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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

| VET sector requirement  | Aspire's approach  |
|---|--|
| <b>Australian Qualifications Framework</b><br>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.<br>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery. | Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> . |
| <b>Volume of learning</b><br>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>                        | The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.   |

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBWHS501 Ensure a safe workplace

##### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

##### Application

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBWHS501 Ensure a safe workplace

#### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

|                             |  |
|-----------------------------|--|
| <b>Performance Evidence</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping</li><li>• ensure organisational WHS compliance</li><li>• establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program</li><li>• establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control</li><li>• provide information and complete documentation for a WHS management system</li><li>• identify requirements for and request expert WHS advice.</li></ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p> |
| <b>Knowledge Evidence</b>   | <p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"><li>• identify and detail relevant WHS Acts, regulations and codes of practice</li><li>• specify relevant WHS organisational policies, procedures, programs and practices</li><li>• explain hazard identification and risk-management processes</li><li>• describe the hierarchy of risk control and how it is applied in the workplace</li><li>• specify in-house and WHS legislative reporting requirements.</li></ul>   |

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBWHS501 Ensure a safe workplace*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

| Topic 1: Establish and maintain a WHS management system in a work area  |   |
|---|---|
| <b>Suggested time allocation:</b> 15 hours<br><b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>  | Slide nos: 2–12   |
| <b>Recommended reading</b>  | <b>Terminology checklist</b>  |
| Aspire learner guide <i>BSBWHS501 Ensure a safe workplace</i> , Release 1<br>Topic 1: Establish and maintain a WHS management system in a work area   | <ul style="list-style-type: none"> <li>WHS management systems</li> <li>WHS legislation</li> <li>National framework</li> <li>WHS regulators</li> <li>Code of practice</li> <li>Duty of care</li> <li>Noncompliance</li> <li>Health and safety committees (HSCs)</li> <li>Health and safety representatives (HSRs)</li> <li>Record-keeping requirements</li> <li>Notifiable incidents</li> <li>Privacy and confidentiality</li> <li>PCBU</li> <li>Officer</li> <li>Worker</li> <li>Volunteer</li> </ul> |
| <b>Suggested training strategies</b>  |   |
| <ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBWHS501 Ensure a safe workplace</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>               |   |
| <ul style="list-style-type: none"> <li>Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.</li> </ul> |   |

### 3.3 Learning mapping

*BSBWHS501 Ensure a safe workplace, Release 1*

| Unit of competency   | Range of conditions  | Content  | Practice tasks | Learning checkpoint |
|--|--|--|----------------|---------------------|
| Element 1: Establish a WHS management system in a work area  |  |  |                |                     |
| 1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation                              | WHS legislation must include applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice. | 1A Locate and communicate WHS policies                                     | 1              | LC 1: Part A 3      |
| 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs |  | 1B Identify duty holders and define WHS responsibilities in the work area  | 2              | LC 1: Part A 4      |
| 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)   |  | 1C Identify and approve resources required by the WHS management system    | 3              | LC 1: Part A 6      |
| Element 2: Establish and maintain effective and compliant participation arrangements for managing WHS in a work area   |  |  |                |                     |
| 2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation                                |  | 2A Set up and maintain participation arrangements according to legislation | 4              | LC 2: Part A 1      |

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

|   |   |
|---|---|
| <b>Complete the following task</b>              | Part A – Questioning<br>You will demonstrate a sound knowledge of the unit requirements in your responses.  |
| <b>Select and complete one of the following</b> | Part B – Project: Ensuring a safe workplace at BizOps Enterprises<br>You will demonstrate your skills and knowledge by completing a scenario-based project.<br>OR<br>Part C – Project: Ensuring a safe workplace at work<br>You will demonstrate your skills and knowledge by completing a project in your workplace. |
| <b>Select and complete one of the following</b> | Part D – Observation<br>Your work performance will be documented while being observed by an assessor.<br>OR<br>Part E – Third-party report<br>Your work performance will be documented using a third-party report completed by a relevant supervisor.   |

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

| Assessment plan                          |   |
|--|---|
| <b>Training organisation name:</b>       |   |
| <b>Candidate name:</b>                   |   |
| <b>Phone number:</b>                     |   |
| <b>Date:</b>                             |   |
| <b>Email:</b>                            |   |
| <b>Assessor name:</b>                    |   |
| <b>Unit of competency:</b>               | BSBWHS501 Ensure a safe workplace, Release 1  |
| <b>Assessment tasks selected:</b>        | <p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Ensuring a safe workplace at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Ensuring a safe workplace at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>                        |
| <b>Ready for assessment declaration:</b> | <p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> |



## 4.3 Assessment mapping

BSBWHS501 Ensure a safe workplace, Release 1

| Unit of competency   | Range of conditions  | Part A – Questioning | Part B – Project: Scenario | Part C – Project: At work | Part D – Observation | Part E – Third-party report |
|--|--|----------------------|----------------------------|---------------------------|----------------------|-----------------------------|
| <b>Element 1: Establish a WHS management system in a work area</b>   |  |                      |                            |                           |                      |                             |
| 1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation                              | WHS legislation must include applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice. | Q1                   |                            |                           |                      |                             |
| 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs | WHS legislation must include applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice. | Q12                  | P2                         | P2                        |                      |                             |
| 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)   |  | Q13                  | P5                         | P5                        |                      |                             |
| <b>Element 2: Establish and maintain effective and compliant participation arrangements for managing WHS in a work area</b>  |  |                      |                            |                           |                      |                             |
| 2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation                                |  |                      | P7                         | P7                        |                      |                             |
| 2.2 Appropriately resolve issues raised  |  | Q14                  |                            |                           | O2                   | O2                          |

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

|                             |   |                          |
|-----------------------------|---|--------------------------|
| Training organisation name: |   |                          |
| Candidate name:             |   |                          |
| Unit code and title:        | BSBWHS501 Ensure a safe workplace, Release 1  |                          |
| Assessor name:              |   |                          |
| Assessor email:             |   |                          |
| Assessor phone number:      |   |                          |
| Assessment tasks:           |   | Satisfactorily completed |
|                             | Part A – Questioning  | <input type="checkbox"/> |
|                             | <input type="checkbox"/> Part B – Project: Ensuring a safe workplace at BizOps Enterprises  | <input type="checkbox"/> |
|                             | OR  |                          |
|                             | <input type="checkbox"/> Part C – Project: Ensuring a safe workplace at work  |                          |
|                             | <input type="checkbox"/> Part D – Observation   | <input type="checkbox"/> |
|                             | OR  |                          |
|                             | <input type="checkbox"/> Part E – Third-party report  |                          |
| Declaration:                | In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time. |                          |