



ATAR DESIGN

Recognition of Prior Learning

**BSB41415
Certificate IV in Work Health and
Safety**

Part One - Assessors Manual



Table of Contents

Part One - Assessors Manual.....	1
Section 1.....	3
Advice for Assessors	4
How to Use this Recognition of Prior Learning Kit	6
Part One - Section One - Assessor Information.....	6
Part One - Section Two - Competency Summary	6
Part One - Section Three - Assessment Mapping Tables.....	6
Part Two – Section One - Candidate Information and Application Forms.....	6
Part Two – Section Two – Self Assessment Evidence	7
Part Two - Section Three - Referee Testimonials	7
Part Three – Section One - Competency Conversation.....	7
Part Four - Section One – Challenge Tests and Observation Recording Forms	8
Questioning Techniques to Elicit Appropriate Answers	9
Units of Competency	10
Overview of Recognition Process	11
RPL Assessment Process Flowchart for Assessors	12
Steps in the RPL Process	13
1.0 The Application	13
2.0 Documentary Review	13
3.0 Competency Conversation	14
4.0 Challenge Tests	15
5.0 Recommended Gap Training	15
Section 2.....	16
Assessor Evidence Checklist	17
Competency Summary.....	19
Section 3.....	20
Assessment Mapping Table	21
BSBWHS402 Assist with compliance with WHS laws	21
BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes	22
BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control	23
BSBWHS405 Contribute to implementing and maintaining WHS management systems	24
BSBWHS406 Assist with responding to incidents.....	25
BSBMGT502 Manage people performance	26
BSBSUS401 Implement and monitor environmentally sustainable work practices	27
BSBWHS408 Assist with effective WHS management of contractors	28
BSBWHS409 Assist with workplace monitoring processes	29
BSBWHS410 Contribute to work-related health and safety measures and initiatives	30



Section 1

Assessor Information

This section contains information that you, as the assessor, must be aware of before conducting an assessment or commencing any assessment procedure. It outlines the intent and processes surrounding this RPL assessment process and kit and how it differs from assessments undertaken following formal training. It must be emphasised that an RPL process is not a determination of initial competency for a Unit of Competency or a qualification, but a confirmation of achieved competency as petitioned by the applicant. Therefore, this document is not in a format to determine initial competency but a format to confirm existing competency.

Note: *Part One Section Three provides the Elements, Performance Criteria and the Critical Aspects for assessment and evidence required to demonstrate competency in this unit. It is a requirement that an Assessor become conversant with this Section and the provided RPL Guide for All Participants before the commencement of an RPL process.*



Advice for Assessors

This RPL Assessor Kit of four (4) parts is designed to organise the RPL assessment process for the qualification by taking a practical approach to RPL by using assessment methods such as self-assessment, questioning, challenge testing and observation. This will assist in developing a “picture of the applicant’s skills and knowledge”. This picture can then be compared with the training package requirements as listed in this Part of the kit enabling a determination of whether the applicant has achieved the required outcomes.

Important Aspects to Remember:

A sound knowledge of assessment and the qualification is essential

It is important to have a good understanding of the units of competency for this qualification to be able to make an appropriate determination for the applicant’s goals.

All units of competency are available for review in the Training Package that is available as a free download from <http://training.gov.au/> using their individual unit code or qualification code.

Assessing a single unit of competency is rarely cost or time effective. Where possible, every effort should be made to assess several units at the same time taking advantage of any commonality in content. This means looking at the whole picture of a particular job role as it happens in industry and assessing holistically. This saves valuable time in the assessment process.

Assessment involves judgement

This manual is constructed in first-person narrative for the student applicant and the requirement of contextualisation. First person is a mode where a story is narrated by one character at a time, speaking for and about themselves. First-person narrative may be singular, plural or multiple as well as being an authoritative, reliable or deceptive “voice” and represents a point of view in the explanations.

The student applicant should explicitly refer to themselves using words and phrases involving “I” (referred to as the first-person singular) and/or “we” (the first-person plural). This allows you as the assessor to see the point of view (including opinions, thoughts, and feelings) only of the student candidate, and no other characters. In some explanations, the student candidate may refer to information they have heard from the other sources, in order to try to deliver a larger point of view.

This kit (Part 3) encourages the use of a “competency conversation” to maximise the applicant’s opportunities to discuss the required knowledge to determine competence. This is NOT designed as an oral examination. It is about using the specific questions provided to start a conversation with the applicant which draws out their actual individual experiences and relevant skills. In other words, it is about the assessor probing the applicant through a conversation to draw out further information on the applicant’s experience which may not be forthcoming due to nerves or confusion over technical terminology.

This RPL Kit also provides observable tasks (Part 4) to allow applicants to demonstrate skills that are included to satisfy the sufficiency requirement or the validate Not Satisfactory (NS) responses during the competency conversation.



Authentication/verification is integral to RPL assessment

It is critical that information collected from the competency conversation and observation be confirmed with those who can authenticate the applicant's skill over time. Supervisors would generally perform this role. Authentication may also be done through conversation but it must be emphasised that it is essential that assessors take careful and comprehensive notes to support and record their determinations.

Recording assessment is critical

RPL is an evidentiary process therefore records of all aspects of conversations, skills demonstration or documentation viewed that support the claim of prior learning are necessary. Remember – the record is the document that makes sense of the assessment process and why a particular determination can or has been made. Keeping careful and comprehensive notes about the applicant's response is critical and can be the complete rationale for determination.

The assessment record is a legal document and must be signed, dated and stored according to requirements of the Standards for RTO's 2015 and the Australian Qualifications Framework.

To access further information on the Australian Qualifications Framework, you can visit: <http://www.aqf.edu.au/>

Advice on assessment of Prerequisite Units

This qualification is built on a structure of accumulated skills and knowledge. This means that there are hierarchies of skills and knowledge that are built up from a range of competencies. Any units of competency that underpin others are listed as prerequisites. In terms of training delivery and assessment, the term 'prerequisite' means that a person cannot be deemed 'competent' in the higher level unit until they are competent in the prerequisite units. An RTO may choose an integrated assessment approach. In this case the actual assessment of prerequisites may occur concurrently with other units.



How to Use this Recognition of Prior Learning Kit

This Recognition of Prior Learning (RPL) Assessment Kit is divided into sections to permit easy access to only the sections that will be required at any given time for any applicant as determined by the Assessor. These sections are:

Part One - Section One - Assessor Information

This section contains information that you as the assessor must be aware of before conducting an assessment or commencing any assessment procedure. It outlines the intent and processes surrounding this RPL assessment process and how it differs from assessments undertaken following formal training. It must be emphasised that an RPL process is not a determination of initial competency for a unit of competency or a qualification, but a confirmation of competency as petitioned by the applicant. Therefore, this document is not in a format to determine initial competency but to confirm existing competency.

Note: Part One Section Three provides the Elements, Performance Criteria and the Critical Aspects for assessment and evidence required to demonstrate competency in this unit. It is highly recommended that an Assessor become conversant with this Section before the commencement of an RPL process.

Part One - Section Two - Competency Summary

The evidence summary is for the completed outcome of this RPL process. To be valid it must be signed by both the Applicant and the RTO Assessor.

Part One - Section Three - Assessment Mapping Tables

This section provides all the UOC, the elements, the performance information and the critical aspects that are to be used as the reference tools for the Assessor to see, at a glance, the requirements for the outcome of Satisfactory (S) or Not Satisfactory (NS). All the elements and performance criteria within the units of competency are cross-matched in this table with a corresponding assessment question/task/scenario (mapping). This provides transparency for the process and the opportunity to validate the assessment process against the qualification.

Part Two – Section One - Candidate Information and Application Forms

This Part (completed by the applicant) provides the assessor with valid information that the applicant has achieved skills and knowledge to proceed further with the application. A lack of valid information will result in a conclusion to the process. It advises applicants about the assessment process as well as containing required forms for the applicant to complete. From the information provided by the applicant on these forms, it will develop a portfolio of evidence to permit an assessor to gain a general understanding of the skills and experience the applicant has, as well as referee contacts.



Part Two – Section Two – Self Assessment Evidence

This section is to provide visual and documentary evidence to validate claims of currency claims from the Application Self-Assessment Questionnaire from Section One including the capabilities and evidence of the applicant's abilities. It is suggested that the applicant should be included in any photographs to validate authenticity and each photograph is to be referenced to a UOC. Videos are to validate currency of skills. There is a requirement for a minimum of six (6) five (5) minute minimum videos of different processes for different UOC. Evidence for the provided table can be:

- Relevant Text Documents about previous work practices;
- Certificates gained from formal and Informal training;
- Workplace visit reports by the Assessor;
- Photographs; and
- Videos.

For each UOC for the qualification there is a requirement of a minimum of two (2) separate pieces of evidence. E.g. A relevant text document and a photograph identified a referenced to a UOC.

Part Two - Section Three - Referee Testimonials

This section is designed to be given to current employers, previous employers and/or referees to confirm the applicant's skills and experience in this qualification/occupation and when they were achieved. The referees may fill out the appropriate form and return to you to confirm your judgement. It is suggested that this evidence may be able to be gathered in person during a workplace visit. This form of evidence can be sufficient when combined with Sections 2 and 3 to confirm competency and when the Competency Conversation (Part Three Section One) and the Challenge Tests (Part Four, Section One) may not be required to confirm competency.

Part Three – Section One - Competency Conversation

This section is to be used to determine and record applicant's competence by a competency conversation. It is advised that the listed questions are a guide to commence your probing conversation with the applicant and are specifically designed to assist you in the confirmation of their competency; it is a recommended requirement that the listed questions are not sufficient and should be considered inadequate to confirm competency and additional questions must be used to probe for further information. Additional questions and responses must be recorded. The recording of notes you take about this conversation are important evidence for competency determination. There are no defined correct answers to any additional questions as these questions are to be designed by you to create conversation and not as a test or examination but to determine the knowledge of the applicant about individual UOC. This form of evidence can be sufficient when combined with Part 2 to confirm competency and the Challenge Tests (Part Four) may not be required to confirm competency.



Part Four - Section One – Challenge Tests and Observation Recording Forms

You use this section, as the final confirmation process, to assess competencies through a Challenge Test demonstration of the applicant's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation.

It is not considered possible to detail all exact tasks for each UOC because of the varied outcome requirements, background sources, differing worksites and industrial conditions that the applicant may come from or be affected by, to achieve the outcome requirements of the UOC.

E.g.

1. *Set out a full size L shape building on a relatively level site to specifications and within Local Government laws.*
This is a direct task from the Training Package that an applicant must be able to do to achieve the UOC - CPCCCA3002A Carry out setting out (See Part 1 and the RPL Guide for All Participants where the details are provided in this RPL Kit). A straight forward task; but
2. *Plan and organise individual and group work activities on a construction site. The unit includes identifying task requirements, planning steps and organising work.*
This is more an indirect task outcome where you, as the assessor, will need to set assessment parameters (customise) to achieve the required outcome.

The notes you take are critical components of the required evidence for an assessment determination. It is not necessary to skill test any applicant if it can be determined by other/earlier assessment/recognition methods that competency has been achieved/confirmed. The conclusion of this section requires the assessor to confirm or decline competency for a unit of competency or a qualification with an outcome of Competent or Not Yet Competent for the application.

Note: It must be noted that any Unit of Competency confirmed as Competent will be acknowledged by the issue of a Statement of Attainment.



Assessors Please Note

This document is not proposed to be used as a complete requirement in all cases. It is only necessary to use the parts/sections until competency is confirmed. As soon as this is achieved the respective following parts/sections are no longer required for that particular unit of competency (UOC).

E.g. If competency is confirmed at the completion of Part Three then there is no need to use Part Four. If there was one UOC not confirmed at the end of Part Three, then there is only a requirement to assess that one particular UOC in Part Four.

Questioning Techniques to Elicit Appropriate Answers

The following explanations are offered to assist assessors to form additional questions or discussion points to be used throughout the RPL process.

Open Questions:	these are framed to encourage an expansive response
Closed Questions:	these are framed to elicit yes/no answers
Probing Questions:	this type of question helps to get under the surface of an initial answer. Having got the interviewee talking, the interviewer can use probing questions to bring out more detail. While the same questions are asked of interviewees, the use of probing questions will vary according to the interviewee's response.
Hypothetical Questions:	these are questions that set up a possible situation or problem and ask the interviewee for a possible course of action
Leading Questions:	this type of question suggests the expected answer
Multiple Questions:	these questions have two or more distinct parts, each requiring an answer
Heavily Prefaced Questions:	this type of question gives so much background and scene-setting that it is hard for the candidate to work out what the question is



Units of Competency

BSB41415 Certificate IV in Work Health and Safety

This Qualification requires the achievement of 10 units of competency in accordance with the following rules:

- Five (5) core units of competency; plus
- Five (5) elective units of competency.
 - 3 units must be from Group A below
 - 2 units may be from Group A, Group B or any currently endorsed Training Package or accredited course at the same qualification level

Core Units

Unit Code	Unit Title	Self - Assessment	Interview Questions	Practical/ Observation
BSBWHS402	Assist with compliance with WHS laws	✓	✓	✓
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	✓	✓	✓
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	✓	✓	✓
BSBWHS405	Contribute to implementing and maintaining WHS management systems	✓	✓	✓
BSBWHS406	Assist with responding to incidents	✓	✓	✓

Elective Units

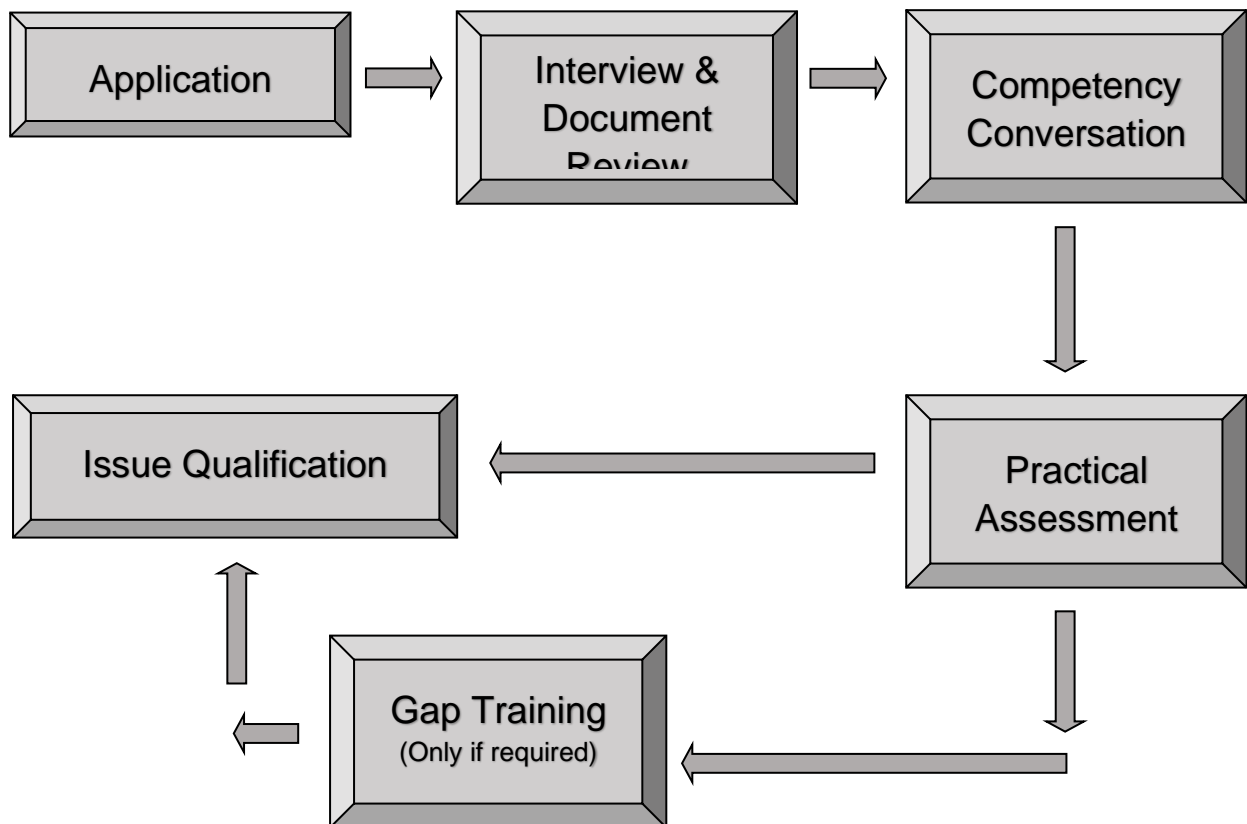
Unit Code	Unit Title	Self - Assessment	Interview Questions	Practical/ Observation
BSBMGT502	Manage people performance	✓	✓	✓
BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	✓
BSBWHS408	Assist with effective WHS management of contractors	✓	✓	✓
BSBWHS409	Assist with workplace monitoring processes	✓	✓	✓
BSBWHS410	Contribute to work-related health and safety measures and initiatives	✓	✓	✓

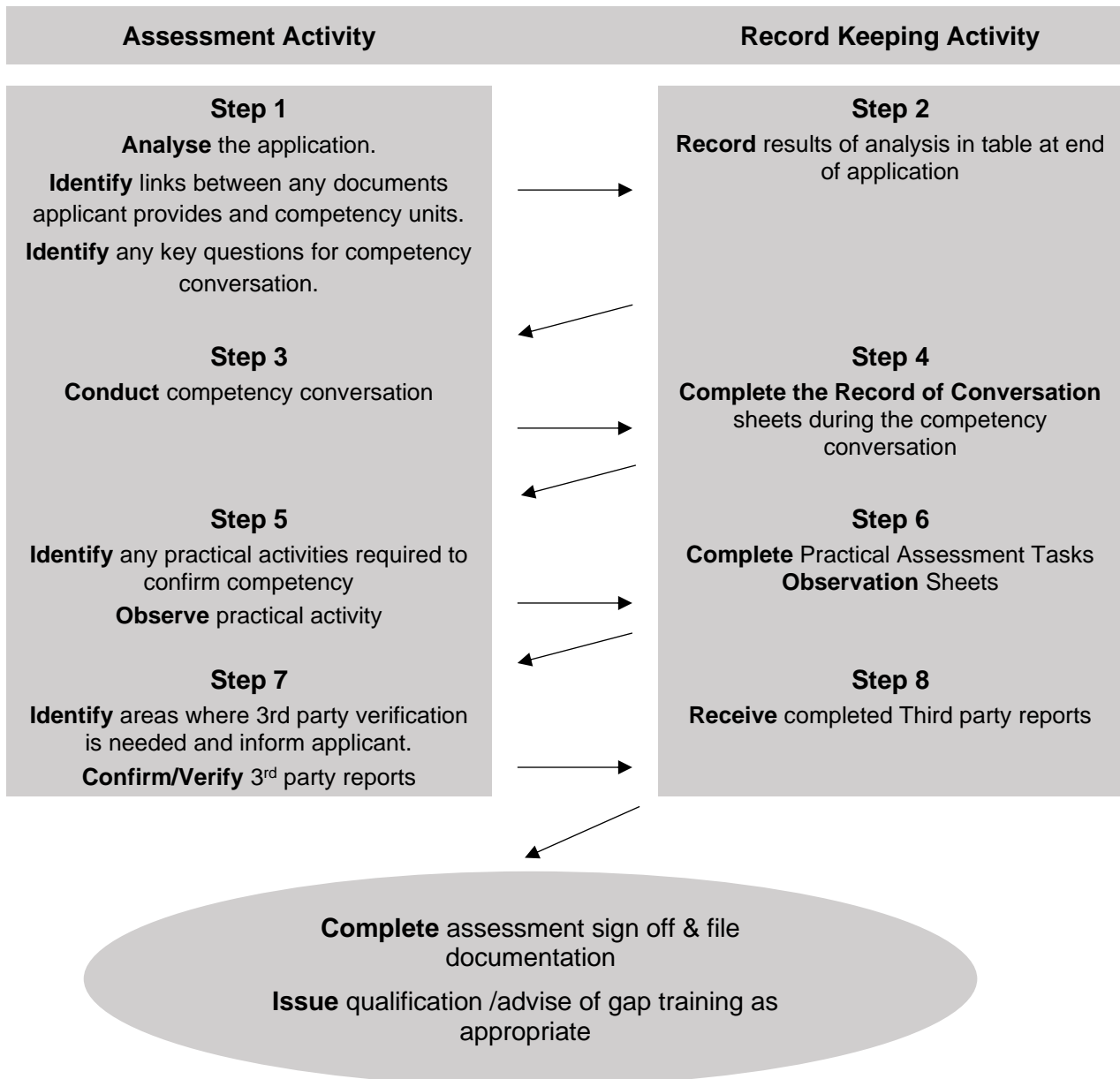
Note: Not all electives are packaged within this RPL Kit and for candidates who desire to undertake alternate electives the RTO must determine if we have the personnel to conduct the assessment process and the kit will need to be adjusted accordingly. The evaluation will require 2-3 days to complete. Approved adjustments will take approximately 10 -14 working days after the evaluation.



Overview of Recognition Process

This kit has been developed to streamline the application for recognition of prior learning.



**RPL Assessment Process Flowchart for Assessors**

* Remember RPL assessment is a cumulative process of collecting evidence.



Steps in the RPL Process

1.0 The Application

The applicant must complete all application forms in Part Two (2) Sections One (1), Two (2), and Three (3). It is important that applicants provide as much information about their previous experience in the Business industry as is available and can be verified.

Documents that may be available the evidence include but are not limited to:

- any licences
- Intensive CV or work history
- certificates/results of assessment
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars, symposiums
- photographs of work undertaken
- diaries/task sheets/job sheets/log books
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Applicants also need to provide contact details for two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, you must ensure the applicant's skills meet industry standards.

2.0 Documentary Review

Secondly, review the information provided by the applicant (Part 2) and arrange a time for both you and the applicant to discuss it. Begin with the alignment of applicant's documentation and skills to the units of competency for the qualification:

BSB41415 Certificate IV in Work Health and Safety

The applicant will have the opportunity to discuss and identify previous experiences with you. The available documents are step one in collecting information and you will need to determine which units of competency, if any, are fully covered at this stage. You use the RTO's assessment recording forms to record this stage of the assessment.

There may be instances where the applicant has little, or no, documentary information of industry experience. This is not a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment and referee validation phases of the RPL process.



3.0 Competency Conversation

The questions in Part Three - Section One are the next phase in collecting evidence for the RPL process. The questions are designed to enable you to have a “competency conversation” with the applicant to gain further evidence of their past experience. Remember, the primary focus is on the applicant’s experience.

Each question has “key points” to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise the question to the applicant’s particular work situation. The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the conversation. You should read the “industry requirements” of each competency before the applicant answers the questions posed. You may also target the assessment to those aspects that present the *greatest risk* in the industry. Questions are aligned with the relevant unit/s of competency and Critical Aspects displayed in Part One - Section Three.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the applicant’s documentary evidence has failed to fully address. The question bank covers most but not all units in the kit. Units without questions are covered in the practical assessment/scenario section.



4.0 Challenge Tests

It is important that you use both Part Three - Section One (Competency Conversation) and Part Four – Section One (Challenge Tests) in doing this assessment as required after the completion of Part Two. The RPL process is organised and does not rely solely on practical assessment but uses a combination of self assessing, questioning and challenge testing to provide evidence of applicant competence.

The challenge testing step is a further opportunity for applicant to demonstrate current and authentic competency. It is expected the challenge test will comprise only those competencies the applicant has been unable to demonstrate knowledge/experience in after self-assessment and the competency conversation have been applied. Challenge testing contains the practical skills and application of knowledge for the qualification.

You are required to determine if the response to competency conversation and challenge test tasks fulfil the requirements of the unit of competency and may choose to pursue the issue further for a final determination to be made. The assessment is a conversation/observation, not an exam, and you are encouraged to assist applicants to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and organise the RPL assessment process.

NOTE: Where an applicant's documentation and questions meet the assessment requirement, it is still strongly recommended the applicant undertake one practical assessment so you are confident in making a determination of "competent". The practical assessment selection should be negotiated between you and the applicant.

Recording sheets for applicant information, questioning and the practical assessments have been included in Parts Two, Three and Four. You may use other recording mechanisms provided these also keep a complete record of assessment and justification of judgement. Applicant responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g. a fellow assessor, auditor, lawyer, etc.) can read the record and retrace your judgement.

5.0 Recommended Gap Training

RPL is an assessment process designed to identify areas of competence and to recognise if an applicant has gaps in skills and knowledge against a unit of competency or the complete qualification.

Not all applicants will have skill/knowledge gaps.

If an applicant has skills gaps, a pathway to complete training in the outstanding parts can be negotiated to assist the applicant to gain the full qualification.



Section 2

Competency Summary

The Competency Summary is for the completed outcome of this RPL process. To be valid it must be signed by both the Applicant and the RTO Assessor.

**Assessor Evidence Checklist**

The following checklist is to be completed by the assessor determining the outcome of the RPL to ensure that all required evidence for RPL assessment is sufficient, has been provided and is present in the final record. Place a 'Y' or 'Yes' into the corresponding box if the requirement has been met and a 'N' or 'No' if the requirement has not been met. For a satisfactory result, all boxes for that particular unit must be marked with a 'Y' or 'Yes'.

Unit Code	Unit Name	Candidate's submitted evidence met all required evidence aspects from Part 2	A minimum of one (1) third party verifications are present	Evidence that the candidate satisfactorily answered all questions in Part 3 is present	Evidence that the candidate satisfactorily completed all observation tasks in Part 4 is present (if applicable)
BSBWHS402	Assist with compliance with WHS laws				
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes				
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control				
BSBWHS405	Contribute to implementing and maintaining WHS management systems				
BSBWHS406	Assist with responding to incidents				
BSBMGT502	Manage people performance				
BSBSUS401	Implement and monitor environmentally sustainable work practices				
BSBWHS408	Assist with effective WHS management of contractors				
BSBWHS409	Assist with workplace monitoring processes				
BSBWHS410	Contribute to work-related health and safety measures and initiatives				



Assessors Comment on Site Visit	
	Evidence Collected on Site Visit

**Competency Summary**

The following Competency Summary is to identify the assessment outcome after a candidate has completed all evidence tasks relating to the qualification. The outcome of each individual unit of competency is identified and the overall assessment decision is to be recorded as either Competent or Not Yet Competent.

BSBWHS402	Assist with compliance with WHS laws	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS405	Contribute to implementing and maintaining WHS management systems	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS406	Assist with responding to incidents	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBMGT502	Manage people performance	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBSUS401	Implement and monitor environmentally sustainable work practices	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS408	Assist with effective WHS management of contractors	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS409	Assist with workplace monitoring processes	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
BSBWHS410	Contribute to work-related health and safety measures and initiatives	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent

Outcome Agreement

Applicant's Signature	Applicant's Name	Date
Assessor's Signature	Assessor's Name	Date



Section 3

Assessment Mapping Table

This section provides all the UOC, the elements, the performance criteria and the critical aspects that are to be used as the reference tools for the Assessor to see at a glance. The requirements for the outcome of Satisfactory (S) or Not Satisfactory (NS). All the elements and performance criteria within the units of competency are cross-matched in this table with a corresponding assessment questions/tasks/scenario (mapping). This provides transparency for the process and the opportunity to validate the assessment process against the qualification.



Assessment Mapping Table			
Elements	Performance Criteria	Questions	Practical Tasks
BSBWHS402 Assist with compliance with WHS laws			
Assist with determining the legal framework for WHS in the workplace	1.1 Access current WHS legislation and related documentation relevant to the organisation's operations 1.2 Use knowledge of the relationship between WHS Acts, regulations, codes of practice, standards and guidance material to assist with determining legal requirements in the workplace 1.3 Assist with identifying and confirming the duties, rights and obligations of individuals and parties as specified in legislation 1.4 Assist with seeking advice from legal advisers where necessary	1	Task 1
Assist with providing advice on WHS compliance	2.1 Assist with providing advice to individuals and parties about their legal duties, rights and obligations, and the location of relevant information in WHS legislation 2.2 Assist with providing advice to individuals and parties about the functions and powers of the WHS regulator and how they are exercised, and the objectives and principles underpinning WHS	1	
Assist with WHS legislation compliance measures	3.1 Assist with assessing how the workplace complies with relevant WHS legislation 3.2 Assist with determining the WHS training needs of individuals and parties, and with providing training to meet legal and other requirements 3.3 Assist with developing and implementing changes to workplace policies, procedures, processes and systems that will achieve compliance	2	
Assessment Conditions			
<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:</p> <ul style="list-style-type: none">• Relevant Acts, regulations, codes of practice, standards and guidance material• Relevant workplace documentation• Reports from individuals and parties consulted in ensuring WHS compliance• Case studies and, where possible, real situations• Interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements. In addition, assessors for this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher.</p>			

**BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes**

Identify individuals and parties involved in WHS consultation and participation processes	1.1 Apply knowledge of relevant parts of WHS Acts, regulations, codes of practice, policies and procedures to identify individuals and parties with roles, duties, rights and responsibilities regarding WHS consultation and participation 1.2 Identify what these roles, duties, rights and responsibilities are and, in line with own job role and work area, communicate this information to individuals and parties 1.3 Identify roles, duties, rights and responsibilities as they apply to own job role and work area	3	Task 2
Contribute to WHS consultation and participation processes	2.1 Identify workplace WHS consultation and participation processes 2.2 Contribute to setting up and running these processes as appropriate to own job role and work area 2.3 Communicate to individuals and parties what these processes are and promote and support the participation of individuals and parties as appropriate to own job role and work area	3	
Contribute to processes for communicating and sharing WHS information and data	3.1 Identify consultation and participation processes for communicating and sharing WHS information and data 3.2 Contribute to and participate in these processes, as appropriate to own job role and work area	3	
Contribute to identifying and meeting training requirements for effective WHS consultation and participation	4.1 Identify training requirements for individuals and parties necessary for effective WHS consultation and participation 4.2 Contribute to the delivery of required training as appropriate to own job role and work area	4	
Contribute to improving WHS consultation and participation processes	5.1 Contribute to the identification and assessment of barriers to the implementation and effectiveness of WHS consultation and participation processes 5.2 Contribute to the development, implementation and evaluation of measures to remove these barriers	4	

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Office equipment and resources
- Relevant acts, regulations, codes of practice, standards and guidelines
- Workplace documentation and personnel.

Assessors must satisfy NVR/AQTF assessor requirements.

**BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control**

Access information to identify hazards and assess and control risks	1.1 Identify sources of information and data 1.2 Obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause and how these harms are caused 1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls	5	Task 3
Contribute to compliance and workplace requirements	2.1 Contribute to identifying and complying with requirements of workplace policies, procedures, processes and systems for hazard identification, risk assessment and risk control activities 2.2 Contribute to identifying and complying with requirements of WHS Acts, regulations, codes of practice and guidelines for hazard identification, risk assessment and risk control activities 2.3 Identify duty holders and their range of duties	5	
Contribute to workplace hazard identification Contribute to WHS risk assessment	3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards, the harms they may cause and how these harms are caused 3.2 Apply knowledge of hazard identification to contribute to selecting techniques, tools and processes to identify workplace hazards 3.3 Contribute to applying selected techniques, tools and processes 3.4 Contribute to documenting hazard identification process and results	6	
Contribute to the development, implementation and evaluation of risk control	4.1 Apply knowledge of risk assessment to contribute to selecting techniques, tools and processes for risk assessment of hazards 4.2 Contribute to applying techniques, tools and processes to identified hazards 4.3 Contribute to documenting the results of risk assessments	6	
Contribute to the development, implementation and evaluation of risk control	5.1 Apply knowledge of risk control to contribute to developing risk control options for identified hazards, using the results of risk assessments 5.2 Contribute to developing and implementing a risk control plan 5.3 Contribute to evaluating implemented risk controls	6	

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Office equipment and resources
- Relevant legislation, standards and guidelines
- Relevant policies, procedures, processes and systems
- Case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**BSBWHS405 Contribute to implementing and maintaining WHS management systems**

Contribute to developing and promoting WHS policy	1.1 Apply knowledge of the elements of WHS policy to contribute to the development and promotion of the policy as appropriate to own job role and work area 1.2 Seek the contribution and support of others in the development and promotion of WHS policy as appropriate to own job role and work area 1.3 Apply WHS policy to own and others' job roles and work areas, and communicate and explain this to others	7	Task 4
Contribute to WHSMS planning	2.1 Apply knowledge of WHS legislation to identify duty holders relevant to own job role and work area 2.2 Apply knowledge of the elements of a plan to contribute to planning as it applies to own job role and work area 2.3 Facilitate integration of return to work and injury management procedures into the WHSMS plan 2.4 Communicate and explain the planning process to others and facilitate their contributions to the plan	7	
Contribute to implementing the WHSMS plan	3.1 Implement the plan as it applies to own job role and work area 3.2 Communicate and explain the plan to others in relation to their roles and responsibilities as specified in the plan 3.3 Facilitate the contribution of others to implementing the plan	7	
Contribute to evaluating WHS performance	4.1 Apply knowledge of elements of WHS performance evaluation processes and methods to contribute to evaluation as it applies to own job role and work area 4.2 Communicate and explain evaluation of WHS performance to others and facilitate their contribution	8	
Contribute to reviewing and improving the WHSMS	5.1 Apply knowledge of elements of processes and methods to contribute to the review and improvement of WHS performance as it applies to own job role and work area 5.2 Communicate and explain review and improvement of the WHSMS to others and facilitate their contribution	8	

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Office equipment and resources
- Relevant Acts, regulations, codes of practice, standards and guidelines
- Workplace WHS policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.



BSBWHS406 Assist with responding to incidents			
Assist with identifying legislative and other requirements	1.1 Apply knowledge of work health and safety (WHS) legislation to identify duty holders and legislative requirements regarding responding to incidents 1.2 Apply knowledge of workplace policies, procedures and processes to identify workplace requirements regarding responding to incidents 1.3 Communicate requirements to individuals and parties appropriate to own job role and work area	9	Task 5
Assist with implementing initial incident response procedures	2.1 Assist with providing first aid according to workplace procedures and processes, where necessary 2.2 Assist with notifying, reporting and documenting incidents according to workplace procedures and processes 2.3 Assist with meeting legislative requirements regarding incidents, where necessary	9	
Assist with collecting WHS information and data relevant to an investigation	3.1 Assist with obtaining information and data from those involved using appropriate data collection techniques, about actions and events leading up to, occurring during or after, an incident 3.2 Assist with identifying and accessing sources of additional information and data related to an incident	10	
Assist incident investigations	4.1 Assist investigators and provide relevant information during investigations 4.2 Use appropriate techniques when participating in workplace investigations 4.3 Review reports on incidents, injuries and illnesses 4.4 Contact responsible persons and relevant authorities when required	10	
Assist in implementing recommended measures and actions arising from investigations	5.1 Communicate recommendations arising from investigations to relevant others 5.2 Assist with measures and actions appropriate to own job role and work area	10	
Assessment Conditions			
<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:</p> <ul style="list-style-type: none">• Organisational policies, standard operating procedures, procedures and plans• Relevant Acts, regulations, codes of practice, licensing requirements, standards• Relevant WHS data• Office equipment and resources• Interaction with others. <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>			

**BSBMGT502 Manage people performance**

Allocate work	<ol style="list-style-type: none">1.1 Consult relevant groups and individuals on work to be allocated and resources available1.2 Develop work plans in accordance with operational plans1.3 Allocate work in a way that is efficient, cost effective and outcome focussed1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals1.5 Develop and agree performance indicators with relevant staff prior to commencement of work1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements		Task
Assess performance	<ol style="list-style-type: none">2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies2.2 Train participants in the performance management and review process2.3 Conduct performance management in accordance with organisational protocols and time lines2.4 Monitor and evaluate performance on a continuous basis		
Provide feedback	<ol style="list-style-type: none">3.1 Provide informal feedback to staff on a regular basis3.2 Advise relevant people where there is poor performance and take necessary actions3.3 Provide on the job coaching when necessary to improve performance and to confirm excellence in performance3.4 Document performance in accordance with the organisational performance management system3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy		
Manage follow up	<ol style="list-style-type: none">4.1 Write and agree on performance improvement and development plans in accordance with organisational policies4.2 Seek assistance from human resources specialists, where appropriate4.3 Reinforce excellence in performance through recognition and continuous feedback4.4 Monitor and coach individuals with poor performance4.5 Provide support services where necessary4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary4.7 Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor performance continues		

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- Relevant legislation
- Workplace documentation and resources
- Case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**BSBSUS401 Implement and monitor environmentally sustainable work practices**

Investigate current practices in relation to resource usage	<ol style="list-style-type: none">1.1 Identify environmental regulations applying to the enterprise1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities1.5 Measure and document current resource usage of members of the work group1.6 Analyse and document current purchasing strategies1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement		Task
Set targets for improvements	<ol style="list-style-type: none">2.1 Seek input from stakeholders, key personnel and specialists2.2 Access external sources of information and data as required2.3 Evaluate alternative solutions to workplace environmental issues2.4 Set efficiency targets		
Implement performance improvement strategies	<ol style="list-style-type: none">3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate3.6 Implement costing strategies to fully utilise environmental assets		
Monitor performance	<ol style="list-style-type: none">4.1 Use and/or develop evaluation and monitoring, tools and technology4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders4.3 Evaluate strategies and improvement plans4.4 Set new efficiency targets, and investigate and apply new tools and strategies4.5 Promote successful strategies and reward participants where possible		

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- Relevant legislation, regulations, standards and codes
- Relevant workplace documentation and resources
- Case studies or, where possible, real situations
- Interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**BSBWHS408 Assist with effective WHS management of contractors**

Assist with identifying existing contractor WHS arrangements	1.1 Apply knowledge of workplace to identify services supplied by contractors 1.2 Access contracts and other relevant contract documentation, information and data 1.3 Identify content relevant to contractor WHS arrangements 1.4 Assist with identifying workplace policies, procedures, processes, systems, practices and activities relevant to contractor WHS arrangements		Task
Assist with evaluating contractor WHS arrangements and making improvements as required	2.1 Apply knowledge of WHS legislation to assist with determining if contracts and workplace policies, procedures, processes, systems, practices and activities comply with WHS legislative requirements 2.2 Apply knowledge of best practice and workplace WHS information and data to assist with evaluating effectiveness of contractor WHS arrangements 2.3 Assist with identifying areas of contractor WHS arrangements needing improvement 2.4 Assist with developing, implementing and evaluating improvements to contractor WHS arrangements		

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Relevant Acts, regulations, codes of practice, licensing requirements, standards
- Relevant WHS data
- Office equipment and resources
- Case studies or, where possible, real situations
- Interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**BSBWHS409 Assist with workplace monitoring processes**

Assist with selecting measuring devices	<ul style="list-style-type: none">1.1 Assist with identifying regulatory requirements and standards that apply to monitoring1.2 Identify agent and/or condition to be measured through consultation with relevant individuals and parties1.3 Identify characteristics of agent and/or condition1.4 Determine the area where measurements are to be taken1.5 Assist with identifying types of appropriate measuring equipment1.6 Assist with the selection of measuring equipment according to the agent and/or condition, the environment, the activities being carried out and the level of risk to self1.7 Recognise limits of own expertise and available equipment and seek expert advice and equipment as required	13	Task 7
Assist with preparations to collect workplace information and data	<ul style="list-style-type: none">2.1 Determine a sampling process2.2 Consult with and advise those involved in workplace activities to collect information and data about the requirements, nature and purpose of the monitoring2.3 Assist with defining a sampling plan after inspecting area and consulting with workers and affected parties about the nature of the problem2.4 Assist with checking the operability of equipment	13	
Assist with collecting workplace information and data	<ul style="list-style-type: none">3.1 Assist with selecting and calibrating monitoring equipment, and selecting appropriate scale3.2 Assist with tests3.3 Assist with correct use and maintenance of equipment to collect information and data3.4 Ensure own health and safety while collecting information and data, and record readings using expert support and advice as required3.5 Assist with dismantling and cleaning equipment and parts, or dispose of appropriately3.6 Assist with correctly storing equipment or making it ready for re-use as required	14	
Assist with documenting and evaluating results of monitoring	<ul style="list-style-type: none">4.1 Assist with interpreting and evaluating results against a recognised standard and documenting results4.2 Assist with preparing reports on the monitoring process, including any regulatory requirements, and consider purposes of report and the target audiences4.3 Assist with presenting required information and data clearly and logically4.4 Assist with retaining results and records in a format that enables them to be readily retrieved according to regulatory requirements and standards	14	

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Measuring devices and equipment
- Office equipment and resources
- Relevant acts, regulations, codes of practice, licensing requirements, standards
- Case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**BSBWHS410 Contribute to work-related health and safety measures and initiatives**

Contribute to scoping work-related health and safety measures and initiatives	<ol style="list-style-type: none">1.1 Access sources of information and data on work-related health and safety measures and initiatives that address specific legislative requirements and obligations, and those that support non-statutory health promotion programs1.2 Differentiate between these two types of measures and initiatives and communicate findings to individuals and parties1.3 Identify measures and initiatives that address statutory obligations and those that support non-statutory programs1.4 Consult with individuals and parties to assist with identifying and evaluating factors impacting on work-related health and safety1.5 Consult with individuals and parties to assist with determining appropriate measures and initiatives to address impacting factors1.6 Consult with individuals and parties to assist with designing measures and initiatives that either meet specific legislative requirements and obligations or support non-statutory health promotion programs		Task
Contribute to establishing work-related health and safety measures and initiatives	<ol style="list-style-type: none">2.1 Contribute to the development and planning of work-related health and safety measures and initiatives2.2 Identify resourcing requirements, timelines and responsibilities to implement work-related health and safety measures and initiatives2.3 Assist with timetabling, liaison and coordination, administering resources and communication to implement work-related health and safety measures and initiatives		
Contribute to ensuring work-related health and safety measures and initiatives comply with legislative requirements and obligations	<ol style="list-style-type: none">3.1 Apply knowledge of WHS consultation and participation processes to help ensure effective and appropriate participation of, and consultation with individuals and parties about all aspects of work-related health and safety measures and initiatives3.2 Apply knowledge of WHS legislation and workplace policies and processes to help ensure work-related health and safety measures and initiatives are compliant3.3 Apply knowledge of other legislative requirements and obligations to help ensure work-related health and safety measures and initiatives are compliant		
Contribute to reviewing and evaluating work-related health and safety measures and initiatives	<ol style="list-style-type: none">4.1 Contribute to developing effective means to review and evaluate work-related health and safety measures and initiatives4.2 Assist with review and evaluation activities4.3 Assist with preparing reports on, and communicating review and evaluation outcomes to individuals and parties		

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- Workplace policies and procedures
- Relevant legislation, regulations, standards and guidelines
- Information and resources about factors impacting on the health and safety of workers, and work-related health and safety measures and initiatives
- Relevant WHS documentation and records
- Case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.