

## *Assessment support pack*

# BSBWHS521 Ensure a safe workplace for a work area

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *BSBWHS521 Ensure a safe workplace for a work area*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

\*The supporting documents folder is inside the summative assessment folder.

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

# Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

## How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

## Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the questions means that, in some cases, there will be numerous correct responses, and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

## Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

# Final assessment overview

## Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

## Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

## Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

## Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

## Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

# Formative assessment guide

## BSBWHS521 Ensure a safe workplace for a work area

### Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

### Question 3

Provide **four** examples of information that managers must communicate to workers following a consultation meeting.

#### Suggested responses

Responses may include four of the following:

- Relevant legislation and codes of practice
- Health and safety policies and procedures
- Safety data sheets (SDSs)
- Incident reports
- Minutes of health and safety meetings
- Auditing results and workplace inspection reports
- Action plan outcomes
- Records of health and safety issues
- Health and safety plans, targets and statistics
- Copies of memos or communication from management

### Practice task 7

Read the case study, then answer the questions that follow.

#### Case study

At a large pharmaceuticals company, an efficiency assessment and WHS audit are conducted simultaneously. These result in a list of changes needed to maintain or improve health and safety.

The WHS audit noted an increase in worker absenteeism in the accounts department on the ground floor. A specialist noise measurement consultant noted excessively high noise levels from an adjacent diesel compressor used for the upper floor laboratories.

Following minimal consultation and investigation into alternative locations, management chooses to relocate the diesel compressor to the rear of the building in a disused loading dock. Within two months, several people working in the receiving dock at the other end of the building are sent home with unidentified illnesses or serious headaches.

The HSR authorises an investigation and study by an environmental health scientist, who finds excessive levels of carbon monoxide are entering the receiving bay from the hastily relocated diesel compressor.

#### Question 1

What type of hazard was created when the diesel compressor was relocated?

- ☐ A chemical hazard was created when the diesel compressor was refuelled.
- ☐ A manual-handling hazard was created.
- ☐ An environmental hazard was created.
- ☐ An occupational disease hazard was created due to the excessive noise emitted from the machine.

## *Student assessment*

BSBWH521 Ensure a safe workplace for a work area



# Final assessment

This final assessment is for the unit *BSBWHS521 Ensure a safe workplace for a work area*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Due date
1. Questions	
2. Project	
3. Observation	

## Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.



## Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required skills and knowledge to ensure a safe workplace for a work area.

This is an open-book task – you can use a learner guide, the internet, and other books and resources to assist you if required.

Respond to all questions in the spaces provided. You must answer all questions correctly for this task to be completed satisfactorily. Ask your assessor to clarify any aspect you are unsure about in this assessment task.

### Evidence

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

### When and where will this assessment take place?

Your assessor will advise you where the assessment will take place. The task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will also tell you when your work should be submitted by. You can record this in the assessment plan. Your assessor may give you a time limit to complete the task and a word count for each question.

### What if the assessment is not suitable?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

### What if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

## Assessment task 2: Project

By correctly completing the project you will demonstrate that you have the required skills and knowledge to ensure a safe workplace for a work area.

You need access to the project instructions to complete this task. As this is an open-book task, you may also access a learner guide, the internet and/or other resources.

Your assessor will explain the arrangements for this assessment, including when it is due and how the project will be conducted.

You must satisfactorily complete all sections of the project and submit these to your assessor. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain your responses if the assessor needs any clarification.

### Required resources

Assessment must ensure access to:

- organisational WHS policies and procedures required to demonstrate the performance evidence
- WHS laws required to demonstrate the performance evidence
- case studies and, where possible, real situations
- opportunities for interaction with others.

### Evidence

You need to submit a completed assessment task cover sheet and evidence as outlined in the project instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

### When and where will this assessment take place?

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will provide you with the due date, which can be recorded in the assessment plan. Your assessor may also specify the length of time allowed and the expected word count, if applicable.

# Project instructions

Prepare a report that evaluates how well your work area complies with WHS legislation. Ensure you follow your organisation's existing policies and procedures when developing your report.

## Section 1: Establishing a WHS management system

1. Adapt WHS policies that comply with WHS laws and communicate to relevant people.
2. Identify duty holders and define their WHS responsibilities.
3. Identify and approve the required financial and human resources for managing WHS.

### Evidence to submit:

- ☐ Adapted WHS policies
- ☐ Details of duty holders
- ☐ Signed approval documents

## Section 2: Establishing and maintaining procedures

4. Develop and maintain risk management procedures for a work area. As part of this, you must do the following:
  - a. Develop procedures for ongoing hazard identification, and assessment and control of work-related risks.
  - b. Develop and maintain procedures for selecting and implementing risk controls to manage hazards, according to the hierarchy of control and WHS legal requirements.
5. Identify and describe a change required in the work area, such as a new task, piece of equipment or modification. Implement a hazard identification procedure at each of the following stages to control hazards:
  - Planning
  - Design
  - Evaluation
6. Identify inadequacies in existing risk controls and provide resources to implement improvements.

## Assessment task 3: Observation

By correctly completing the observation, you will demonstrate that you have the required skills and knowledge to ensure a safe workplace for a work area.

Your assessor will explain the arrangements for this assessment, including when it will occur and how the observation will be conducted.

You need access to the *Student assessment* or learning management system to complete this task. You may also need access to a learner guide, the internet and/or other resources.

You must complete the observation task unassisted by the observer or other personnel.

You must satisfactorily complete all sections of this task. Your assessor will record their observations in a record sheet. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain some parts of the demonstration if the assessor needs any clarification.

### Required resources

Assessment must ensure access to:

- organisational WHS policies and procedures required to demonstrate the performance evidence
- WHS laws required to demonstrate the performance evidence
- case studies and, where possible, real situations
- opportunities for interaction with others.

### Evidence

You need to submit a completed assessment task cover sheet and other evidence as outlined in the observation instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

### When and where will this assessment take place?

This observation may be undertaken in a workplace or in simulated environment. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will tell you the due date for the observation. You can record the date in the assessment plan.

# Observation record sheet

**Assessor to complete**

## Observation scenario

Describe the scenario the student will undertake to complete the project.

## Section 1: Establishing consultative arrangements

During the observation, the student demonstrated the following:	Observation date:	
	S	U
<b>1. Setting up a consultation arrangement with duty holders that meets the needs of workers in the work area and WHS laws</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Resolving any issues raised in the consultation and provide information to affected workers on the outcomes in line with organisational policies and procedures</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions:*  Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

\*Record additional questions to address contingencies and further clarify student understanding.

# Final assessment marking guide

## BSBWHS521 Ensure a safe workplace for a work area

### Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

## Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to ensure a safe workplace for a work area.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

### Evidence

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

### When and where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

### What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions instead.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

### What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

# Project marking guide

Students are required to evaluate how well their work area complies with WHS legislation. They must follow the organisation's existing policies and procedures when developing their report.

## Section 1: Establishing a WHS management system

The student's project shows evidence of the following:

### 1. Adapting and implementing WHS policies that comply with WHS laws and communicating them to relevant people

This may include:

- Providing an extract or summary of the organisation's WHS policies and procedures
- Describing the location of the WHS policies and procedures, such as in a filing cabinet, on a share drive, on the intranet or in the staff kitchen
- Describing the relationship between the policies and procedures and the specific hazards and risks relating to the nature of the work undertaken
- Identifying areas of improvement to ensure the policies comply with WHS laws
- Amending policies to improve their effectiveness, clarity and compliance with the law
- Using effective communication methods to disseminate the organisation's policies and procedures to all workers
- Ensuring all workers can access and understand their responsibilities outlined in WHS policies and procedures by confirming with them verbally or in emails
- Directing workers to implement the amended policies

### 2. Identifying duty holders and defining their WHS responsibilities

This may include:

- Identifying duty holders including the PCBU/employer, officers, managers, workers, suppliers, manufacturers and contractors
- Outlining key responsibilities of duty holders under WHS laws
- Providing an organisational structure diagram that shows reporting lines and the arrangements of different departments
- Outlining key responsibilities for developing and maintaining a safe workplace based on existing policies and procedures

### 3. Identifying and approving the required financial and human resources for managing WHS

This may include:

- Outlining financial resources required to ensure a safe workplace or work area, using a budget, financial statement or financial figures
- Describing equipment, tools, systems and documentation needed for the manager to ensure a safe work area
- Outlining key personnel needed to develop and maintain a safe work area
- Providing signed documentation approving budget expenditure



**Third party to complete****Third-party checklist**

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
<b>1. Adapting and implementing WHS policies that comply with WHS laws and communicating them to relevant people</b>  Outline of the task: <ul style="list-style-type: none"> <li>Using effective communication methods to disseminate the organisation's policies and procedures to all workers</li> <li>Ensuring all workers can access and understand their responsibilities outlined in WHS policies and procedures by confirming with them verbally or in emails</li> <li>Directing workers to implement the amended policies</li> <li>Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Setting up a WHS consultation arrangement with duty holders and resolving any issues that arise</b>  Outline of the task: <ul style="list-style-type: none"> <li>Facilitating a meeting to establish a consultation process</li> <li>Explaining how workers can provide information about WHS matters, receive feedback and contribute towards decision-making that impact on their health and safety</li> <li>Outlining the consultation process that will be used by the PCBU and management to elicit feedback and concerns from workers about WHS matters</li> <li>Explaining how managers will consider the views of workers when making decisions</li> <li>Providing feedback to workers in line with organisational policies and procedures</li> <li>Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Implementing a hazard identification procedure in relation to a change at each of the following stages:</b> <ul style="list-style-type: none"> <li><b>Planning</b></li> <li><b>Design</b></li> <li><b>Evaluation</b></li> </ul> Outline of the task: <ul style="list-style-type: none"> <li>Consulting with relevant workers and WHS experts to ensure the design of equipment or the work area meets health and safety requirements</li> <li>Implementing the change in an effective way without causing unexpected hazards and risks</li> <li>Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>