User Guide for Work Health and Safety (WHS)

About this User Guide

This User Guide (Guide) has been developed to support a process of continuous improvement in the work health and safety (WHS) suite of qualifications:

BSB30715 Certificate III in Work Health and Safety

BSB41415 Certificate IV in Work Health and Safety

BSB51315 Diploma of Work Health and Safety

BSB60615 Advanced Diploma of Work Health and Safety.

The Guide provides advice and guidance for best practice delivery and assessment of the qualifications. It contains:

• an introduction to contemporary WHS

• information for the provider

• information for the facilitator

• templates, tools and sample training programs.

Note

The strategies and advice provided meet the Australian Government's *Standards for Registered Training Organisations (RTOs) 2015*.

This Guide should be read in conjunction with the relevant qualifications and/or skill set, the Australian Government's *Standards for Registered Training Organisations (RTOs) 2015*, and the relevant State/Territory purchasing guide for the specified qualifications and skill set.

RTOs wishing to add the qualifications and skill set to their Scope of Registration should refer to processes and documentation from the applicable registering body. (Victorian Registration & Qualification Authority **http://www.vrqa.vic.gov.au/**; Training Accreditation Council Western Australia **http://www.tac.wa.gov.au/**; Australian Skills Quality Authority **http://www.asqa.gov.au/**)

Contents

Section 1
Introduction to work health and safety

Historical perspective and current context

In recent years, there have been three major impacts on training in work health and safety (WHS) in the vocational education and training (VET) sector: legislative change, national strategy, and changes in employment opportunities and professional recognition.

Legislation

The model WHS laws were developed as a result of the 2008 Council of Australian Governments (COAG) Inter-Governmental Agreement for Regulatory and Operational Reform in Occupational Health and Safety. The model WHS laws were implemented in all Australian states and territories, except Victoria and Western Australia.

The key objective of the national legislation was to introduce a nationally consistent framework to secure the health and safety or workers and workplaces. Previous variations between the laws of each state and territory resulted in inconsistent health and safety provisions for workers and workplaces. Nationally uniform WHS laws help Australian workers to have the same standard of health and safety protection. They also provide greater clarity of duties for business, particularly for organisations operating across state/territory borders. In Victoria and Western Australia, where the model legislation has not been adopted, there are still some variations and these present challenges for Registered Training Organisations (RTOs) operating in these states and across states.

Innovation and Business Skills Australia's *Scoping review of BSB07 Occupational Health and Safety Qualifications Discussion paper, 2010* recommended a review of the BSBOHS material to:

• align it with model WHS legislation
• review the level of technical detail to ensure the qualifications continued to meet the needs of workers and industries.

As part of the resulting review, the codes of all BSBOHS materials were changed to BSBWHS.

Note

The model WHS legislation uses the term *WHS r*ather than *OHS*. Victoria and Western Australia have not implanted the legislation and the term *OHS* is still used.

For the purposes of training and assessment of the WHS qualifications, the two terms can be considered as equivalent and either can be used in the workplace. *WHS* is used throughout this Guide, unless the text refers to information specific to *OHS*.

Australian Work Health and Safety Strategy

According to Safe Work Australia[1], in 2010–11, there were 132,570 workers' compensation claims for serious work-related injuries or illnesses. In 2011–12, 228 workers died due to an injury sustained at work. Safe Work Australia has calculated that the total cost of workplace injury and illness to the Australian economy for the 2008 to 2009 financial year was $60.6 billion. This represented 4.8 per cent of the Australian Gross Domestic Product. The significant economic costs of work-related injury, illness and death are borne by workers, their families, the broader community and employers.

The Australian Work Health and Safety Strategy sets national targets to reduce the number of fatalities and workers' compensation claims through prevention activities and strategic outcomes for each of seven action areas. The *health and safety capabilities* action area aims to support the attainment of the knowledge, skills and resources needed to work safely. To achieve this outcome, those providing work health and safety education, training and advice must have the appropriate capabilities.[2] Appropriately qualified, experienced and capable VET trainers and assessors play an important role in the achievement of the strategy. In addition, those individuals who receive their WHS qualifications will be qualified to help build health and safety capabilities within their organisations.

Employment opportunities and professional recognition

The contributions of governments, workers, employers, unions, industry groups and the community in general have been critical to the significant improvements in WHS in Australian workplaces since the 1980s.

The number of people making WHS their career has steadily increased with many now working in various WHS roles including: in-house health and safety representatives; WHS consultants; government health and safety inspectors; union WHS officers. People working in WHS roles have made, and continue to make, a major contribution to improving health and safety in Australian workplaces.

Two separate surveys conducted by Safesearch[3] in 2010/11 and 2013/14 found an increasing demand for OHS/WHS qualifications, particularly at the higher levels of management. A summary of the results for those qualifications in the VET sector is in the following table. It clearly shows that the demand for Certificate IV and Diploma qualifications increased over the period for OHS Officer, OHS Advisor/Coordinator and OHS Manager.

1. Safe work Australia, *Key Work Health and Safety Statistics, Australia 2014*, viewed 20 May 2015, < http://www.safeworkaustralia.gov.au/sites/SWA/about/Publications/Documents/841/Key-WHS-Statistics-2014.pdf>.

2. Safe Work Australia, *Australian Work Health and Strategy 2012-2022*, viewed 20 May 2015, < http://www.safeworkaustralia.gov.au/sites/swa/australian-strategy/pages/australian-strategy>

3. Safesearch, Health safety and environment remuneration survey findings 2010/11 and 2013/14. http://www.safesearch.com.au/resources/remuneration-survey

Role	Qualification required	2010/11 (n=101)	2013/14 (n=1000)
OHS Officer	No qualifications	24%	2%
	Cert III/IV	21%	37%
	Diploma	31%	17%
OHS Advisor/ Coordinator	No qualifications	8%	2%
	Cert III/IV	12%	27%
	Diploma	26%	32%
OHS Manager	No qualifications	4%	6%
	Cert III/IV	1%	8%
	Diploma	16%	21%

This increasing recognition of, and demand for, WHS practitioners is reflected in the development of both higher education and VET WHS qualifications. There has been a similar increase in the number and diversity of RTOs delivering these qualifications and the number of enrolments in these qualifications.

Until recently there have been no specified education or experience requirements for working in WHS advisory roles. As part of the outcomes of the OHS Body of Knowledge (BOK) project,[4] and to align Australia with a number of other countries, professional certification is being implemented for WHS practitioners and WHS professionals. This certification is voluntary but is likely to become an industry standard. Criteria for certification includes qualifications, experience, demonstrated capability and commitment to a code of ethics and continuing professional development. The WHS industry considers Diploma level to be the minimum qualification level for WHS practitioners.[5] A Certificate IV in WHS is considered to be an important first step for those who wish to become certified practitioners.

---

4. OHS Body of Knowledge, What is the OHS Body of Knowledge? Viewed 18 May 2015, http://www.ohsbok.org.au/.

5. A higher education WHS qualification is required for many professional WHS roles.

Industry drivers

Innovation and Business Skills Australia's Scoping review of BSB07 Occupational Health and Safety Qualifications Discussion paper, undertaken in 2010, identified a number of external and internal influences on WHS practitioners and organisations including:

- an increasing complexity, range and depth of WHS issues and related responsibilities reflecting a growing awareness of the importance of environmental issues (such as environmental sustainability, environmental audits, groundwater contamination, climate change), more complex technological issues (such as those associated with nanotechnology) and health factors (such as stress, bullying, harassment and fatigue)

- changing work patterns and practices including increased labour hire, casualisation, part-time work, and independent contractors and sub-contractors

- increasing complexity of hazards such as hazards with long latency, complex mechanism of causation and interaction of hazards increasing risk

- more proactive regulatory processes with an increasing focus on education and business support initiatives

- increased client expectations with WHS requirements being increasingly built into tender processes and contractual specifications, especially those with large corporate and government clients

- recognition of the costs associated with neglecting WHS responsibilities with growing awareness of the costs of neglecting WHS, particularly in high-risk industries such as the resources industry

- increased demand for WHS practitioners within larger organisations to support WHS management systems that mesh with company policies and procedures, and that also meet regulatory, tender and external accreditation requirements

- increased consolidation of the WHS role and that of allied areas such as workers' compensation, rehabilitation/return-to-work, quality, human resources management and training and environment and security

- greater specialisation of the WHS role, particularly in larger organisations, as well as an increased reliance on WHS consultants, particularly among medium-sized organisations

- an increasing requirement for WHS practitioners to understand how WHS can contribute to the overall business strategy and to build related communication/change management skills.

These factors are affecting the way organisations are addressing their WHS responsibilities. In particular:

- more organisations are viewing WHS as a critical compliance area and have introduced higher levels of reporting and compliance enhanced through new reporting systems and structures that better capture and evaluate relevant data

- many organisations are taking a more proactive approach to WHS going beyond compliance and using a risk-based approach to managing hazards and a more collaborative, consultative and participative approach to WHS

- many organisations are recognising the potential impact on their bottom lines and beginning to see WHS as an integral part of their business management practices, e.g. using WHS for continuous improvement, key performance indicators or performance management.[6]

Reviewed qualifications

The qualifications discussed in this Guide are:

BSB30715 Certificate III in Work Health and Safety

BSB41415 Certificate IV in Work Health and Safety

BSB51315 Diploma of Work Health and Safety

BSB60615 Advanced Diploma of Work Health and Safety.

The qualifications:

- acknowledge the variety of environments and contexts for WHS and can be applied across a range of situations

- ensure relevance to the range of WHS roles found in the workplace.

- are flexible whilst retaining an agreed industry core

- provide for access to skills and formal recognition outside the large 'enterprise' context.

In all cases, electives enable sector specific units to be incorporated along with innovation, diversity and sustainability options.

During the review of the previous OHS qualifications, the 'WHS industry' has been viewed in its widest sense to encompass all those with a direct or indirect interest in the application of WHS skills. This includes professional bodies, employer and industry associations, business owners (both WHS consultancies and those employing WHS staff or using WHS services), consultants, contractors, practitioners, professionals and WHS regulators. This all-encompassing reference to the WHS industry will continue throughout this Guide.

6. Innovation & Business Skills Australia, Work Health and Safety BSB Business Services Training Package Release 1.0 Workshop Participant Notes, March 2014.

Section 2
Information for the provider

This section focuses on the preparation that an RTO will need to undertake before implementing delivery of the WHS suite of qualifications:

BSB30715 Certificate III in Work Health and Safety
BSB41415 Certificate IV in Work Health and Safety
BSB51315 Diploma of Work Health and Safety
BSB60615 Advanced Diploma of Work Health and Safety.

Compliance with Standards

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and the type of RTO they apply to, are shown in the following table.

Registering body	Framework	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	VET Quality Framework	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Victorian Registration and Qualifications Authority (VRQA)	Australian Quality Training Framework (AQTF)	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration	RTOs that deliver vocational education and training solely in Victoria and/or Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

Although the AQTF Standards and the Standards for RTOs 2015 are structured differently, there is no substantial difference in effect or intent. Standard 1, in both the AQTF Standards and the Standards for RTOs 2015, describes the RTO's obligation to provide quality training and assessment. Following is a brief summary of requirements, but providers must ensure they are familiar with all obligation in their applicable Standards.[7]

RTOs must ensure that they have strategies in place so that training and assessment practices:

• meet the requirements of the training package
• are relevant to the needs of industry and informed by engagement with industry
• determine and support the needs of learners
• are systematically evaluated and improved.

7. *Standards for Registered Training Organisations (RTOs) 2015*, Department of Industry, Canberra, 2014, Page 13; *AQTF Essential Conditions and Standards for Initial Registration*, Department of Industry, July 2013, Page 6; *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, Department of Industry, Canberra, July 2011, Page 25.

Delivery and assessment requirements

Facilities, equipment, and training and assessment materials must meet the requirements of the BSB Business Services Training Package and the RTO's own training and assessment strategies.

Assessment (including recognition of prior learning) must be conducted in accordance with the Principles of Assessment and Rules of Evidence[8], outlined in the following tables.

———————
8. *Standards for Registered Training Organisations (RTOs) 2015*, Australian Government, Canberra, 2014, Page 13; *AQTF Essential Conditions and Standards for Initial Registration*, Department of Industry, July 2013, Page 6; *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, Department of Industry, Canberra, July 2011, Page 25.

Principles of Assessment	
Fairness	Fairness requires consideration of the individual learner's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the learner to ensure that the learner is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
Flexibility	To be flexible, assessment should reflect the learner's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the learner; and, support continuous competency development.
Validity	There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a learner (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the learner, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.
Reliability	In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence. There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater.

Rules of evidence	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgment to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Supporting learner needs

The RTO is required to:

- identify any particular support needed by each learner as early as possible (prior to enrolment or commencement)
- provide access to support throughout the course of study.

Some examples of additional support could include:

- language, literacy and numeracy (LLN)
- assistive technology
- additional materials or tutorials
- assistance in using technology for online delivery components.

Reasonable adjustment

The *Disability Standards for Education 2005* were formed under the *Disability Discrimination Act 1992*. They clarify the obligations of training providers to ensure that learners who have a disability are able to access and participate in education and training on the same basis as those without disability.[9]

Reasonable adjustment refers to any modification made to the learning environment, certification requirements, training delivery or assessment method to help learners with a disability access and participate in education and training on the same basis as those without disability.

Some examples of reasonable adjustments could include:

- personal support services, e.g. a reader, Auslan interpreter, a scribe
- assistive technology or special equipment, e.g. screen readers, magnifiers, alternative keyboards
- modifying the presentation method, e.g. visual, oral, print, electronic
- adjustments to timeframes, e.g. providing materials prior to class, extended time limits
- adjustment of the physical environment, e.g. specific furniture, arrangement of classroom.

The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the qualification. While reasonable adjustments can be made to the ways in which evidence of performance is gathered and demonstrated, the criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is to say, the standards expected should be the same irrespective of the group and/or individual being assessed.

Recognition of prior learning

RTO s should provide information, advice and feedback to learners seeking RPL in the same way that they provide support and assistance to all other learners.

Learners should be encouraged to take charge of their own learning by collecting evidence of their competency against the skills and knowledge requirements of unit(s) of competency. Evidence could be presented in a portfolio, through interview processes and/or direct observation.

While RTOs are encouraged to make RPL a user-friendly assessment pathway, they must also ensure that RPL processes are rigorous and require demonstration of competency by the learner.

Trainer and assessor skills and knowledge

RTOs must ensure that training and assessment activities are conducted by trainers and assessors who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.[10]

The WHS qualifications must be delivered by appropriately qualified trainers. Trainers and assessors need practical knowledge and skills in the delivery and/or assessment of WHS training, and in the typical industry and workplaces of their learners.

WHS industry knowledge and experience

The WHS knowledge and understanding of trainers and assessors must be sufficient to allow them to:

- facilitate the development of learners' knowledge and skills to the required workplace competency level
- assess learners' competency levels
- identify those learners who have not achieved the required depth of understanding expected at the competency and qualification level.

Trainers and assessors need 'hands-on' experience in applying WHS competencies in a range workplaces, given that the nature of hazards, controls and management processes vary across industry and workplaces.

---

9. Attorney General's Department, *Disability Standards for Education 2005, Australian Government, accessed 18 May 2015 < http://education.gov.au/ disability-standards-education>*.

10. *Standards for Registered Training Organisations (RTOs) 2015*, Department of Industry, Canberra, 2014, Page 13; *AQTF Essential Conditions and Standards for Initial Registration*, Department of Industry, July 2013, Page 6; *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, Department of Industry, Canberra, July 2011, Page 25.

The Health and Safety Professionals Alliance (HaSPA) has developed a body of knowledge that should be shared by all Australian generalist OHS professionals. It provides the basis for professional certification and accreditation of programs giving entry to the profession.[11]

11. Health and Safety Professionals Alliance (HaSPA), *The Core Body of Knowledge for Generalist OHS Professionals*, Tullamarine, VIC. Safety Institute of Australia, 2012.

The relevant Standards require trainers and assessors to have vocational competencies to at least the level being delivered or assessed. Given the risks associated with WHS, IBSA recommends that trainers and assessors' skills and knowledge are assessed as one AQF level higher than that being delivered or assessed. The following example illustrates this recommendation.

Training and assessing at diploma level

To deliver and assess at AQF level 5 (diploma level) trainers and assessors should be able to demonstrate skills and application at AQF level 6 (advanced diploma/associate degree level).[12]

Skills	Application
Cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources	Depth in areas of specialisation, in contexts subject to change
Cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialised knowledge with depth in some areas	Initiative and judgment in planning, design, technical or management functions with some direction
Cognitive and communication skills to formulate responses to complex problems	Adapt a range of fundamental principles and complex techniques to known and unknown situations
Wide-ranging specialised technical, creative or conceptual skills to express ideas and perspectives with depth in areas of specialisation, in contexts subject to change	Across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters

12. Australian Qualifications Framework Council, *Australian Qualification Framework*, Second Edition, Australian Qualifications Framework Council, South Australia, 2013, Page 15.

To identify trainers and assessors with the appropriate skills, knowledge and experience, RTOs consider:

- position descriptions for roles held
- qualifications
- relevant work history
- referees (written or interviewed)
- interviews including response to scenarios and case studies
- demonstration of performance in a work or simulated environment.

Note

BSB41415 Certificate IV in Work Health and Safety has been identified by the Australian Skills Quality Authority (ASQA) as a 'high risk' qualification. RTOs should ensure that those delivering and assessing this qualification have appropriate experience in WHS positions (a minimum of two years). Those delivering at WHS Diploma level or above should seek certification at the practitioner level.

Continuing professional development

Staff delivering the qualifications need strategies for maintaining industry knowledge and for incorporating that into delivery. It is therefore essential that staff members are given opportunities for participation in activities to maintain their industry currency, such as:

- attainment of further qualifications in WHS or training/assessment
- undertaking planned work experience to development specific areas of expertise
- attendance at conferences/ workshops focusing on best practice in WHS and/or training and assessment
- colleague/peer support and mentoring
- participation in WHS trainer/assessor professional networks and communities of practice.

To demonstrate that trainers and assessors are maintaining industry currency, RTOs could implement professional development plans that:

- identify gaps in competence and areas for development
- outline activities to address the gaps
- outline further developmental requirements.

Third party arrangements

The RTO is responsible for the quality of its training and assessment, regardless of arrangements where a third party conducts training and/or assessment on its behalf, e.g. partnerships, sub-contracting arrangements. There must also be a written agreement with any party that delivers services on behalf of an RTO.[13]

Industry consultation

RTOs delivering the qualifications must identify industry/employer stakeholders who will form part of the consultation process to ensure that training and assessment practices meet industry needs. RTOs must also have strategies for systematically using the outcomes of industry engagement to ensure ongoing relevance of training and assessment strategies, practices, resources and the skills of trainers and assessors.

RTOs delivering WHS qualifications need to identify:

- which 'industry stakeholders'[14] should be consulted,
- the nature of the consultation, and
- how the consultation will occur.

---

13. Department of Industry, Page 18; SCOTESE, Page 7; SCOTESE, Page 59.

14. As discussed in the introduction the 'WHS industry' has been viewed in its widest sense to encompass all those with a direct or indirect interest in the application of WHS skills and knowledge.

The objective of the consultation is to ensure training outcomes that are valid, reliable, educationally appropriate and relevant to the workplace. To achieve this objective industry engagement should incorporate in-depth discussion on RTO policies, procedures, selection of staff, facilities and equipment. It is advisable to set up an industry advisory committee, comprised of industry representatives, professionals and relevant industry bodies, who meet at specified times (every quarter or biannually) to provide guidance and technical advice. This committee would operate at a strategic level and may focus on technical detail during program review.[15]

Strategies to attract learners

Having a clear picture of the target learners and attracting the right learners for vocational training is very important to the success of the program. The following table provides information on the target groups, required outcomes as described by the Australian Qualification Framework (AQF)[16] and marketing approaches to attract suitable learners for training.

---

15. This would be similar to industry advisory models utilised by many universities for academic program direction.

16. Australian Qualifications Framework Council, *Australian Qualification Framework, Second Edition, Australian Qualifications Framework Council, South Australia, 2013.*

BSB30715 Certificate III in Work Health and Safety

Target group	AQF level descriptor	Marketing approach to attract suitable learners
Skilled operators who take on WHS responsibilities in addition to their main duties	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgment and to take limited responsibility in known and stable contexts within established parameters.	Advertising to existing employees Advertising via recruitment companies Informing industry associations about the appropriate target group and the benefits of this qualification and encouraging the associations to promote WHS training via their networks

BSB41415 Certificate IV in Work Health and Safety

Target group	AQF level descriptor	Marketing approach to attract suitable learners
Developing coordinators, advisors and facilitators who can provide guidance to others	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.	Advertising to existing employees Advertising via recruitment companies Informing industry associations about the appropriate target group and the benefits of this qualification and encouraging the associations to promote WHS training via their networks Informing career information agencies that this qualification creates career pathway options

BSB51315 Diploma of Work Health and Safety

Target group	AQF level descriptor	Marketing approach to attract suitable learners
Individuals with considerable workplace experience who coordinate and maintain the organisation's WHS program	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.	Advertising to existing employees with two years WHS coordination experience Advertising via recruitment companies Informing industry associations about the appropriate target group and the benefits of this qualification and encouraging the associations to promote WHS training via their networks *Note* Advertisements need to attract potential learners at the right level. If learners with inappropriate experience apply they should be directed to BSB30715 or BSB41415. This qualification is not suitable as a VET in Schools program.

BSB60615 Advanced Diploma of Work Health and Safety

Target group	AQF descriptor	Marketing approach to attract suitable learners
Learners with considerable workplace experience and ideally at least two years WHS facilitation or coordination responsibility, with exposure to many WHS practices and concepts, e.g. risk management, compliance with legislation, emergency preparedness, essential life safety systems, environmental obligations	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgment and defined responsibility in contexts that are subject to change within broad parameters to provide specialist advice and functions.	Advertising to existing employees with two years WHS coordination, facilitation and maintenance experience and exposure to a range of WHS practices and concepts Advertising via recruitment companies Informing industry associations about the appropriate target group and the benefits of this qualification and encouraging the associations to promote WHS training via their networks *Note* Advertisements need to nominate target group to ensure potential learners for right level. If learners with inappropriate experience apply they should be directed to BSB30715, BSB41415 or BSB51315. This qualification is not suitable as a VET in Schools program.

Pathway progression following the attainment of BSB51315 and/or BSB60615 may include higher education qualifications

a. Identify the characteristics of the learner group.

b. Organise clusters of units into thematic categories where appropriate and develop suitable learning activities.

c. Integrate assessment activities mapped to performance, knowledge and assessment conditions.

d. **Ensure that the assessment activities reflect the AQF level and can be used to gather evidence that demonstrates:**

- the depth and breadth of the learners' knowledge and understanding at the required level of complexity

- skills at the required level of complexity underpinned by cognitive, technical, communication, creative, interpersonal and other foundation skills

- application of knowledge and skills in context with the required level of autonomy, responsibility and accountability.

Training and assessment strategy

A training and assessment strategy documents the characteristics of the learner group, the clustering of units, resource requirement, the delivery schedule, assessment activities, and evidence collection modes that ensure principles of assessment and rules of evidence are met.

The aim is to achieve high quality outcomes that meet client, industry and community expectations. Training and assessment strategies require planning, development and review.

1. Planning and design

This will include input from external sources, e.g. WHS profession, industry, community, and internal sources, e.g. trainers/assessors within the RTO.

The development and delivery of learning and assessment programs need to be linked to key components of the particular WHS qualification. Following is an example of how this might be achieved.

2. Development and delivery

Learning and assessment programs, practices and resources should:

- reflect innovation and flexibility
- have technology support
- be responsive to learners' needs.

3. Review and evaluation

Learning and assessment programs, practices and resources should be reviewed to ensure that they are:

- well-designed
- supported by well-understood processes for proactively engaging with learners, clients, stakeholders and other best-practice organisations locally, nationally and beyond to continuously improve WHS practices.

Training and assessment objectives

There are many ways to achieve quality training outcomes and there is scope for RTOs to be innovative in their approaches. The following table summarises the considerations to be given to the objectives of training and assessment in the WHS qualifications so as to determine delivery and assessment practices for the selected qualification(s).

Objective	Points to consider
New entrants have appropriate experience before enrolling in WHS qualifications	RTOs should screen applicants to make sure they have relevant WHS experience before enrolling in BSB41415, BSB51315 and BSB60615
	RTOs, employment services, career advice services and other brokers ensure that marketing includes information on target learners (see section 'Potential strategies to attract learners')
Focus on new industry skill requirements including work, health and safety risks, compliance obligations, essential life safety systems, emergency preparedness and environmental obligations.	New learning materials are developed for relevant units, which highlight new industry skill requirements for WHS
	Learners need access to a suitable environment (i.e. workplace with staff) to practise skills
The WHS qualifications are robust and respected by employers and industry	Training and assessment methods aim to produce quality graduates, and the methods used are communicated to industry and employers
Robust and reliable assessment approaches are applied, including demonstrating competence through workplace projects	New assessment tools are developed with examples of workplace projects for each unit of competency
	RTOs utilise assessment methods and tools similar to those recommended in this Guide

Program planning

Planning should consider the delivery environment, delivery duration, together with training and assessment processes and practices.

Delivery environments

Various factors may impact on a particular RTO's approach to the planning, delivery and assessment of the qualifications/skill set.

Some factors to consider are:

- size of the organisation
- location of the organisation
- resources and capabilities
- business goals and overarching philosophy or purpose
- whether delivery is for internal staff development or for external clients.

All of these factors have implications for:

- the packaging of units and selection of electives offered to learners
- modes of delivery
- moderation and validation practices
- access to practice environments
- decisions about delivery duration.

Access to a practical work environment is vital for both the development of WHS competence and for valid and reliable assessment of competence. It is recommended that, when recruiting learners, RTOs emphasise the importance of access to a suitable work environment, such as:

- learners' current workplace
- volunteer workplace
- an alternate workplace for WHS training purposes.

Delivery of the training should be scheduled to allow for consolidation of learning through workplace practice. RTOs may consider a period of work placement as part of the learning experience.

Simulation

While simulated work environments can assist in the development of competence, simulation should not be the only context for practical learning or assessment. Where simulated environments are used, the trainer and assessor must ensure that the simulation addresses the physical, social and organisational environments that would be encountered in workplace.

Online delivery

WHS competence requires the development and application of skills and knowledge. RTOs using (or considering) online delivery should consider associated issues and develop strategies to ensure effective development of competence, integrity and validity of assessment and documentation required to support implementation.

Strategies may include:

- inclusion of a face to face component
- use of learning management systems that enable use of a range of learning resources including video and student forums
- use of range of assessment strategies including self-video, online interview, third party assessors.

Resources for delivery and assessment

The planning process should identify the resources that need to be revised, developed or acquired. Existing products may need to be revised and customised to meet the particular learning needs of individuals. Commercial off-the-shelf material, particularly assessment instruments, must be revised to reflect the learning environment and context in which they are being used and the audience to whom they are directed. Validation and moderation activities that feed into continuous improvement processes can also be applied to the revision and updating of these learning and assessment resources.

Delivery duration

Nominal hours are not described within training packages; training packages are designed to provide competency-based training. However, nominal hours may be provided in purchasing or implementation guides produced by State or Territory Training Authorities to support funded delivery of qualifications. Contact your State or Territory Training Authority for a copy of the relevant guide.

Ideally the duration of delivery should be established during the planning process by considering the requirements of the qualification and the needs of the target learners.

The time required for the delivery of the qualifications and skill set may vary and will be influenced by:

- location/accessibility of training – in remote areas, transport and seasonal variations may limit access to training sites at certain times of year
- demands on learner time – learners may have limited time available to participate in training or assessment activities due to other commitments, so the program may need to be spread over a longer timeframe
- access to practice environments – learners who are not currently working in a suitable practice environment will need access to a simulated environment, which may take time for the RTO to establish
- learner support needs – some learner cohorts may need more assistance with aspects of the performance and knowledge evidence and assessment conditions than others, particularly if their pathway into this qualification has been through experiential learning.

In taking these variables into account, RTOs should also remain conscious of guidance contained in the Australian Qualifications Framework (AQF), which outlines an expected 'volume of learning' for qualifications. These are outlined in the following table.

AQF Qualification Type/Learning Outcome Descriptors[17]				
AQF level	Certificate III Level 3	Certificate IV Level 4	Diploma Level 5	Advanced Diploma Level 6
Purpose	The Certificate III qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.	The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.	The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work as a pathway for further learning.	The Advanced Diploma qualifies individuals who apply specialised knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.
Volume of Learning	Typically 1 to 2 years (Up to 4 years may be required to achieve the learning outcomes through a program of indentured training/employment.)	Typically 0.5 to 2 years (There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work.)	Typically 1 to 2 years	Typically 1.5 to 2 years

In its explanation of volume of learning, the Australian Qualifications Framework Council makes the following points: [18]

- along with other factors such as breadth and depth of knowledge, volume of learning defines the complexity of the qualification
- the volume of learning for a qualification must fall within the stated range
- the concept of 'typically' is intended to provide some flexibility, but it is not intended as a justification for not applying the requirement
- the volume of learning allocated to a qualification should include all teaching, learning and assessment activities required to be undertaken by the typical student to achieve the learning outcomes
- the volume of learning is defined in equivalent full time years with the generally accepted length of a full time year being 1200 hours.

Applying the volume of learning criteria to the WHS practitioner qualifications would require the following time commitment:

BSB41415 Certificate IV in Work Health and Safety: 600 hours
BSB51315 Diploma of Work Health and Safety: 1200 hours.

In determining the duration of learning the RTO must consider the AQF learning outcome descriptors for the relevant qualification level together with the performance criteria for the units of competency. The information in the following table, based on the AQF qualification type learning outcomes descriptors[19], gives an indication of the complexity of learning expected at each qualification level.

17. Australian Qualifications Framework Council, *Australian Qualification Framework*, Second Edition, Australian Qualifications Framework Council, South Australia, 2013, Pages 14 to 15.

18. Australian Qualifications Framework Council, *Volume of Learning: An Explanation 2012*, viewed 25 May 2015 <http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf>.

19. Australian Qualifications Framework Council 2013, pages 14 to 15.

AQF learning outcome descriptors			
AQF Level 3	AQF Level 4	AQF Level 5	AQF Level 6
Cognitive, technical and/or communication skills to: • interpret and act on information • solve predictable problems and communicate solutions • provide technical information to various audiences • complete routine and occasionally non-routine tasks.	Cognitive, technical and/or communication skills to: • identify, analyse and act on information from various sources • solve predictable and non-predictable problems and communicate solutions • guide activities and provide technical information and advice • complete routine and non-routine tasks.	Cognitive, technical and/or communication skills to: • identify, analyse, synthesise and act on information from various sources • analyse, plan, design and evaluate solutions to non-predictable problems and communicate solutions • transmit information and skills to others.	Cognitive, technical and/or communication skills to: • identify, analyse, synthesise and act on information from various sources • Formulate responses to complex, unpredictable problems • wide-ranging specialised skills to express ideas and perspectives.

Where an RTO delivers a qualification over a period that is less than the AQF recommended volume of learning for that qualification the RTO should have documentation detailing the factors and strategies employed to enable learners to develop the competency and demonstrate learning outcomes in the delivery duration.

Training and assessment practices

Systems and processes

RTOs need systems, processes and templates that provide the basis for planning, delivering, assessing and reporting the qualification(s). These include:

- a planning framework for delivery and assessment of the qualification/skill set
- a tool for mapping learning activities against:
  - performance evidence
  - knowledge evidence
  - assessment conditions
- a process for gathering workplace evidence
- guidelines for using simulation, e.g. guidance on where it is and isn't applicable
- an RPL process that meets the requirements of the training package and applicable Standards
- mechanisms for validation and moderation
- processes to monitor any training or assessment services that are conducted on behalf of the RTO (if applicable).

Further information

See Section 4:

Tool – Unit of Competency – Dimensions

ASQA's *Guide to developing assessment tools* available at: http://www.asqa.gov.au/verve/_resources/Guide_to_developing_assessment_tools.pdf.

Validation and moderation

RTOs are obliged to undertake systematic validation and/or moderation of assessment practices.

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the training package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Moderation is a process that ensures consistency of judgments. It is the process of bringing assessment judgments and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same unit(s) of competency. It is an active process in the sense that adjustments to assessor judgments are made to overcome differences in the difficulty of the tool and/or the severity of judgments. Moderation occurs prior to results being recorded.

The following people could be involved in validation and/or moderation:

- trainers and assessors
- industry representatives
- learners
- other external representatives, e.g. employees of TAFE institutes, universities, RTOs, industry bodies; State/Territory Curriculum Maintenance Managers (CMMs); external members of RTO advisory/governance bodies/boards; members of VET networks or communities of practice.

Further information

See Section 4:

Template – Assessment validation report

Template – Validation action sheet.

Evidence collection

When planning for the delivery and assessment of any competency based training program it is wise to start at the end by asking, 'What are the competency requirements?' In other words, address the aspects of the required work performance represented by:

- task skills
- task management skills
- contingency management skills
- job/role environment skills.

Following are the steps in the strategic planning process for the WHS qualifications.

Step 1 – Evidence requirements

What evidence needs to be collected in realistic environments?

What other evidence is needed?

Does the evidence meet the principles of validity in terms of its:

- content – the match between the required knowledge and skills specified in the competency standards and the assessment tool's capacity to collect such evidence
- face – the relationship between assessment tasks and real work-based activities, i.e. the extent to which the assessment tasks reflect real work-based activities
- construct – the degree to which the evidence collected can be used to infer competence in the intended area, without being influenced by other unrelated factors (e.g. literacy levels)?

Step 2 – Evidence collection and recording

Assessment methods

What methods of collection will form the assessment plan?

For each method chosen, will it actually measure what it intends to measure and is it practical to use?

Does the evidence collected cover the performance and skills evidence that are essential to competent performance as set out in the unit of competency?

Benchmarking criteria

What marking guides and/or exemplars and assessment records will have to be developed to:

- ensure fairness and flexibility with reasonable adjustments outlined
- record expected responses appropriate to the Australian Qualification Framework (AQF) level
- describe the decision-making rules to be implemented to define satisfactory responses?

What kind of instructions will be needed to ensure intra/inter-rater reliability?

Mapping

How will assessment activities be mapped against the unit of competency's assessment requirements in terms of:

- performance evidence
- knowledge evidence
- assessment conditions?

Recording and reporting documentation

What are the documentation requirements regarding

- summary report and assessor signoff
- feedback to and from learner
- organisational requirements?

Step 3 – Processes and tools to implement the assessment plan

What are the learning needs of the specific learners and are any support strategies necessary?

What is the context of the learning program (e.g. workplace, distance, online, institution, enterprise)?

What does this mean in terms of:

- packaging of qualification (clusters or electives)
- facilities and resources (e.g. technology, support personnel, subject expertise)
- recognition of prior learning (RPL) process
- flexibility of delivery
- information for learners?

Are there existing resources or do customised resources need to be designed and developed?

Creating an assessment plan

The following table outlines the requirements for the administration, scoring, recording and reporting of assessments. This information can be used to create an assessment plan that will enable all assessors to implement assessments in a consistent manner. [20]

20. National Quality Council, *Guide for the Development of Assessment Tools, Australian Government, 2009*, Page 21.

Major component	Description	Examples showing application to WHS qualifications/units of competency
The context	The purpose of assessment (e.g. formative, summative) Target group (including a description of any background characteristics that may impact on performance) Unit(s) of competency Selected methods Intended uses of the outcomes	The unit BSBWHS304 *Participate effectively in WHS communication and consultation processes* may require learners to conduct some activities at work. Formative assessment processes may therefore include documenting the candidate's participation levels in workplace meetings, discussions, etc.
Competency mapping	Mapping of key components of task to unit(s) of competency	The task of reviewing responses to incidents or accidents could be mapped to BSBWHS505 Investigate WHS incidents.
Information to learner	Standard instructions on what the assessor has to say or do to get the learner to perform the task in a consistent manner (e.g. a listing of questions to be asked by the assessor) Required materials and equipment Any reasonable adjustments allowed to the standard procedures Level of assistance permitted (if any) Ordering of the task(s)	To ensure the assessment process is fair and valid, learners may be given information about the units of competency that are clustered together for assessment purposes, e.g. for *BSB513145 Diploma of Work Health and Safety* learners may be advised that their on the job performance will be assessed against *BSBWHS503 Contribute to systematic management of WHS risk, BSBWHS504 Manage WHS risk* and *BSBWHS509 Facilitate the development and use of risk-management tools* concurrently.
Evidence from learner	How the learner will respond to the task, e.g. oral response, written response, creating a product and/or performance demonstration	For *BSBWHS504 Manage WHS* risks a learner may be provided with the full details of a hypothetical manufacturing environment and asked to document the actions required to conduct a hazard identification and risk management assessment.
Decision making rules	The evidence criteria, i.e. instructions for making decisions about whether competency has been achieved Scoring rules if grades and/or marks are to be reported (if applicable) Decision-making rules for handling multiple sources of evidence across different methods and/or tasks Decision-making rules for determining authenticity, currency and sufficiency of evidence	If a unit of competency's assessment requirements are not fully met then learners are 'not yet competent'. For example, the assessment requirements for *BSBWHS509 Facilitate the development and use of WHS risk management tools* specify the selection, development and modification of suitable WHS risk management tools that address workplace and legal requirements. Learners would therefore have to demonstrate that they are capable of selecting, developing and modifying tools.
Assessment conditions	Location (where) Time restrictions (when) Any specific assessor qualifications and/or training required to administer the tool	Particular requirements for each unit of competency are specified in the assessment conditions section of the assessment requirements document.
Materials/ resources required	Resources required by learner Resources required by the assessor to administer the tool	Learner requirements for each unit of competency are specified in the assessment conditions section of the assessment requirements document, e.g. For the unit *BSBWHS508 Manage WHS hazards* associated with plant learners must have access to manufacturers' manuals, relevant legislation, and workplace policies and procedures.

Major component	Description	Examples showing application to WHS qualifications/units of competency
Assessor intervention	Type and amount of intervention and/or support permitted	In the WHS units of competency that entail the managing WHS risks, the assessor must intervene, if necessary, to ensure that the candidate does not expose him/herself to risk for the sake of the assessment.
Reasonable adjustments	Justification that the alternative procedures for collecting learner evidence do not impact on the standard expected by the workplace, as expressed by the relevant unit(s) of competency.	See section 'Reasonable adjustment' for more information.
Evidence of validity	The assessment tasks are based on or reflect work-based contexts and situations (face validity) The tool, as a whole, represents the full-range of skills and knowledge specified within the unit(s) of competency (content validity) The tool has been designed to assess a variety of evidence over time and context (predictive validity) The boundaries and limitations of the tool in accordance with the purpose and context for the assessment (consequential validity) The tool has been designed to minimise the influence of extraneous factors on learner performance (construct validity) The tool has been designed to adhere to the literacy and numeracy requirements of the unit(s) of competency (construct validity)	For a return to work activity that aims to assess competency *against BSBHRM509 Manage rehabilitation or return to work programs* the learner may be presented with a number or real or hypothetical cases and required to document the required actions. The assessment task is therefore based on a work-based situation that enables the assessment of a full-range of skills and knowledge over a specified time period. This assessment task could also assess the literacy and (possibly numeracy) skills.
Evidence of reliability	There is clear documentation of the required training, experience and/or qualifications of assessors to administer the tool (inter-rater reliability) The tool provides model responses and/or examples of performance at varying levels in order to determine competency to guide assessors in their decision making (inter-rater and intra-rater reliability) There are clear instructions on how to synthesise multiple sources of evidence to make an overall judgement of performance (inter-rater reliability) If marks or grades are to be reported, there are clear procedures for scoring performance, for example marking guidelines, scoring rules and/or grading criteria (inter-rater reliability)	RTOs should ensure that they have records of assessors' experience and qualifications Furthermore, the WHS industry recommends that the assessors WHS qualifications are deemed to be one level higher than the qualification they are assessing. RTOs should develop instructions on evidence, scoring, criteria grading (if applicable) etc.
Recording requirements	The type of information to be recorded How it is to be recorded and stored, including duration	RTOs must record and store information in accordance with their applicable Standards
Reporting requirements	What will be reported and to whom	RTO assessment documentation must include reporting requirements and processes.
Supplementary information	Any other information that will assist the assessor in administering and judging the performance of the learner	This may include information relating to illness at the time of assessment.

Section 3
Information for the facilitator

This section focuses on what RTOs, trainers and assessors should consider in relation to planning for the delivery of the following WHS qualifications:

BSB30715 Certificate III in Work Health and Safety

BSB41415 Certificate IV in Work Health and Safety

BSB51315 Diploma of Work Health and Safety

BSB60615 Advanced Diploma of Work Health and Safety

Key points

1. The learning needs of each and every cohort must be considered and programs tailored to meet those needs.

2. The suite of qualifications reflect the roles of individuals at various levels, but all qualifications will equip individuals to take a leading role in an organisation.

3. WHS roles entail working in ever-changing, vibrant and dynamic environments.

Learner needs

VET's role to promote social inclusion and civic participation demands that it provide educationally or vocationally disadvantaged groups with access to vocational education.

These groups may include:

- women
- people from Indigenous backgrounds
- people from a non-English speaking background
- people with disabilities
- people from socially and geographically isolated areas.

RTOs are required, under the applicable Standards, to address access and equity needs by:

- establishing the needs of learners
- delivering training, assessment and support services that meet the needs of individual learners.[21]

Ideas that trainers and assessors could use to address the needs of particular learners include:

- clustering or ordering units of competency in a way that makes sense to learners and is compatible with their background knowledge and learning context
- offering elective choices that are relevant to the learning and vocational goals of learners
- considering a learner's age, gender and ability levels when planning activities
- considering cultural beliefs, traditional practices and religious observances when scheduling sessions
- contextualising delivery and assessment (and learning and assessment materials) to the learning environment in which the learners will be working
- organising additional support services, e.g. LLN support, community or workplace-based mentors
- equity checks and, where necessary, revision of proposed assessment methods and tools
- making reasonable adjustments as appropriate for individual learners.

Reasonable adjustments

Reasonable adjustment refers to any modification made to the learning environment, certification requirements, training delivery or assessment method to help learners with a disability access and participate in education and training on the same basis as those without disability.

Some examples of reasonable adjustments that could be available for trainers and assessors, include:

- personal support services, e.g. a reader, Auslan interpreter, a scribe
- assistive technology or special equipment, e.g. screen readers, magnifiers, alternative keyboards
- modifying the presentation method, e.g. visual, oral, print, electronic
- adjustments to timeframes, e.g. providing materials prior to class, extended time limits
- adjustment of the physical environment, e.g. specific furniture, arrangement of classroom.

Trainers and assessors should be aware that the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered as a result of a reasonable adjustment, i.e. the same standard of performance is still required.

---

21. Department of Industry, Page 14; SCOTESE, Page 6; SCOTESE, Page 25.

Addressing foundation skills

Foundation skills are the non-technical skills that are required for successful participation in work, in adult education and training, and in the community. Although foundation skills underpin vocational learning and skills development, it should not be assumed that they are basic low-level skills. In fact, some of the leadership and management qualifications require high-level abilities, for example, the ability to read and interpret complex written texts, such as regulations.

In all qualifications administered by IBSA, *foundation skills comprise skills described in the Core Skills for Work Framework (CSfW)* and the Australian Core Skills Framework (ACSF).

The ACSF describes the required learning and English language, literacy and numeracy (LLN) skills.

The CSfW describes employability skills, e.g. understanding and complying with laws and organisational requirements; problem solving and decision making; working with others; conflict resolution; planning and organising; creating and innovating; digital literacy.

The required foundation skills are in the each unit of competency, and are:

- embedded in the elements and performance criteria, and
- identified and described in the foundation skills section.

By finding particular trigger words in a unit of competency and considering the documents, activities or contexts to which the words are being applied, an understanding of the required foundation skills can be established, as shown in the following example.

Performance criteria	Foundation skill(s)
Follow safety procedures and instructions when working	ACSF: Reading (procedures and instructions) CSfW: Navigate the world of work (compliance with legislative and organisational responsibilities); Get the work done (planning and organising tasks according to instructions)
Contribute to workplace meetings, inspections and other WHS consultative activities	ACSF: Oral communication CSfW: Interact with others; Get the work done (planning and organizing)

It is essential that the foundation skills are considered when planning for the delivery and assessment of units of competency. Documentation of how delivery and assessment strategies address the embedded components should be clearly linked to the relevant parts of the unit/s of competency.

The ACSF requirements can also be mapped to ACSF levels and used to develop pre-training assessments to gather information about the LLN skill development or support needs of target learners.

A number of resources have been developed to help practitioners think about the LLN requirements of their learners, their training program and the training specification. Practitioners delivering and assessing the qualifications or skill set should be conscious of the need to ensure that training and assessment:

- reflects the LLN requirements of the unit of competency
- accommodates the LLN skills of learners
- matches the LLN demands of the workplace.

Further information

See Section 4:

Tool – *Balancing LLN requirements in training and assessment* includes a diagram explaining the need to balance LLN requirements in training and assessment

The Foundation Skills Training Support Resources is a central repository of resources. It is available at: <https://ibsa.org.au/industry-skills-councils-fsk-resources-and-information>.

Addressing performance and knowledge requirements

The WHS qualifications require knowledge of methods, processes and strategies, as well as cognitive, technical, and foundation skills. The following tables summarise the performance and knowledge requirements for WHS qualifications. Following each table are some suggested methods of assessment.

BSB30715 Certificate III in Work Health and Safety

Performance evidence in core units of competency requires learners to:	*Knowledge evidence* requirements in core units of competency include:
• identify and apply relevant WHS legislative requirements in the workplace • use appropriate sources of WHS information to keep up-to-date • communicate information about WHS to others • identify non-compliances with WHS legislation and take appropriate action • participate in hazard identification, reporting and recording, according to the workplace's requirements • participate in risk assessment and control of identified hazards • identify and report situations that could cause workplace incidents or emergencies • identify available emergency protection and evacuation systems and equipment • provide advice to colleagues about hazard identification, risk assessment and risk control in the workplace, and encourage their participation • contribute to the running of WHS communication and consultation processes • raise WHS issues in meetings and follow up on outcomes • prepare for, and participate in, a WHS issue-resolution process • record and communicate results of a WHS issue resolution process.	• key requirements in relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications • WHS legislative duties of self and others • organisational WHS policies, procedures, processes and systems • consequences of non-compliance with legislative and organisational responsibilities • sources of WHS information and data • appropriate ways to communicate and share WHS information with others • range of WHS hazards that may be present in the workplace and how these can cause harm • situations in the workplace that may lead to emergencies • risk assessment and control methods • hazards in the workplace that reduce the effectiveness of emergency protection systems and emergency control equipment • basic types of emergency protection systems and emergency control equipment in the workplace • issue resolution processes, tools, techniques and strategies.
Appropriate assessment methods include: • analysis of responses to case studies and scenarios • workplace observation • demonstration of applying issue-resolution techniques • demonstration of safe work practices, including how WHS legislation is applied • direct questioning combined with review of portfolios of evidence and third-party reports of on-the-job performance by the candidate • documentation demonstrating contribution to hazard identification, risk assessment and control, issue resolution	• oral or written questioning to assess knowledge of WHS rights and responsibilities, research and data-collection methods to obtain evidence of compliance with WHS legislation, consequences and likelihood of risks associated with hazards in the workplace, roles and responsibilities of various personnel, issue-resolution • records of meetings where WHS issues are raised and discussed • records of WHS issue-resolution processes and outcomes • review of documents on WHS Acts, regulations, codes of practice, standards, policies and procedures developed and communicated to workers • role plays demonstrating application of WHS legislation and/or workplace procedures or instructions.

BSB41415 Certificate IV in Work Health and Safety

Performance evidence in core units of competency requires learners to:	*Knowledge evidence* requirements in core units of competency include:
• research current WHS legislation and documentation to assist in determining legal requirements, duties, rights and obligations at an organisational and individual level • assist in providing advice and information to others about current WHS legal requirements for the workplace, including underpinning principles, legal duties, rights and obligations • use appropriate sources to obtain WHS information and data • communicate information and data about WHS to others • assist in the assessment of workplace compliance with WHS legislative requirements • assist in determining the WHS training needs of others and in delivering training to meet individual needs • contribute to developing, implementing and changing workplace WHS policies, procedures, processes and systems • contribute to hazard identification, risk assessment and risk control in the workplace • contribute to the development of a work health and safety management system (WHSMS) • plan incorporation of return-to-work and injury management procedures into WHSMS • contribute to reviews and evaluations to improve WHS performance • assist with providing first aid according to workplace procedures and processes • assist in reporting, notifying and documenting incidents.	• internal and external sources of WHS information and data • key requirements in relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications • WHS legislative duties, rights and obligations of self and others • functions and powers of the relevant WHS regulator and how they are exercised • organisational WHS policies, procedures, processes and systems • method(s) used to assess WHS compliance • consequences of non-compliance with legislative and organisational responsibilities • method(s) for determining WHS training needs • training delivery methods • suitable methods for communicating WHS information • possible barriers to the implementation and effectiveness of WHS consultation and participation processes and strategies to remove them • WHS hazard identification, risk assessment and risk control requirements specified in legislation and organisational documents • common workplace hazards, the harms they may cause and how these harms are caused • hierarchy of control and considerations for choosing between different risk controls including possible inadequacies of particular risk controls • principles and practices of a systemic approach to managing WHS • elements of the organisation's WHSMS relevant to job role.

Appropriate assessment methods include:

• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

• demonstration of techniques used for managing WHS activities, e.g. consultation and participation activities, legislative compliance, hazard identification, risk assessment

• oral or written questioning to assess WHS knowledge

• documentation created to support workplace activities, e.g. action plans, training needs analyses, risk assessment reports, incident reports

• simulated project-based activities, scenarios, case studies or role plays

• workplace observation.

BSB51315 Diploma of Work Health and Safety

Performance evidence in core units of competency requires learners to:	Knowledge evidence requirements in core units of competency include:
- identify, interpret and apply relevant legal and organisational requirements to WHS tasks - use effective communication skills to consult with, and to provide information, advice and support to, a range of individuals - manage WHS consultation and participation processes including design, development, implementation, monitoring and review - identify, interpret and apply information from a range of sources to contribute to the development, implementation, monitoring and evaluation of a systematic approach to WHS risk management - contribute to the development, implementation, evaluation, review and improvement of a WHSMS - develop and implement a risk control plan based on an organisation's WHS management system (WHSMS) and WHS information system (WHSIS) - plan, conduct and report on an investigation into a work health and safety incident.	- relevant sections of Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material in general - impact of characteristics and composition of the workforce, and functional areas on WHS risk and risk management - internal and external sources of WHS information and data - roles and responsibilities of individuals and parties under WHS legislation - methods for identifying training needs of health and safety committees, and health and safety representatives - elements, features and benefits of a WHSMS - key principles and/or practices of a systematic approach to managing WHS - hazard identification, risk analysis and assessment techniques, tools and processes - basic principles of workplace incident, injury and disease causation - ethical and legal requirements related to conducting an investigation.

Appropriate assessment methods include:

- analysis of responses to case studies and scenarios
- review of portfolios of evidence and third-party reports of onthejob performance
- oral or written questioning to assess knowledge
- demonstration of techniques
- observation of performance, e.g. role plays, presentation, on-the-job activities
- assessment of documents prepared to support activities, e.g. plans, action plans, research, reports, processes and procedures.

BSB60615 Advanced Diploma of Work Health and Safety

Performance evidence in core units of competency requires learners to:	*Knowledge evidence* requirements in core units of competency include:
• assist in determining legislative frameworks relevant to WHS • provide advice about legislative frameworks and compliance requirements relevant to WHS seeking assistance from legal advisors and others where necessary • identify and effectively communicate to relevant stakeholders the current, emerging and future legislative requirements that impact on the organisation • assist with implementing and evaluating measures required to comply with WHS legislative frameworks • identify, engage, communicate and work effectively with key WHS personnel • manage, review, evaluate and improve hazard identification and risk management processes • undertake hazard identification, and risk assessment and control • evaluate the effectiveness of the organisation's processes for monitoring WHS • assess and report on organisation's compliance with WHS obligations • develop WHS policy and commitment to a WHS management system (WHSMS) • support and facilitate the implementation of a WHSMS • develop, implement, measure, evaluate, review and improve a WHSMS	• outline internal and external sources of WHS information and data and how to access them • WHS Act, regulations, codes of practice, standards and guidance material, and other relevant legislation • duties, rights and obligations of individuals and parties as specified in relevant WHS legislation • functions and powers of the WHS regulator, and how they are exercised • objectives and principles underpinning WHS legislation and related legislation • principles of duty of care, including concepts of causation, foreseeability and preventability • principles of incident causation and injury processes • workplace policies, procedures, activities, processes and systems for managing WHS obligations • outline the benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace • organisational culture and its impact on WHS • definitions of hazard and risk and how they are used by individuals and parties • principles and practices of a systematic approach to managing WHS • structure and functions of a WHSMS • hazard identification, risk analysis and assessment techniques and tools and their application and limitations • development of WHS performance assessment tools including positive performance indicators (PPIs) • methods for collecting reliable information and data, commonly encountered problems in collection, and strategies for overcoming such problems • methods for providing evidence of compliance with WHS legislation • requirements for recordkeeping that address WHS, privacy and other relevant legislation • sampling methodologies, application and related statistical measures.

Appropriate assessment methods include:

• analysis of responses to case studies and scenarios

• review of portfolios of evidence and third-party reports of onthejob performance

• oral or written questioning to assess knowledge of WHS compliance, WHSMS, communication, facilitation and negotiation skills and knowledge

• demonstration of techniques and activities used to facilitate compliance with WHS requirements, control risk, review WHS performance, etc

• observation of performance, e.g. role plays, presentations, on-the-job activities

• assessment of documents prepared to support activities, e.g. plans, action plans, research, training needs analysis, reports, recording processes, WHS procedures, risk assessments

• simulated project-based activities, scenarios, case studies, role plays or actual activities associated with applying WHS requirements.

Contextualisation advice

Any contextualisation of units of competency from the WHS qualifications:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may add detail to the assessment requirements where these expand the breadth of the competency but do not limit its use.

Delivery methods

Delivery of the WHS qualifications should model the training and assessment practices required in the delivery of all training package qualifications.

Many delivery approaches are suitable and can be selected according to the specific needs of the learner group. Some of the benefits and challenges of various delivery methods are described in the following table.

Delivery method	Benefit(s)	Challenge(s)
Online/distance	Learners and trainers can participate from anywhere	Generating learner and trainer interaction requires time and effort
		Online delivery requires that all participants have suitable technology the skills to use it
Classroom-based	Opportunities for discussion and for learners to share and learn from each other	Relating learning and assessment to real workplaces can be difficult if learners do not have access to one
Clustered	Delivery and assessment can be streamlined by linking related content from different units of competency	Careful mapping and documentation is required to ensure that all aspects of each unit of competency are assessed
Work-based	Learning can be directly to linked to workplace requirements	Scheduling of learning and assessment opportunities can be impacted by organisational operations
	Direct observation assessment methods can be used	
Self-paced	Learners can proceed at a pace that suits them	There may be limited access to discuss and share ideas and experiences with others

Clustering for delivery and assessment

There is no set rule for clustering units of competency, but it should be used to provide meaningful adult learning experiences that link common concepts and reinforce learning within a relevant context. Clustering also provides the opportunity for integrated, holistic assessment instruments that can meaningfully address the dimensions of competency.

The interrelated nature of units of competency in the leadership and management qualifications and skill set presents opportunities for clustered delivery and/or assessment. The following tables illustrate how a holistic assessment model could be applied to assessment of three units of competency because of the logical connection between the performance and knowledge evidence of each unit.

BSBWHS302 Apply knowledge of WHS legislation in the workplace	BSBWHS304 Participate effectively in WHS communication and consultation processes	BSBINN201 Contribute to workplace innovation
Evidence of the ability to:	Evidence of the ability to:	Evidence of the ability to:
• identify and apply Work Health and Safety (WHS) legislative requirements applicable to the workplace, occupation and industry including keeping up-to-date with legislation and relevant publications • identify and act on non-compliances with WHS legislation • identify duty holders • communicate WHS information including referring issues of non-compliance to responsible persons or authorities, seeking advice from appropriate sources and communicating WHS information to others.	• participate in Work Health and Safety (WHS) communication and consultation processes, including communicating WHS information to others • raise WHS issues in meetings and follow up on outcomes • take appropriate actions to remove barriers to communication and consultation processes • support others to raise relevant WHS issues.	• identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation • communicate the ideas and seek input from others in order to identify how the ideas could be implemented • implement routine changes within scope of responsibility.
To complete the unit requirements safely and effectively, the individual must:	To complete the unit requirements safely and effectively, the individual must:	To complete the unit requirements safely and effectively, the individual must:
• explain the WHS legislative duties of self and others including limits on own expertise • outline the key organisational WHS policies, procedures, processes and systems • outline the key requirements in relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications • identify obligations and duties for consultation and who must be consulted • identify people who could be accessed for help • identify the consequences of non-compliance • explain how to find information about compliance with legislation.	• describe the purpose of organisational WHS policies, procedures, processes and systems • outline the key requirements of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications • describe potential barriers to WHS consultation processes and how the barriers may be overcome • explain the roles and responsibilities of WHS personnel • describe how the consultation process influences and is related to workplace information management procedures, processes and systems • describe methods to engage others with workplace procedures, communication channels and information sourcing and sharing.	• explain the role of individuals in suggesting and making improvements and the importance of proactive involvement • list the positive impacts and the challenges of change and innovation • provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility • give examples of the types of changes that are within and outside own scope of responsibility • list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints • explain how to prepare and communicate ideas for improvement to maximise likelihood of support.

Summary of performance and knowledge evidence for assessment clustering for:

BSBWHS302 Apply knowledge of WHS legislation in the workplace

BSBWHS304 Participate effectively in WHS communication and consultation processes

BSBINN201 Contribute to workplace innovation.

Performance evidence:

- Research sources, identify, comprehend and apply WHS legislative requirements applicable to the workplace, occupation and industry including keeping up-to-date with legislation and relevant publications

- Anticipate problems at a practical operational level, identify and act on non-compliances with WHS legislation and organise activity to develop possible solutions

- Identify duty holders

- Communicate and consult on WHS information with colleagues and team members to discuss a range of ideas, including referring issues of non-compliance to responsible persons or authorities, seeking advice from appropriate sources and communicating WHS information to others

- Raise WHS issues in meetings, support others to raise WHS issues and follow up on outcomes

- Take appropriate actions to remove barriers to communication and consultation processes

Knowledge evidence:

- Explain the WHS legislative duties of self and others including limits on own expertise

- Outline the key organisational WHS policies, procedures, processes and systems and their purpose

- Outline the key requirements in relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications

- Identify obligations and duties for consultation, who must be consulted and the roles and responsibilities of WHS personnel

- Identify people who could be accessed for help

- Identify the consequences of non-compliance

- Explain ways to get information about compliance with legislation.

- Describe potential barriers to WHS consultation processes and how the barriers may be overcome

- Describe how the consultation process influences and is related to workplace information management procedures, processes and systems and the importance of innovation and pro-active involvement

- Describe methods to engage others with workplace describe methods to engage others with workplace procedures, communication channels, information sourcing and sharing and types of changes that can occur as a result of effective individual participation

- Describe potential barriers to WHS consultation processes and how the barriers may be overcome

- Role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context

- Positive impacts and the challenges of change and innovation

- Typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints

- Ways in which improvements and change can be suggested to maximise likelihood of support

Many other units can be grouped to form logical clusters for delivery and assessment purposes. However, it is important to remember that:

- units of competency are selected to meet workplace or learner needs, rather than to fit a particular delivery approach

- learner needs and pathways should be used to inform decisions about clustering

- programs must give those learners undertaking individual units, rather than the full qualification, the opportunity to develop and demonstrate all of the individual unit's requirements.

Practice environments

Learners need access an environment where they are able to find information and apply their skills and knowledge in leadership and management; ideally, this would be their own workplaces. In this case, trainers will need to collaborate with the individual's supervisor to discuss learning and assessment requirements and make arrangements for observations and/or third party reports.

Where a learner is not employed in a suitable workplace, a 'practice environment' should be arranged. The practice environment should be:

- as realistic as possible
- reflect the environment (or industry face) in which learners will be working in future as much as possible.

Some examples of possible practice environments include:

- community or sporting organisations
- neighbourhood houses
- local council offices.

It is essential that a practice environment allows learners opportunities to use WHS skills and knowledge. Trainers will need to collaborate with a suitable person in the practice environment to discuss learning and assessment requirements and make arrangements for observations and/or third party reports.

Learners who are participating in distance or e-learning programs, may be able to use an online environment as their practice environment. Facilitators may be able to establish a virtual learning community that enables the online demonstration of WHS skills and knowledge. However, if learners intend working in other environments on completion of their qualifications it is inadvisable for the virtual learning community to be the sole practice environment.

Trainers delivering class-room based programs might make arrangements for learners to apply their skills on fellow learners, e.g. in role-plays. This can be an effective mechanism for practising skills, but for assessment purposes the environment should be as realistic as possible.

The assessment requirements document for each unit of competency provides specific advice on conditions that apply to the gathering of evidence.

Assessment

Assessment is the process of collecting evidence and making judgments about whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace. In the areas of work covered by the BSB Business Services Training Package, the endorsed units of competency are the benchmarks for assessment.

Planning for assessment

Following are some good practice principles for developing an assessment plan.

- Develop a planning framework (or use an existing framework) for delivery and assessment of the whole qualification.
- Develop a tool for mapping assessment activities against elements, performance evidence and knowledge evidence requirements in the units of competency.
- Link performance and knowledge evidence to observed WHS practice, workplace evidence and/or simulation in the mapping exercise.
- Implement an RPL process which meets the principles of assessment and the rules of evidence.
- Plan for validation and moderation of the assessment process and practices.

Collecting evidence

The assessment requirements for each unit of competency include:

- performance evidence requirements – what learners must do to show that they can perform the tasks described in the unit of competency safely and effectively
- knowledge evidence requirements – what learners must know to perform the tasks described in the unit of competency safely and effectively
- assessment conditions – the conditions under which evidence for assessment must be gathered, e.g. details of equipment, materials, reference material and timeframes.

An assessor must be confident that the learner has met all aspects of the unit of competency when making an assessment decision.

Documentation of the planning, delivery, assessment and reporting of outcomes against the training package requirements should support the decision-making. It is the RTO's responsibility to check whether all completed examples of assessment evidence must be kept for audit purposes. However, there must be sufficient evidence on file for an auditor to make a judgment on the validity, fairness, flexibility, reliability and sufficiency of the evidence to support the assessment decision. For further advice contact your State/Territory Training Authority.

RPL and assessment only pathways

The same principles of assessment and rules of evidence apply to RPL and assessment only pathways as apply to all other assessment activities. The same level of planning against the training package, the design of evidence collection and the decision making processes should apply. Validity, reliability, fairness and flexibility should underpin the design of the strategy and the instruments.

Further information

See Section 4:

Tool – Unit of Competency – Dimensions

Tool – Checking against Principles of Assessment and the Rules of Evidence.

Section 4
Templates, tools and Sample Training Programs

Template – Assessment validation report

Planning and recording validation and moderation activities.
These are the 'What, Why, When, Where, Who and How'.

○ Training and assessment strategy for the qualification
○ Relevant unit/s of competency from training package
○ Assessment mapping matrix

○ Learning and assessment plans
○ Assessment instrument/s relevant to this validation
○ Moderation reports

Unit code/s		Title of unit/s		AQF level	
Qualification		Cluster			
Skill Set		Cluster			
Learner cohort/ target group					
Date of validation					
Validation method	○ Face-to-face ○ Teleconferencing ○ Video conferencing ○ Virtual meetings (chat rooms, email correspondence, etc.). If this method is applied, is it supplemented by a real time meeting? ○ Yes ○ No				
Participants taking part in this validation					

Assessment method/s and instruments used to assess this unit	○ Demonstration ○ Knowledge test ○ Interview ○ Presentation ○ Work observation ○ Project ○ Report ○ Documents ○ Other
Timing of validation	○ Assessment development ○ Assessment review ○ Course review
Any special points regarding delivery and assessment	Ensure any adjustment to the way in which evidence is collected is considered *reasonable* and does not alter the evidence criteria in any way.

Assessment brief	Yes	No	Comment/suggested improvement
Assessment instrument contains clear, comprehensible instructions for both learner and assessor, including: • the nature of the assessment • activity • range and conditions of the activity • required materials and equipment • any reasonable adjustments • allowed • level of assistance permitted (if any) • ordering of the tasks.			
Evidence/marking guides or checklists have been provided to learners.			
Answer marking guides have been developed by the assessor.			
Reporting documentation has been developed to: • link back to the requirements of the qualification being assessed • link into the RTOs reporting system.			
Due dates and other important information are clearly stated.			

Assessment of competency	Yes	No	Comment/suggested improvement
Performance evidence is addressed.			
Knowledge evidence is addressed.			
Mapping of unit of competency against the assessment activity has been developed.			
Level of difficulty is appropriate to the competency or competencies being assessed (AQF descriptors have been considered).			
Assessment tool reflects workplace practice.			

Reflects principles of assessment	Yes	No	Comment/suggested improvement
Valid? (Validity refers to the degree to which the instrument actually measures what it says it measures and is practical to use.)			
Reliable? (Individual learners would get a similar result if tested on different occasions, given the same set of circumstances.)			
Flexible? (The assessment instrument can be adapted to suit work needs and site needs.)			
Fair? (Instrument is non-discriminatory and inclusive. Instrument can be reasonably adjusted. Language, literacy, numeracy reflect the requirements of the unit/s of competency.)			
Reflects rules of evidence	**Yes**	**No**	**Comment/suggested improvement**
Valid? (The evidence covers the performance and knowledge evidence essential to competent performance as set out in the unit of competency.)			
Sufficient? (There is sufficient quality and quantity of evidence as set out in assessment requirements.)			
Authentic? (The assessor is assured that the evidence presented for assessment is the learner's own work.)			
Current? (Evidence demonstrates it is the current competency of the learner.)			
Comments (optional)			

Template – Validation action sheet

	Item/issue	Action to be taken	By whom	When/date	
1					
1.1					
2					
2.1					
2.2					
2.3					
2.4					
2.5					
2.6					
3					
3.1					

RTO's representative's name:*

Date report signed off:

*This person is required to check that recommendations from this report are carried out in the determined timeframe.

Panel members

Name	Signature	Date
Chair*		

*This person has responsibility for seeing that recommendations are carried out and significant improvements are noted in the RTO's Improvements register.

Tool – Balancing language, literacy and numeracy (LLN) requirements in training and assessment
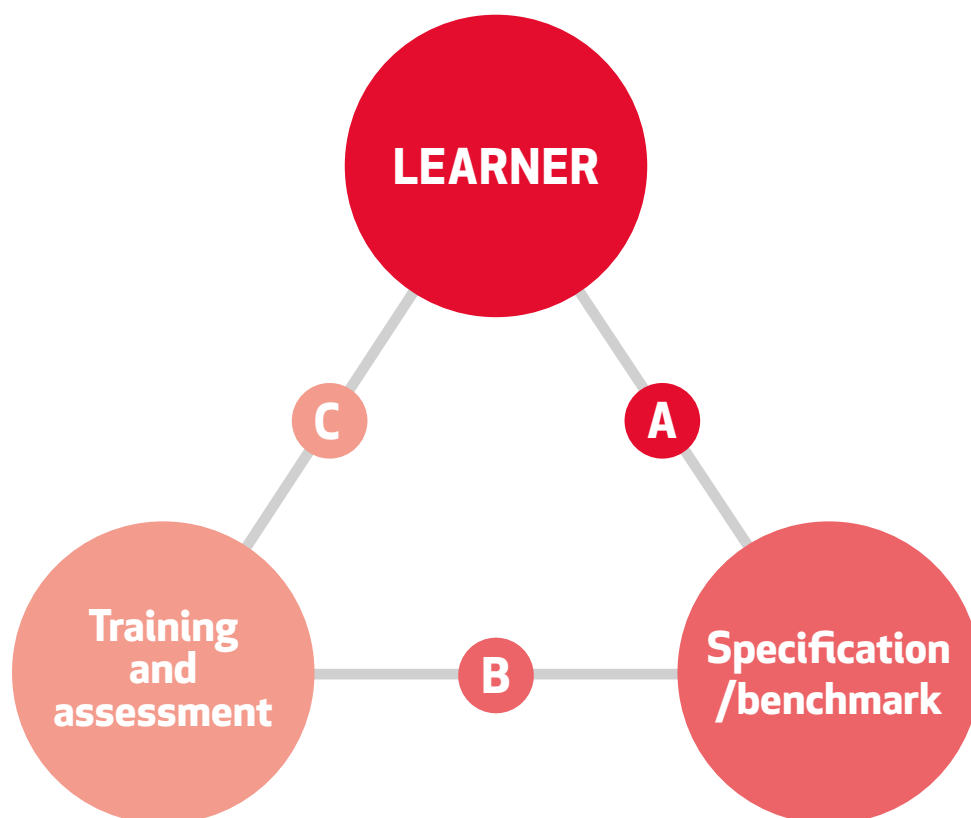
A

Does the learner have the LLN skills described by the training specification (unit of competency)?

If they do not yet have the required level of LLN skill then the training program should help them develop the required level and allow for practice of the skill within the required context.

B

Does the LLN content of the training program match the LLN demands of the workplace?

The key words within the unit of competency describe the skills required in the workplace. Include extensive practice using appropriate exercises in the training program.

C

Does the training program demand LLN skills that are higher than those of the learner?

It will be necessary to include appropriate strategies to support learners or adjust aspects of training. Many learners will absorb information more effectively through listening or observing rather than reading. Once again include extensive practice.

Tool – Checking against the Principles of Assessment and the Rules of Evidence

Principles of Assessment	
Validity	Does the assessment instrument actually assess what it is designed to assess? For example: • Does the evidence address the performance and knowledge requirements of the unit of competency? • Is the evidence collection method one that involves demonstration and explanation or is it a written test?
Reliability	Is assessment consistent? For example: • Do all assessors use and know how to use the assessment tool? • Is there a marked variation in the amount/quality of evidence collected? • Are there processes in place to reduce inconsistency between assessor judgements?
Flexibility	Are learners' needs identified before assessment? Are these needs taken into account when planning assessment? Can assessment tools, context and timing of assessment be adjusted to meet the needs of learners?
Fairness	Is the information about the assessment easily understood and accessed by all potential learners? Do all learners receive feedback about their assessments? Do assessors make assumptions about the learners and the value of their experience? Is the timing of the assessment appropriate? Do learners get the support that they need? Are learners over-assessed?
Rules of Evidence	
Validity	Is the evidence relevant to the benchmark? Can you infer competence from the evidence? Is it consistent with the other evidence presented by the learner? Are the following dimensions of competency met? • task skills • task management skills • contingency management • work/environment skills
Currency	The evidence demonstrates that the learner can apply the competency.
Authenticity	Can it be substantiated that the evidence (products, documents, etc.) is the learner's own work? If electronic evidence – is the source verifiable, has it been tampered with? Has the evidence been verified by a reliable third party where relevant?
Sufficiency	Is the scope of the unit of competency addressed including: • the elements/performance criteria • the assessment requirements • competency over a period of time • competency in different contexts?

Tool – Unit of Competency – Dimensions

Address dimensions of competency – analyse the job role	Task skills Task management skills Contingency skills Job/role environment skills Transfer skills Safe working skills LLN skills
Address evidence requirements in the Assessment Requirements	Realistic simulated environments Content Industry requirements Construct of evidence
Attain evidence	Methods/instruments – consider the range of ways – an assessment plan. Method needs to be chosen to address benchmark criteria.
Develop assessment record	Address flexibility, fairness, reasonable adjustment (use predictive skills).
Benchmarks	Expected responses at AQF level.
Decision making rules –defining what constitutes a satisfactory response and how to deal with incomplete responses	Observation checklists – list what needs to be addressed Procedure to be followed if insufficient information is offered What context would require repeating the assessment?
Intra-rater/inter-rater reliability	Fairness Flexibility
Mapping document	Mapping of assessment against unit requirements Elements/Performance criteria Foundation skills Range of conditions *if not stated no specific conditions are required* Performance evidence Skills evidence Assessment conditions
Content validity	What are you measuring – are you covering the knowledge and skills as set out in the unit/s?
Recording and reporting documentation	Summary report Assessor signoff Feedback to and from learning – what does this look like? What does it mean? Are organisational requirements met?
Links	Are the links between the assessment plan and the process and tools clear? Does the learning process and resources link to this assessment plan?

Linking learning to real jobs

In addition to WHS harmonisation, influences on WHS practice and health and safety practitioners include:

- an increasing complexity, range and depth of WHS issues and related responsibilities
- changing work patterns and practices
- more proactive regulatory approaches
- increased client expectations
- recognition of the costs associated with neglecting WHS responsibilities.

WHS practitioners are in demand for the following reasons:

- increased demand for practitioners within larger organisations to set up WHS management systems that mesh with company policies and procedures, and that also meet regulatory, tender and external accreditation requirements
- increasing consolidation of the WHS role and that of allied areas such as workers' compensation, rehabilitation/return-to-work, quality, human resources management and training and, increasingly, environment and security
- greater specialisation of the WHS practitioner role, particularly in larger organisations, as well as an increased reliance on WHS consultants, particularly among medium-sized organisations
- an increasing requirement for WHS practitioners to understand how WHS can contribute to the overall business strategy and to build related communication/change management skills.

WHS Jobs advertised on SEEK in 2014 include:

- OH&S Coordinator Western Suburbs *Melbourne*
- Work Health, Safety & Environment Manger *Western Sydney*
- Team Leader with a National Rehabilitation Provider *ACT*
- WHS Consultant *Melbourne Peninsula*
- Workplace Health & Safety Coordinator *Adelaide*
- National OHS and Quality Manager *Logistics Industry*
- Injury Prevention & Claims Management Coordinator *Sydney*
- Safety Management Roles in the Resources Sector *SA, WA and NT*
- Workplace Health and Safety Assistant *Sydney*
- WHS Injury Management Assistant *Melbourne*
- WHS and Injury Management Consultant *Sydney*
- Safety Manager *Adelaide.*

Sample Training Programs – Linking learning to real jobs

Sample Training Programs use some of the available elective units in the qualifications.
Other unit options are available for all the nominated occupations.

Workplace Health and Safety Assistant – assists with administration and the coordination of WHS audits and investigations.

Functions		Unit Code	Title
POTENTIAL PACKAGING SOLUTION			
Qualification: BSB30715 Certificate III in Work Health and Safety Packaging: 5 core units (C); and 5 elective units.			
Providing administrative assistance with WHS Safety Management System		BSBWHS302	Apply knowledge of WHS legislation in the workplace (C)
Coordinating worksite inspections and audits		BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control (C)
Providing information to WHS officer conducting hazard identification			
Recording workplace hazards in accordance with workplace procedures and WHS Acts, regulations and codes of practice		BSBWRT301	Write simple documents
Conducing respectful and positive communication on WHS	→	BSBWHS304	Participate effectively in WHS communication and consultation processes (C)
Relaying relevant information about WHS legislation to work colleagues to facilitate effective operational processes		BSBCMM201	Communicate in the workplace
Identifying potential WHS issues to prevent emergency situations		BSBWHS305	Contribute to WHS issue resolution (C)
Contributing to innovative processes to facilitate continuous improvement in operational capacity		BSBFLM303	Contribute to effective workplace relationships
Assisting with reporting processes for WHS audits	→	BSBINN201	Contribute to workplace innovation
Meeting deadlines to assist the WHS audit team			
		BSBWOR301	Organise personal work priorities and development

WHS Injury Management Assistant – assists with
the delivery of WHS and Return To Work services.

Functions	Unit Code	Title
Applying knowledge of WHS law to assist with return to work issues Participating in internal discussion on WHS participation processes Identifying hazard identification and assisting with risk control strategies, in accordance with workplace procedures and WHS Acts, regulations and codes of practice Contributing to the implementation and maintenance of a work health and safety management system (WHSMS) to own work area and job role Conducing respectful and positive approaches to communications relating to WHS consultation processes Planning, drafting and writing documents pertaining to WHS incidents, processes and/or return to work Recommending responses for incidents	BSBWHS402	Assist with compliance with WHS law (C)
	BSBWHS403	Contribute to implementing and maintain WHS consultation and participation processes (C)
	BSBWHS404	Contribute to WHS hazard identification, risk control (C)
	BSBWRT401	Write complex documents
	BSBWHS405	Contribute to implementing and maintaining WHS management systems (C)
	BSBWHS406	Assist with responding to incidents (C)
Assisting with processing claims, planning for, implementing and monitoring successful rehabilitation or return-to-work programs for claimants Assisting with identifying and evaluating contractor WHS arrangements and applying best practice, in terms of WHS information requirements and processes Identifying and evaluating innovative approaches to return to work processes	BSBWHS407	Assist with claims management, rehabilitation and return to work programs
	BSBWHS408	Assist with effective WHS management of contractors
	BSBWHS409	Assist with workplace monitoring processes
	BSBINN301	Promote to innovation in a team environment

POTENTIAL PACKAGING SOLUTION

Qualification: BSB41415 Certificate IV in Work Health and Safety
Packaging: 5 core units (C); and 5 elective units.

WHS and Injury Management Consultant – delivers WHS and return to work services.

	POTENTIAL PACKAGING SOLUTION	
	Qualification: BSB51315 Diploma of Work Health and Safety Packaging: 5 core units (C); and 4 elective units. Entry requirements: BSB41414 core units or equivalent (see previous page).	
Functions	**Unit Code**	**Title**
Reviewing WHS legislation to identify duty holders and legal requirements for WHS consultation and participation processes Applying WHS legislation, techniques, tools and processes to assess risks associated with hazards and risk control options Accessing information and data to contribute to the systematic management of WHS risk Allocating work to team and assessing and managing performance team and individual performance Preparing, developing an investigation plan and implementing a workplace procedure for incident investigation Collecting and analysing information in relation to incident investigation Managing the work health and safety management system (WHSMS)	BSBWHS502	Manage effective WHS consultation and participation processes (C)
	BSBWHS503	Contribute to systematic management of WHS risk (C)
	BSBWHS504	Manage WHS risks (C)
	BSBMGT502	Manage people performance
	BSBWHS505	Investigate WHS incidents (C)
	BSBWHS506	Contribute to developing, implementing and maintaining WHS management (C)
Analysing claims and establishing rehabilitation/return to work program Assisting with the development and application of work-related health and safety measures and initiatives and ensuring they comply with legislative requirements and obligations Assisting with the management of the work health and safety information systems (WHSIS) to support WHS management	BSBHRM509	Manage rehabilitation or return to work programs
	BSBWHS410	Contribute to work-related and safety measures and initiatives
	BSBWHS507	Contribute to managing WHS information systems

Safety Manager – manages workplace wellbeing, safety
and injury management activities across a work sites.

	POTENTIAL PACKAGING SOLUTION	
	Qualification: BSB60615 Advanced Diploma of Work Health and Safety Packaging: 5 core units (C); and 3 elective units. Entry requirements: BSB51314 core units or equivalent (see previous page).	
Functions	**Unit Code**	**Title**
Providing advice to managers on compliance and legislation in regards to WHS and WorkCover. Developing and implementing effective WHS strategies, policies and procedures across work sites Monitoring, reviewing and evaluating WHS strategies Applying WHS legislation, techniques, tools and processes to assess risks associated with hazards and risk control options Undertaking WHS investigations re WHS performance and participating in WHS committee meetings Developing, implementing and maintaining a work health and safety management system (WHSMS)	BSBWHS601	Apply legislative frameworks for WHS (C)
	BSBWHS602	Facilitate WHS activities (C)
	BSBWHS603	Implement WHS risk management (C)
	BSBWHS604	Evaluate the WHS performance of organisations (C)
	BSBWHS605	Develop, implement and maintain WHS management systems (C)
	BSBMGT616	Develop and implement strategic plans
Developing and applying a WHS audit plan Facilitating the sharing of WHS risks and strategies between work sites Applying ergonomics in WHS-related planning and design activities Identifying WHS hazards and risks that need to be addressed via occupational hygiene Implementing and monitoring processes that address occupational hygiene	BSBWHS606	Conduct a WHS audit
	BSBWHS607	Apply ergonomics to manage WHS risks
	BSBWHS608	Assist with applying occupational hygiene to manage WHS risks

Section 5
Useful links and references

Useful links

Australian Core Skills Framework (ACSF)
http://www.industry.gov.au/SKILLS/FORTRAININGPROVIDERS/
AUSTRALIANCORESKILLSFRAMEWORK/Pages/default.aspx

Australian Skills Quality Authority, Users' Guide to the Standards
for Registered Training Organisations 2015
http://www.asqa.gov.au/users-guide-to-the-standards-for-
registered-training-organisations-2015/about-the-standards-for-
rtos/standard-one/clauses/clause-1.7.html

Australian Skills Quality Authority, Guide to developing assessment
tools
http://www.asqa.gov.au/verve/_resources/Guide_to_developing_
assessment_tools.pdf.

Australian Qualifications Framework
www.aqf.edu.au

Core Skills for Work Framework (CSfW)
http://www.industry.gov.au/skills/ForTrainingProviders/
CoreSkillsForWorkDevelopmentalFramework/Pages/default.aspx

Foundation Skills (FS) Training Support Resources
https://ibsa.org.au/industry-skills-councils-fsk-resources-and-
information

Standards for non-referring states – Australian Quality Training
Framework http://www.industry.gov.au/skills/NationalStandards/
Pages/Standardsfornonreferringstates
AustralianQualificationTrainingFramework.aspx

Standards for Registered Training Organisations (RTOs) 2015
http://www.comlaw.gov.au/Details/F2014L01377

Standards for Training Packages
industry.gov.au/skills/TrainingPackages/Pages/default.aspx

Standards for VET Accredited Courses
www.comlaw.gov.au/Series/F2013L00177

Standards for VET Regulators
www.comlaw.gov.au/Series/F2014L01375

References

Attorney General's Department, *Disability Standards for Education
2005, Australian Government, accessed 18 May 2015* < http://
education.gov.au/disability-standards-education>

Australian Qualifications Framework Council, *Australian
Qualification Framework, Second Edition, Australian
Qualifications Framework Council, South Australia, 2013.*

Australian Qualifications Framework Council, *Volume of Learning:
An Explanation 2012, viewed 25 May 2015* <http://www.aqf.edu.au/
wp-content/uploads/2013/06/Volume-of-Learning-Explanation.
pdf>.

Department of Training and Workforce Development, Reasonable
adjustment: *A guide to working with learners with disability,
Second edition, Government of Western Australia, 2013.*

Department of Industry, *Standards for Registered Training
Organisations (RTOs) 2015, viewed 12 May 2015,* < http://www.
comlaw.gov.au/Details/F2014L01377>.

Health and Safety Professionals Alliance (HaSPA), *The Core Body
of Knowledge for Generalist OHS Professionals, Tullamarine, VIC.
Safety Institute of Australia, 2012.*

National Quality Council, *Guide for the Development of
Assessment Tools, Australian Government, 2009.*

OHS Body of Knowledge, What is the OHS Body of Knowledge?
Viewed 18 May 2015, http://www.ohsbok.org.au.

Safe Work Australia, *Australian Work Health and Strategy 2012–
2022, viewed 20 May 2015,* < http://www.safeworkaustralia.gov.au/
sites/swa/australian-strategy/pages/australian-strategy>

Safesearch, Health safety and environment remuneration survey
findings 2010/11 and 2013/14. http://www.safesearch.com.au/
resources/remuneration-survey

Standing Council for Tertiary Education Skills and Employment
(SCOTESE), *AQTF Essential Conditions and Standards for
Initial Registration, Australian Government* viewed 12 May 2015,
<http://www.industry.gov.au/skills/NationalStandards/Pages/
StandardsfornonreferringstatesAustralianQualificationTraining
Framework.aspx>.

Standing Council for Tertiary Education Skills and
Employment (SCOTESE), *AQTF Users Guide to the Essential
Conditions and Standards for Continuing Registration,
Australian Government,* viewed 12 May 2015, < http://
www.industry.gov.au/skills/NationalStandards/Pages/
StandardsfornonreferringstatesAustralianQualificationTraining
Framework.aspx>.

IBSA
Innovation & Business Skills Australia

Australian Government
Department of Education and Training