of learning		Hours:	612	Months:		5	Weeks:		18

Volume of learning Rationale

The volume of learning allocated to this Certificate IV is 680, given the complexities and target group of the qualification a duration to consider OTJP has been considered at 20 Weeks

Volume of learning Source: https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf

Volume of learning Table: https://www.asqa.gov.au/standards/chapter-4/clauses-1.1-1.4-and-2.2

These activities include:

Face to face instructional session – theory (classroom learning), supported by:
- PowerPoint slides/PowerPoint handouts
- Learner Activity Workbook
- Supported literature (note: supplementary learning resources are listed later in this document)

Self-directed learning supported by:
- Learning Journal
- Learner Activity Workbook
- Supported literature (note: supplementary learning resources are listed later in this document)

On the job practical, supported by:
- Workplace Placement Workbook – Part 1: Reflective Journal and Logbook
- Workplace Placement Workbook – Part 2: Third Party Report

Final assessment, incorporating:
- Written/Verbal Questions
- Workplace Practical/Simulation Tasks
- Projects
- Observation
- Verbal Interview

Final assessment tasks are supported by:
- Assessment Workbook
- Workplace Placement Workbook – Part 3: Workplace Observation Report/Verbal Interview

COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING

Duration – Reduction of the training program or Extension of the training program

To reduce the duration of the training and assessment plan
The duration may be reduced for an individual learner if credit towards the qualification is given in the form of Recognition of Prior Learning or Credit Transfer. The underlying principle of Nationally Recognised Training is that a student does not have to repeat training and assessment that has already been undertaken

To extend the duration of the training and assessment plan
Instructions for notice to extend the training and assessment plan are noted in the record of assessment document for each unit of competency and the assessor guide instructions labelled 'WHAT YOU NEED TO DO BEFORE ASSESSMENT – ARE YOU READY FOR ASSESSMENT?'

COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING

If a student requires an extension as they are not ready for assessment the following procedure should be adhered to:

Readiness of assessment – How it works

- When you have completed all your learning requirements after the period defined in your training plan 'self-directed learning theory (learning journal) and on the job practical tasks (workplace log book), you must contact your trainer/assessor to make arrangements to review your readiness for assessment at your workplace.
- Your 'readiness for assessment review' must be booked in with your assessor by the proposed assessment date as stated on your training plan.
- At the site visit your Trainer/assessor will review your learning journal, and finalise the workplace log book. To do this your trainer/assessor will determine if you have sufficient knowledge and skills to commence assessment. This may be in the form of, but not limited to:
- Self-assessment checklist located prior to each assessment task located in the assessment document
- Discussion around knowledge of the unit of competency
- Discussions with your workplace supervisor regarding acquired skills
- Any other activity the assessor thinks is required
- If the trainer/assessor determines you are ready for assessment the trainer/assessor will hand over the final assessment tools for this unit of competency. Your trainer/assessor will discuss the expectations and requirements for assessment and have an informal chat with the workplace mentor and seek agreeance.
- The trainer/assessor will also do a final check of the workplace to ensure the workplace has the required equipment and resources to conduct the assessment as agreed prior to commencement of training. If there are issues or unforeseen circumstances arise i.e. insufficient resources or equipment due to changes made in the organisation, then arrangements will be required to be made before assessment can commence. This will delay the duration of your qualification and an extension to your training plan will be made until such time this issue can be sorted. Note: No more than 7 – 14 days extension will be granted
- If there are no concerns raised by the trainer/assessor and all parties are in agreeance, the assessment will commence. Any observations required to be undertaken will be organised in advance with the workplace mentor and yourself for agreed dates and times that will not impact the workplace daily operations
- If you are deemed by the trainer/assessor as not ready for assessment or alternatively you feel you are not ready for assessment, your trainer/assessor will identify the gaps and will allocate extra tasks and support requirements to meet your needs and arrange a suitable date for your rescheduled 'ready for assessment review'. Your training plan will be manually adjusted accordingly.
- If for any unforeseen circumstance that arises prior to the readiness for assessment review which impacts on a training schedule, the student must notify the trainer/assessor to make the necessary arrangements prior to the proposed assessment date on the training plan. If for whatever reason the student does not notify the trainer/assessor of cancellation and reschedule of 'readiness for assessment' interview, and the trainer/assessor shows up to conduct the review then this will be deemed as one attempt.

Note you have one other attempt to be reviewed for 'readiness for assessment'. Further attempts, if granted will incur a cost of $250 per attempt.

After the first attempt:

- Your assessor at the next scheduled attempt will then determine if you can progress to assessment and if so assessments will be provided, and the above processes will be followed.
- If after the second attempt your trainer/assessor feels you are not ready for assessment and all reasonable attempts have been made, then the following course of action may occur.
- A 'Notice to extend the training and assessment plan' form must be completed by all parties and signed by all parties' student/employer/trainer/assessor
- The 'Notice to extend the training and assessment plan' form must be handed over to the trainer assessor to give to the RTO Manager, within 24 hours of signing the form.
- The CEO will assess the notice and consider an extension to the training plan or alternatively they may reject the request dependent on the circumstances
- A decision will be reached, and you will be notified of the decision within 7 days of signing the 'Notice to extend training and assessment plan' form

If your application is rejected, you may be:

- Withdrawn from your qualification, and therefore re enrolled at a more suitable time
- Communication will be provided via phone/email or phone/letter advising of the decision and the action to be taken

If your application is approved:

- If the 'Notice to extend the training and assessment plan' is approved and an extension is granted communication will be provided via phone/email or phone/letter with an amended training plan and new proposed dates
- Your employer, trainer/assessor will also be notified accordingly
- Training and assessment will continue, and the training plan will be extended.

Note you have only one extension request per cluster. Students must be aware that decisions to grant approval will be made on a case by case basis. A 'notice to extend a training and assessment plan' must be completed and approved, the training plan amendments made before training and assessment can resume.

Source documents: Form: 'Notice to extend the training and assessment plan'

TRAINING AND ASSESSMENT PLAN/SCHEDULE (Read in conjunction with Visual Training and Assessment Plan/Schedule)

Unit code	Unit title	Description	F2F	SDL	OTJP	FA
Cluster 1 – Lead and manage teams						
BSBMGT502	Manage people performance	M1: Week 1 to M3: Week 4	M1: Week 1	M1: Week 1, 2	M1: Week 1, 2	M3: Week 3, 4
BSBWHS408	Assist with effective WHS management of contractors		M1: Week 3	M1: Week 3, 4	M1: Week 3, 4	
Cluster 2 – Workplace monitoring						
BSBSUS401	Implement and monitor environmentally sustainable work practices	M2: Week 1 to M4: Week 2	M2: Week 1	M2: Week 1, 2	M2: Week 1, 2	M4: Week 1, 2
BSBWHS409	Assist with workplace monitoring processes		M2: Week 3	M2: Week 3, 4	M2: Week 3, 4	
Cluster 3 – Regulatory compliance and consultation						
BSBWHS402	Assist with compliance with WHS laws	M3: Week 1 to M4: Week 4	M3: Week 1	M3: Week 1, 2	M3: Week 1, 2	M4: Week 3, 4
BSBWHS405	Contribute to implementing and maintaining WHS management systems		M3: Week 3	M3: Week 3, 4	M3: Week 3, 4	
Cluster 4 – Licencing, risk management and hazard control						
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	M4: Week 1 to M5: Week 2	M4: Week 1	M4: Week 1, 2	M4: Week 1, 2	M5: Week 1, 2
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes		M4: Week 3	M4: Week 3, 4	M4: Week 3, 4	
Cluster 5 – Workplace health and safety						
BSBWHS406	Assist with responding to incidents	M5: Week 1 to M5: Week 2	M5: Week 1	M5: Week 1, 2	M5: Week 1, 2	M5: Week 1, 2

LEARNING PROGRAM RESOURCES

TEXT BOOKS AND OTHER RESOURCES

Item	Title	Edition	Author	Reference /ISBN
Item 1	Work health and safety	Edition 1	Michael Stoll Caroline McGill James Ritchie	ISBN: 1743077467, 9781743077467 https://books.google.com.au/books/about/Work_Health_and_Safety.html?id=xo9BmwEACAAJ
Item 2	Occupational Health and Safety Regulations 2017	2017	Regulator	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/93eb987ebadd283dca256e92000e4069/05C39981B52D9E0FCA25810E0021D052/$FILE/17-022sra%20authorised.pdf
Item 3	OHS Regulations 2017: Summary of Changes	2017	Regulator	https://www.worksafe.vic.gov.au/__data/assets/pdf_file/0011/207659/ISBN-OHS-regulations-summary-of-changes-2017-07.pdf
Item 4	Summary of the Occupational Health and Safety Act 2004	2004	Regulator	http://squiz.worksafe.vic.gov.au/__data/assets/pdf_file/0019/210349/ISBN-A-summary-of-Occupational-Health-and-Safety-Act-2004-a-handbook-for-workplaces-2005-06.pdf
Item 5	Sustainability Toolkit – Offices	2009	NSW Business Chamber	http://www.businesschamber.com.au/NSWBC/media/Misc/Policy%20Documents/Sustainability-Toolkit-Offices.pdf

LEARNING RESOURCES

The resources listed below will be available for Trainers/Assessors and Learners. All policies and procedures are available to staff and are provided at induction together with the Staff Handbook. All documents are held on Dropbox and SMS as applicable. All our RTO policies and procedures related to learners, are available to learners in the Student Handbook.

Unit code	Unit title	PowerPoint slides	Learner Activity Workbook	Textbook chapter	Reflective Journal and Logbook	Learning Journal
BSBMGT502	Manage people performance	✓	✓	N/A	✓	✓
BSBWHS408	Assist with effective WHS management of contractors	✓	✓	Item 1: Chapter 4 – Managing Contractors, Item 2, Item 3, Item 4	✓	✓
BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	Item 2, Item 4, Item 5	✓	✓
BSBWHS409	Assist with workplace monitoring processes	✓	✓	Item 1: Chapter 9 – Health Monitoring, Item 2, Item 4	✓	✓
BSBWHS402	Assist with compliance with WHS laws	✓	✓	Chapter 1 – The legislation framework Item 2, Item 4	✓	✓
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	✓	✓	Chapter 8 – Consultation Item 2, Item 4	✓	✓

LEARNING RESOURCES

BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	✓	✓	Item 1: Chapter 6 – Identifying hazards Item 2, Item 4	✓	✓
BSBWHS405	Contribute to implementing and maintaining WHS management systems	✓	✓	Item 1: Chapter 5 – Develop and implement a compliant WHSMS Item 2, Item 4	✓	✓
BSBWHS406	Assist with responding to incidents	✓	✓	Item 1: Chapter 10 – Incident investigation, Item 2, Item 4	✓	✓

ASSESSMENT PROGRAM RESOURCES AND ASSESSMENT PLAN

Unit outcomes	All assessment tasks outlined per unit of competency must be deemed satisfactory to receive a competent outcome. Assessment tasks are grouped. A range of tasks are made up of the following methods:

Assessment legend

Method	Code	Description
Written/Verbal Questions	WQ	These consist of short answer questions, multiple choice and true or false questions, which require the Learner to provide a considered written response.
Workplace Practical/ Simulation Tasks	SIM	The Assessor will observe the Learner undertaking a specified task and/or role play. The Learner is required to complete relevant industry specific documentation as part of the task. Evidence is also recorded in an observation checklist which contains benchmarks and decision-making rules.
Projects	PR	The application of theory and practice such as: case study, action research, experiment, impact studies, planning for a complex professional task, field work etc.
Observations	O	The Workplace Observation Report/Verbal Interview allows for the Assessor to assess a Learner's actual work performance over a period of time.
Verbal Interview	V	Questions asked by the Assessor in conjunction with the Workplace Observation task to verify the validity of the Assessment question
Third Party Report	T	The Third Party Report allows for a supervisor/mentor to provide feedback on the practical tasks performed by the Learner, in the workplace.

ASSESSMENT PLAN

Unit code	Unit title	Task 1	Task 2	Task 3	Workplace Placement Workbook
BSBMGT502	Manage people performance	WQ	SIM	PR	T/O/V
BSBWHS408	Assist with effective WHS management of contractors	WQ	SIM	PR	T/O/V
BSBSUS401	Implement and monitor environmentally sustainable work practices	WQ	SIM	PR	T/O/V
BSBWHS409	Assist with workplace monitoring processes	WQ	SIM	PR	T/O/V
BSBWHS402	Assist with compliance with WHS laws	WQ	SIM	PR	T/O/V
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	WQ	SIM	PR	T/O/V
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	WQ	SIM	PR	T/O/V
BSBWHS405	Contribute to implementing and maintaining WHS management systems	WQ	SIM	PR	T/O/V
BSBWHS406	Assist with responding to incidents	WQ	SIM	PR	T/O/V

ASSESSMENT CONDITIONS

Reassessment	A maximum of 3 attempts for assessments are allowed. Each 'Not Satisfactory' attempt will be reviewed by the Assessor and areas to focus on for further study will be recommended. If after the 3rd attempt the student still cannot complete the assessment task satisfactorily, $200 per unit will be charged to reassess the unit of competency. If after the third attempt the student is deemed Not yet competent the student will be required to do further training before reattempting this unit. Fees will apply Note: declaration noted on the Final assessment record Document reference: Financial management – fees and charges policy and assessment procedure
Reasonable adjustment	Trainers/assessors are required to consider and allow reasonable adjustments in line with the Training and Assessment policy. Trainers/assessors are required to consider and allow reasonable adjustments in line with this policy Managing Learning Difficulties and within available resources. Adjustments will relate to a student's identified needs and will promote attainment of units while ensuring unit requirements are met. Reasonable adjustments may include (but are not limited to) flexible attendance; additional tutoring; verbal responses to assessment tasks and extended time for assessment tasks, and/or interpreters. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on RTO or the participant employer. Examples of reasonable adjustment in assessment include: • Substitution of an oral assessment task for a written one, provision of extra time, use of adaptive technology • Additional workplace visits An intervention strategy for any student who is not making satisfactory course progress the intervention strategy will include provisions for: • Where appropriate, advising students on the suitability of the course in which they are enrolled; • Assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency Document reference: See Assessment Policy and Assessment Procedure

ASSESSMENT CONDITIONS

Recognition process	**Credit Transfer**
	If a certificate or statement of results is produced and verified, a credit transfer process will be initiated by ATAR Design in relation to the units as per the training plan.
	'Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched or equivalent units of competency.' (Source: AQF)
	Recognition of Prior Learning:
	An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification (Source: AQF)
	If recognition applies, the students' overall duration will alter, and a schedule of exemptions will be provided
	Document reference: Refer to Recognition of Prior Learning and Credit Transfer Policy and Procedure

ASSESSMENT RESOURCE CONDITIONS

Unit code	Unit title	Required resources
BSBMGT502	Manage people performance	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Fair work Framework • Access to internet/Computer
BSBWHS408	Assist with effective WHS management of contractors	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 4 • Access to internet/Computer
BSBSUS401	Implement and monitor environmentally sustainable work practices	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • Access to internet/Computer

ASSESSMENT RESOURCE CONDITIONS

Unit code	Unit title	Required resources
BSBWHS409	Assist with workplace monitoring processes	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 9 • Access to internet/Computer
BSBWHS402	Assist with compliance with WHS laws	• Workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans. • Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 1 • Access to internet/Computer

ASSESSMENT RESOURCE CONDITIONS

Unit code	Unit title	Required resources
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	• Workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans. • Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 8 • Access to internet/Computer
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 6 • Access to internet Source

ASSESSMENT RESOURCE CONDITIONS

Unit code	Unit title	Required resources
BSBWHS405	Contribute to implementing and maintaining WHS management systems	• Workplace documentation including quality audit reports, checklists, risk management plans and audit plans. • Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 5 • Access to internet Source
BSBWHS406	Assist with responding to incidents	• Relevant legislation, regulation, standards, and codes • Relevant workplace systems, documentation, and resources • Case studies and, where possible, real situations • Interaction with others. • ATAR Learner Activity Workbook • ATAR Learning Journal • ATAR Assessment Workbook • ATAR Workplace Placement Workbook • Occupational Health and Safety Regulations 2017 Framework • Summary of the OHS Act doc • ISBN: 1743077467, 9781743077467 Chapter 10 • Access to internet Source

POLICIES AND PROCEDURES

Plagiarism / copying of work	When asked to complete an individual assessment each student is to do their own work and not use either • The work of other students • Work that has been copied and pasted from another source (e.g. from a web site) where the site has not been listed as a source. Both above is considered plagiarism and are not permitted. If a students' work is found to have been plagiarised or copied form another source, the students work will be assessed and graded as NS. Corrective action will include (but may not be limited to) the assessment, or a similar assessment having to be completed by the student Document reference: Refer to Academic Misconduct Policy & Procedure
Complaints and Appeals	Anti-Discrimination Board – Victorian Equal Opportunity and Human Rights Commission http://www.humanrightscommission.vic.gov.au/ Department of Fair Trading – Consumer Affair Victoria https://www.consumer.vic.gov.au/ Australian Skills Quality Authority https://www.asqa.gov.au/complaints All complaints must be in writing in English, any disputes will be settled under Australian Law https://www.australia.gov.au/information-and-services/public-safety-and-law/complaints Document reference: Refer to Complaints & Appeals Policy & Procedure

POLICIES AND PROCEDURES

Assessment validation / moderation process and program evaluation	Assessment in this program will be validated through the following processes: • Moderation of assessment outcomes between teachers/trainers & assessors • Moderation with other RTOs/TAFEs • External agencies • Peer review • Internal audit • Review and evaluate assessment strategy against the competency standards The processes used to validate assessment activity in this program occur at the following stages: • All validation activities are documented on the 'Validation checklist'. While the Internal and External validation activities are identified as separate processes below it should be noted that the processes may be combined. • The CEO shall schedule regular validation sessions every 3 months. These sessions are to be appropriately scheduled and documented on the 'Validation Schedule'. This schedule is to be completed for all units being delivered by the RTO as groups of units as per the units listed in this document. The units will be validated at each session as per the schedule. • If the program is new, then the course will be piloted first and then the course as a whole will be validated and moderated and documented for continuous improvement. The validation process of each unit of competence is to be documented by completing the 'Validation Checklist' which must be submitted to the CEO at the conclusion of each validation session. This checklist will ensure the Assessment instruments for an individual unit are appropriate and address the Training Package requirements/ curriculum, the AQTF Standards, NVR standards, and regulatory Guidelines The moderation sessions are also required to include the reviewing of previously conducted assessments from sample student files if applicable to ensure the RTO is able to review the assessment decisions and the effectiveness of the assessment process. It is the responsibility of the CEO to update the relevant Training and Assessment Strategy and relevant assessment instruments as identified through the internal validation process. This process will be supported by the Continuous Improvement processes and relevant management and / or staff meetings. The CEO shall ensure that all evidence of validation activities is maintained appropriately. This includes validation checklists and evidence of implementation of identified improvements.

POLICIES AND PROCEDURES

Assessment validation / moderation process and program evaluation	External Validation: The RTO will undertake external validation activities with external parties on a regular basis. This validation of assessment instruments and processes will take place with external parties such as external consultants, employers, other RTO's, and industry bodies, external moderation events, or through professional development activities. The CEO will ensure the RTO has appropriate external validation processes in place for each industry area the RTO is providing training and assessment services. The processes may be the use of an external consultant, industry-based networks, training based networks, or employer based networks. The validation activities should occur as per the validation schedule and appropriate documentation maintained of the validation activities. The external validation activities may include but are not limited to: • Engaging an appropriate external consultant to validate assessment instruments and processes • Designated sessions with external assessors to validate assessment instruments • Meetings to provide up to date industry standards and expectations • Professional development activities in delivery and assessment methods • Employer feedback processes Document reference: Refer to Validation/moderation policy and procedure and continuous improvement policy and procedure and Validation schedule

POLICIES AND PROCEDURES

Legislation	ATAR Design follows all relevant Commonwealth and State laws. These documents can be sourced at http://www.austlii.edu.au/databases.html		
	ATAR Design abides by the principles of the Privacy Act; however, the organisation may be required to provide student contact details to State or Federal Authorised personnel for audit or upholding the law.		
Commonwealth legislation	Privacy Amendment (Enhancing Privacy Protection) Act 2012	Racial Discrimination Act 1975	Sex Discrimination Act 1984
	Tax Agent Services Act 2009	Taxation Administration Act 1953	Work Health and Safety Act 2011
	A New Tax System (Goods and Services Tax) Act 1999	Age Discrimination Act 2004	Anti-Money Laundering and Counter-Terrorism Financing Act 2006
	Australian Capital Territory Government Service (Consequential Provisions) Act 1994	Australian Human Rights Commission Act 1986	Australian Prudential Regulation Authority Act 1998
	Australian Prudential Regulation Authority Act 1998	Competition and Consumer Act 2010	Corporations Act 2001
	Disability Discrimination Act 1992	Fringe Benefits Tax Assessment Act 1986	Income Tax Assessment Act 1997
	Australian Accounting Standards Board (AASB) Standards	Financial Reporting Council	
State / Territory	Anti-discrimination: Discrimination Act 1991 (ACT); Anti-Discrimination Act 1977 (NSW); Anti-Discrimination Act 1996 (NT); Anti-Discrimination Act 1991 (Qld); Anti-Discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA)	Occupational health and safety: Occupational Health and Safety Act 2004 (Vic); Occupational Safety and Health Regulations 1996 (WA)	Trustee: Trustee Act 1958 (Vic); Trustee Act 1925 (NSW); Trustee Act 1936 (SA); Trustee Act 1962 (WA); Trustee Act 1978 (Qld)

POLICIES AND PROCEDURES

Regulatory authorities / Standards	Australian Accounting Standards Board (AASB) Standards	Financial Reporting Council	
Education and RTO legislation and standards	Workplace Health and Safety Act 2011	Anti-Discrimination Board	Anti-discrimination and diversity legislation
	VET Legislation (i.e. Education Training Reform Act)	Racial Discrimination Act 1975	Sexual Discrimination Act 1984
	Equal Opportunity Act 2010	Student Identifiers Act 2014 and Student identifiers Bill 2014	Privacy Act 2000 and National Privacy principles (2001)
	Copyright Act 1968	National Vocational Education and Training Regulator Act 2011 – ASQA	Environmental legislation
	Ethical principles	Industrial relations legislation	Legislative Instruments Act 2003
	Disability Act 2006	Workplace Relations Act 1996	Skilling Australia's Workforce Act 2005
	Local government Act 1989	Safe Work Australia Act 2008	

POLICIES AND PROCEDURES

Transition arrangements	The processes used to monitor, and review Transition arrangements are explained in the Transition from Superseded Training Package Policy and Procedure. Please refer to this for detailed information. ATAR Design's CEO is subscribed to the following email updates to ensure the RTO is advised of any changes to Training Package: • ASQA • Training.gov.au https://www.asqa.gov.au/ https://training.gov.au/ Document reference: Refer to transition of training packages policy
Educational support	Educational and support services may include, but are not limited to: • Pre-enrolment materials; • Study support and study skills programs; • Language, literacy and numeracy (LLN) programs or referrals to these programs; • Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity; • Learning resource centers; • Mediation services or referrals to these services; • Flexible scheduling and delivery of training and assessment; • Counselling services or referrals to these services; • Information and communications technology (ICT) support; • Learning materials in alternative formats, for example, in large print; • Learning and assessment programs contextualised to the workplace; and • Any other services that the RTO considers necessary to support learners to achieve competency. ATAR Design will ensure the ethnic, cultural and intellectual aspects of the target groups have been considered in the selection of appropriate delivery and assessment modes for this training course. All learners are provided both direct and referral support regarding their educational and support needs including student's well-being. Document reference: Please refer to enrolment, client rights and Client information policy
AVETMISS Reporting	Trainers and Assessors provide student progress information to the ATAR CEO (AVETMISS Student Management System operator) and verify that accurate and up-to-date information is recorded on ATAR Design compliant database

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

Trainers/Assessors are required to maintain the conditions as per clauses 1.13-1.16

https://www.asqa.gov.au/standards

Clause 1.13
In addition to the requirements specified in Clause 1.14 and Clause 1.15, the ATAR Design training and assessment is delivered only by persons who have:
- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment being provided; and
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

Clause 1.14
ATAR Design training and assessment is delivered only by persons who have:
- If delivered on or prior to 31 March 2019, is delivered only by persons who have the training and assessment credential specified in Item 1 or Item 2 or Item 3 of Schedule 1.
- If delivered on or after 1 April 2019, is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1.

https://www.legislation.gov.au/Details/F2017C00663/1f63866f-b20b-4f39-b869-468c9048ea2d

Clause 1.15
Where a person conducts assessment only, the institute ensures that the person has:
- On or prior to 31 March 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of Schedule 1; or
- On or after 1 April 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

Clause 1.16
ATAR Design ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

As per the recommendations made as a result of industry engagement trainers and assessors must hold a minimum of 5 years' experience in the VET sector no lower than a CEO or Administration Manager role

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

On each trainers file is as follows:

Front cover – contact details

Tab 1 – Staff Induction includes staff induction end to end process form

Tab 2 – ID includes Police check, working with children check and Photo ID /other

Tab 3 – Curriculum vitae- includes a copy of CV with minimum 5 years employment history

Tab 4 – TAE – includes as certified copy of TAE holding TAE40110, with the LLN unit TAELLN401A - Address adult language, literacy and numeracy skills or SOA

Tab 5 – Qualifications and verifications includes the qualifications/verifications register with certified copies of the all relevant qualifications held by the staff member.

Tab 6 – Trainer Competency mapping includes Trainer/Assessor competency mapping document

Tab 7 – Currency - can includes letter from employer outlining the position description, position description on company letter verifying the dates of employment or other deemed acceptable on a case by case basis

Tab 8 – Professional Development Plan includes 12-month PDP

Tab 9 – Professional development register includes evidence for all PD for VET and industry in the current year (refer to section 3 of the PD register for a detailed list of acceptable CPD points)

Tab 10 – HR includes letter of offer, employment contract, Tax file declaration, Staff handbook, reference check procedure, New employee Personal details form

Document reference: Refer to staff policy and procedure

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

Trainer and assessor summary

Trainer and Assessor

Trainers Name	Michael Stoll
TAE	TAE40110 Certificate IV in Training and Assessment TAE50116 Diploma of Vocational Education and Training
Licences held	Certificate of Achievement from QAS (Quality Assurance Services) – Auditor/Lead Auditor Training
Vocational Competence	BSB51315 Diploma of Work Health and Safety BSB41415 Certificate IV in Work Health safety BSB51615 Diploma of Quality Auditing
Currency	CEO of RTO and currently conducting internal audits for RTOs and WHS
Summary	**Currently providing Quality Systems support:** • Over 34 years' experience in the VET Sector • A major Textile Manufacturing Company – Auditing and Recertification support • A small RTO – ongoing maintenance of their ISO Quality System • A food manufacturing and Retail business – review of their current quality, safety and food handling systems Currently providing the following WHS support: • A third-tier construction company Cert IV WHS training • A third-tier construction company – Implementing a compliant safety system • A small manufacturing company – Implementing a compliant safety management system • A medium size food manufacturing company – Implementing a compliant safety management system • A machinery hire and service company – ongoing WHS support and Training • A small RTO – ongoing maintenance of their ISO Safety System CEO – RTO • Manage and direct the organisation to meet client, student and industry training need whilst achieving optimum profitability and effective use of business assets and human resources. Develop and review policy, and plan, organise and control major functions relating to the operation and administration of the organisation through fellow executives. Ensure that the organisation complies with its ASQA, CRICOS and funding regulatory bodies requirements

- Essential duties and responsibilities included the following:
  - Direct the policy and operations of the organisation for the achievement of short and long-term business/policy objectives, increased profit, or market share
  - Establish organisation objectives, policies and programmes and, if appropriate, set standards and targets. Analyse economic, social, technical, legal and other data or trends
  - Appraise the activities of the organisation according to strategies and objectives, and monitor and evaluate performance. Consult with subordinate staff and review recommendations and reports
  - Represent the organisation in negotiations, at conventions, seminars and official occasions, and liaise with other organisations (e.g. major suppliers, customers, industry associations and government representatives)
  - Ensure that as an RTO, the organisation meets all its regulatory requirements and provides the best student outcomes.

CONSULTATIVE PROCESS INDUSTRY FEEDBACK/ENGAGEMENT

Industry consultative processes

The strategies for gaining industry input may include:
- Attendance at industry meetings (meeting minutes document)
- Visits to industry sites (workplace checklist)
- Meetings with industry representatives ('Training and assessment industry engagement Questionnaire TAS Development' form)
- Participation of industry in assessment validation meetings (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form)
- Training needs analysis for an organisation (see 'Training needs analysis' template)

Evidence that is required to be kept includes:
- Letters of support on industry letterhead
- Emails of support with logos
- Minutes of meetings (see meeting minutes template)
- Assessment validation forms with industry signatures (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form
- Industry validation of TAS. (see 'Training and assessment industry engagement Questionnaire TAS Development' form)
- Training Needs Analysis (see TNA form)

COMPLETE FROM INDUSTRY CONSULTATION DOCUMENT

Date of review	Name	Contact details	Area of expertise
16/4/2018	Workplace Safety Advisors	Mike Stoll 0411 856 013 mike@wsadvisers.com.au	Owner of WSA a specialised consultancy for Work health safety systems ISO support and Auditing compliance Relevant tasks A third-tier construction company Cert IV WHS training A third-tier construction company – Implementing a compliant safety system A small manufacturing company – Implementing a compliant safety management system A medium size food manufacturing company – Implementing a compliant safety management system A machinery hire and service company – ongoing WHS support and Training A small RTO – ongoing maintenance of their ISO Safety System

CONSULTATIVE PROCESS INDUSTRY FEEDBACK/ENGAGEMENT

17/4/2018	Crete-Concreting Self-employed independent contractor (Construction Trainer and Assessor)	Justin Fyson 0419 693 038	Onsite safety compliance Management of contractors and staff in the construction industry Concreting and small building projects Trainer and Assessor Building and Construction
18/4/2018	Nolan Building Group	Anthony Nolan 0433 958 801	Owner Nolan Building Group High Risk management of large construction properties across Victoria Management of contractors in line with Worksafe Victoria guidelines Registered VBA builder

1. Target groups: comments included, accurate, appropriate, lines up with current industry practice
2. Training Program: workplace training beneficial and experienced trainer's knowledge imparted will assist the student in their job roles
3. LLN entry – identified ACSF level 4, appear relevant to the industry requirements, right level for the qualification
4. Entry requirements: appropriate for the course and content, appropriate, suitable and committed candidates only gain entry into the course
5. Unit electives – benefit the RTO worker, believe they are appropriate, relevant to the job roles encountered in industry
6. Sequence: sequencing of the training is right, believe it is appropriate, follow a logical order, units form a sound basis for units later in the course
7. Timeframe: Given the students are working 25 hours per week in the industry it is possible they are applying the skills already and could do the course in a shorter timeframe, meets timeframe seems ideally suited to ensure the students remain motivated and can more easily retain skills and knowledge which develop as the course progresses
8. Volume of Learning: 672 hrs., 20 weeks
9. Placement hours: working 25 hours per week, full time on-site training
10. Resources for course delivery: more than adequate, appropriate, resources are excellent, covering elements from the basic to quite complex in an easy to understand format
11. Additional Resources: Nil Additional resources required
12. Delivery modes: sufficient, appropriate, on-site mode ensures the delivery will match current industry requirements, face to face learning component is reasonable for a learner in this environment to gain skills and knowledge.
13. Assessment process: right for the purpose, suitable, take full advantage of the program offered to train the staff in the workplace
14. Student outcomes – yes able to achieve outcomes, believe it would, the on-site assessment ensures current industry standards and processes are adhered to and met.
15. Facilities and Equipment- right, believe they are, On-site delivery ensures facilities and equipment are actual, not simulated, simulated case studies within the assessment workbook assist to retain real work like scenarios equivalent to the way this would happen within the WHS industry
16. Logical delivery sequence – just right, the delivery and clustering of units follows a logical and safe sequence of delivery
17. Evidence gathering techniques: sufficient in gathering information, believe it does, the on-site nature of the assessments and activities ensure competency is assessed against current industry requirements, and the written assessments appear relevant and concise

CONSULTATIVE PROCESS INDUSTRY FEEDBACK/ENGAGEMENT

18. Alignment to industry: requirements for appropriate learning have been sighted within the course materials
19. Job readiness: I believe it does, role play and demonstration tasks are sufficient; entry into this course requires the student to be engaged in full time employment within the WHS/OHS related work force so that observation and technical application of the course can be applied to the working role.
20. Trainers and assessors: Hold industry qualification, has the reputation in the industry, people management skills, 5 years of industry experience, Current relevant industry qualifications and formal qualifications in training and assessment.
21. Details of changes to assessment process, method or tools: relative to the job role and would not recommend changes, no recommendations identified, the processes, requirements and methods of this course appear to be of an excellent standard, meeting the training requirements of current industry participants and stakeholders

Monitoring and review of training and assessment strategy process

The CEO monitors all development of training and assessment strategies and resources practices and areas for improvement are identified and acted upon.

Document reference Continuous Improvement Policy

REQUIREMENTS TO ENSURE PROGRAM INTEGRITY

Requirements checklist	YES	NO	NA
Relevant training package is current and has been used to develop this Training and Assessment Strategy.	☒	☐	☐
Target groups, course outcomes, entry requirements, RPL arrangements identified	☒	☐	☐
Resources including training and assessment staff have been sourced and mapped for all required units within the nationally recognised qualification	☒	☐	☐
Assessment tools have been developed and are validated to ensure they meet requirements of the units of competency (i.e. mapped to units of competency)	☒	☐	☐
All staff involved in the delivery and assessment of this qualification, have direct access to the current version of the course materials including the appropriate training package rules, units of competency, assessment guidelines and qualification structure.	☒	☐	☐
Process for validation and moderation of assessment has been developed.	☒	☐	☐
Continuous Improvement of training and assessment identified	☒	☐	☐
Is a course induction/information pack made available to students?	☒	☐	☐
Cores and elective selection has been discussed with industry representatives	☒	☐	☐
Licensing, legislative, regulatory or certification considerations made	☒	☐	☐
Risk associated with the delivery of the program	**YES**	**NO**	**NA**
Potentially dangerous environments and industries	☐	☒	☐
New area of training on scope of registration Industry consultation has been undertaken to ensure the course is meeting industry standards	☒	☐	☐
Predominantly Classroom delivery supported with a simulated training environment suitable for training and assessment	☐	☐	☒
Have sufficient host agreements been sourced to support the work placement program	☐	☐	☒
Delivery relies on a partnership arrangement	☐	☐	☒
Are trainers/assessor qualified	☒	☐	☐

RTO ENDORSEMENT OF STRATEGIES

RTO Contact Name:	Jessica Kulpinac
Address:	5/1065 Frankston-Flinders Rd Somerville
Email:	jessica.kulpinac@atardesign.com.au
Contact Phone Number at Workplace:	03 5977 7173

RTO Representative Signature (after review of consultation)	*Jessica Kulpinac*	**Date**	18/5/2018

Next review date of TAS	Ongoing and yearly review

ATAR|DESIGN