



# Learner Handbook and Course Information

**...don't blame them...TRAIN THEM!**

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## Welcome note from the CEO

Thank you for choosing the Australian Salesmasters Training Co (ASTC) to assist you in achieving your personal development goals.

Your decision to participate in a training course is a wise one, whether it will be employment-based or at your own leisure via correspondence or online. We look forward to assisting you in receiving formal recognition that is nationally recognised for the competencies you are studying or those that you already possess.

This Learner Handbook sets out a range of processes, procedures and information for you on how best to enjoy the learning process with us.

***It is important that you read this Learner Handbook and complete the Declaration at the end of this handbook and return it to us via post, fax or email.***

On behalf of our team at the Australian Salesmasters Training Co, I wish you an enjoyable and valuable learning experience.



**Ashraf Hanna**  
CEO

## About Australian Salesmasters Training Co

Welcome to the Australian Salesmasters Training Co (ASTC). Australian Salesmasters is a proven and innovative Registered Training

Organisation (RTO) specialising in providing quality training and assessment in Health Services, Business, Automotive Sales, Sales, Financial Management, Warehousing, Project Management, Real Estate (Property Services) and a wide range of other qualifications. ASTC was first registered as an RTO on the 3rd of June 1999.

ASTC's trainers have a long history in industry and are committed to providing quality training and assessment services. All hold the necessary training and assessment competencies as determined by the National Skills Council or its successor's accreditation.

Our trainers and assessors are highly qualified and have extensive vocational experience. We are here to support our learners through our training programs and to ensure they have an enjoyable learning experience.

### CONTACT DETAILS

Address:	Email:
Level 3 Suit 317	Contact Learner Support
30-40 Harcourt Parade	info@astc.edu.au
Rosebery NSW 2018	
Post Address:	
PO Box 638	IT support
Rosebery NSW 1445	afifi@astc.edu.au

Phone:  
(02) 9700 9333  
National: 1300 008 880  
Fax: (02) 9700 8988



## Our commitment to you

Australian Salesmasters is committed to bringing to you the most relevant and current training courses and materials available.

We commit to assisting you complete the training and assessments in your enrolled course. We also commit to support you, throughout your learning experience.

Where help or assistance is required, please call our team on 1300 008 880.

### The Australian Quality Framework Standards (AQF STANDARDS)

You are about to become a learner in the process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be a RTO, ASTC must ensure that it complies with the conditions of its registration throughout the period of its registration. These conditions are described within the National Vocational Education and Training Regulator Act 2011.

As an RTO ASTC must comply with the VET Quality Framework, which includes:

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)

ASTC is audited by the Australian Skills Quality Authority (ASQA) to ensure compliance to the above.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system. These standards are described in more detail in the National Vocational Education and Training Regulator Act 2011, which basically confirms the right of ASQA to audit ASTC, apply penalties for non-compliance, define the requirements to retain records and other administration and operational requirements of a functioning RTO, etc.

Australian Salesmasters is RTO #6854.

Please refer to <http://www.asqa.gov.au/> for more information.

### What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are ten qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The ten qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate  Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

Information on the Characteristics of competencies and the Distinguishing Features of Learning Outcomes for qualifications under the AQF may be obtained at: [www.aqf.edu.au](http://www.aqf.edu.au).

## Learner Selection Regarding PRE-REQUISITES

There are pre-requisites to enrolling in some of our training programs.

Specific details of these pre-requisites are contained in individual course information documentation on our website.

If you have any questions please discuss the course with your trainer or the Student Support Officer.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd.

You will be provided electronically via email or we will post to you:

- a Learner Handbook
- an Enrolment form
- Training Learner Acceptance Agreement
- Training Plan
- any available literature on the courses being considered and any other relevant documentation.

If fee paying, please complete the enrolment form.

Traineeship

To enrol in one of ASTC's Government Funded courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program.

If fee paying, just complete the enrolment form.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd. Ph: 1300 008 880.

Our Customer Service Officer accompanied by an officer from an Australian Apprenticeship Centre will attend upon you and supply you with:

- A Learner Training Folder
- An Enrolment form
- Training Plan
- Traineeship documentation (as required by law from time to time refer <http://www.australianapprenticeships.gov.au>) any available literature on the courses being considered and any other relevant documentation

## Smart and Skilled

Smart and Skilled provides eligible students who are resident in New South Wales with an entitlement to government-subsidised training in targeted priority areas, subject to funding availability. Please refer to our website for detailed information [<http://www.thesalesmasters.com.au/learner-information-support/smart-skilled/>].

Alternatively, please refer to the Smart and Skilled website for up-to-date information [<http://www.training.nsw.gov.au/smartandskilled>]

1. Before or at the time of enrolment a Smart and Skilled participant must be given a copy of the current version of the Smart and Skilled Fee Administration Policy ( <https://www.training.nsw.gov.au/smartandskilled/index.html>).
2. be aware of the ASTC'S policies or processes on:
  - evidence required for eligibility for Smart and Skilled programs and fee exemptions and concessions where relevant
  - withdrawal without penalty
  - repeat attempts to complete a unit of competency
  - fee refunds
  - recovery of outstanding fees
  - levying of participant fees



The current information related to ASTC's obligations under Smart and Skilled is located on ASTC's website:  
<https://www.thesalesmasters.com.au/funding/smart-skilled>

For assistance to enrol into a Smart and Skilled program, please contact one of our Smart and Skilled enrolment officers on Ph: 1300 008 880.

## Mode of Learning

ASTC offer the following learning modes

- Face to face
- eLearning
- Distance (Correspondence)
- Blended

With face to face training, there is a set schedule to follow with a fixed completion date.

With distance learning and e-learning, you set the pace for your learning activities. With these modes, you will achieve your desired result with good time management and self-motivation.

Blended mode combines the flexibility of online learning with the support of face-to-face training

## The Training Plan

### What is a Training Plan?

The training plan will outline who will deliver the training, and when and where you need to go to receive the structured component of the training. Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this to your ASTC trainer or ASTC Administration at any stage during the training.

### What is the purpose of a Training Plan?

The Training Plan provides detailed information on training and assessment agreed to by you, your employer (where applicable) and the ASTC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and the ASTC must sign and provides a record of intent and progress during the learning process.

### What are the requirements for monitoring a Training Plan?

The details of the Training Plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the Training Plan. The Training Plan should also provide evidence that training and assessment is progressing satisfactorily and regular visits have taken place.

### What is to be included in the Training Plan

The training plan must specify the following:

- the competencies to be obtained
- the time-frame for achieving the competencies
- the training to be undertaken
- the delivery modes to be employed
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
- who is responsible for the delivery and/or assessment of each competency
- assessment details and arrangements
- a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the training. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length or the duration of your training
- the name of the qualification to be issued
- any other specific requirements to be met in accordance with the training contract in question



### Who signs the Training Plan?

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- ASTC
- Learner/Apprentice/Trainee
- Employer (where applicable)

### Induction

Once all Learners have completed the enrolment session they will complete an induction program which will cover:

- Introduction to the ASTC training team
- Confirmation of the course to be delivered
- The training and assessment procedures, including method, format and purpose of assessment
- Learner behaviour
- Qualifications to be issued
- Assistance with RPL process
- Assessment guidelines
- Payment for course
- Assessment completion
- Support services
- Complaints
- Appeals procedures
- Feedback
- Confirmation that all the above information was provided via face to face, DVD or other methods and handouts were distributed is required to be acknowledged by the training learner.

### Language, literacy and numeracy (LLN) assistance

Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards.

We aim always to provide a positive and rewarding learning experience for all its training learners. Our enrolment form asks training learners to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Student Support Officer will contact the training learners to discuss their requirements.

Training learners must ensure that they have discussed with the Student Support Officer any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. We will offer to any training learner at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.

Where language, literacy and numeracy competency is essential for course training learners, we will make every effort to ensure that training learners are adequately supported to enable them to complete their training. Some examples of the type of support that we can offer include:

#### Literacy

- Providing training learners only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person
- Provide examples and models of completed tasks
- Ensure that documents and forms are written and formatted in plain English
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used

#### Language

- Present information in small chunks
- Speak clearly, concisely and not too quickly

- Give clear instructions in a logical sequence
- Give lots of practical examples
- Encourage training learners to ask questions
- Ask all questions to ensure training learners understand

### Numeracy

- Ask training learners to identify in words, what the exact problem is and how they might solve it
- Show training learners how to do the calculations through step by step instructions and through examples of completed calculations
- Help training learners to work out what math's/calculations/measurements are required to complete the task
- Encourage the use of calculators and demonstrate how to use them

We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or Numeracy.

In the event that a Learner's needs exceed our skill we will refer the Learner to an external support provider.

- Australian Council of Adult Literacy      Ph: (03) 9469 2950
- Reading and Writing Hotline              Ph: 1300 655 506



## Learner support, welfare and guidance

We will assist all Learners in their efforts to complete our training programmes.

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer, or another member of ASTC's team.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognised qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the ASTC's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed ASTC's support capacity we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

Police/Fire/Ambulance Ring 000	Interpreting Services: TIS 13 14 50
Poisons Information Centre 24hr advice on all exposures to poisons, medicines, plants, bites/stings 13 11 26	Alcohol and Drug Information Service (24 hour counselling and information) 1800 177 833
Abortion Grief Counselling 1300 363 550	DV Hotline (Domestic Violence support and referral) 1800 811 811
Family Drug Support Information, help and support for families affected by drugs 1300 368 186	Literacy and Numeracy Support: Victorian Adult Literacy and Numeracy Council Phone 03 9546 6892 Web: <a href="http://www.literacyline.edu.au">www.literacyline.edu.au</a>
Lifeline: 131 114	Men's: Line Australia 1300 789 978 for men with family and relationship concerns
Pregnancy Counselling Australia (Pregnancy termination alternatives and post termination counselling) 1300 737 732	Pregnancy Help Line 24 hour counselling and information for Pregnant women and their families 1300 139 313
Salvation Army Salvo Care Line 1300 363 622	Statewide Sexual Assault Helpline 1300 366 356

## Flexible delivery and assessment procedures

ASTC recognises that not all Learners learn in the same manner, and that with an amount of "reasonable adjustment" Learners who may not learn best with traditional learning and assessment methods will still achieve good results.

ASTC will make any necessary adjustments to meet the needs of a variety of Learners. The ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the Learner can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to Learners or they may include having someone record the Learner's spoken responses to assessment questions.

ASTC undertakes to assist Learners achieve the required competency standards where it is within our ability.

Where we cannot assist a Learner, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or ASTC's Student Support Officer.

## Discipline in a classroom setting

ASTC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or team member is unhappy or dissatisfied with the behaviour or performance of a Learner the trainer has the authority to:

- Warn the Learner that their behaviour is unsuitable, or
- Ask a Learner to leave the class, or
- Immediately cancel the class.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Examples of when disciplinary action may be required to be taken include when a Learner:

- fails to attend the required minimum number of classes for any course without reasonable explanation
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner)
- brings onto or consumes on our premises any alcohol
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol
- damages or removes any property or resource of or any training venue hired by ASTC
- assaults (physically or verbally) any person or persons on the premises of or any training venue hired by ASTC
- fails to comply with any instructions given by a member of team relating to the safety of any person or persons on the premises
- exhibits any form of conduct within our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present
- colludes, plagiarises or cheats in assignments, assessments or examinations which may be detected from non-referencing of source materials, collusion with other Learners in the submission of assessment materials or by reference to the resources detailed on the ASQA Guideline Frequently asked question document
- breaches assessment guidelines
- enters any part of our premises or any other place to which Learners have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises

## Fee Paying Learner

When disciplinary action is taken, the Chief Executive Officer will notify the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing and a noted copy will be placed on the Learner's individual file.

## Traineeship

When disciplinary action is taken, the Chief Executive Officer will notify the Employer and the Learner of the reason for the action

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner and a copy provided to the Employer. A copy of this written warning will be kept on the Learner's file.



- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing to the Learner and a copy provided to the Employer and a noted copy will be placed on the Learner's individual file.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

We expect that our team will maintain a professional and ethical working relationship with all other team, management and Learners. Any breach of our disciplinary standards will be discussed with the trainer, ASTC's Student Support Officer and CEO and the appropriate action will be taken.



### National recognition

We accept and recognise the outcomes of training from any other RTO or body in partnership with an RTO throughout Australia, thereby ensuring acceptance of the qualifications and statements of attainment awarded by all RTOs.

National Recognition requires ASTC to recognise and accept Australian Qualifications Framework (AQF) qualifications conferred by other registered training organisations.

Your previous study will be recognised and automatically credited towards their course where the same or equivalent units of competence have been successfully completed.

#### Procedure:

- Complete a separate application form for National Recognition available upon request
- Submit the application form AND a certified copy of an appropriate statement of attainment from another RTO.

### Recognition of prior learning (RPL) policy

All of our potential or enrolled Learners are provided with full recognition of their current skills and knowledge. We promote acknowledgement of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process. The recognition of prior learning [RPL] process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training and formal education.

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held, rather than on how, when or where the learning occurred
- Demonstrated commitment to recognising the prior learning of adults.
- Providing access to the RPL process for all potential Learners of course.
- Undertaking RPL processes which are fair to all those involved.
- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course Learners. All Learners are offered RPL at time of the pre-enrolment contact and can elect to be considered for RPL by selecting the option available on the enrolment form. The special needs of RPL applicants are recognised by us and we will make all the necessary and reasonable adjustments [taking into account such areas as LL&N] during the RPL assessment process, where appropriate. A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process are to:

- Minimise duplication of learning, training or skill acquisition
- Allow the completion of studies in the shortest possible time
- Provide clear RPL outcomes and access to further learning/training and career development
- Provide quality advice and support to potential and current applicants
- Conduct the RPL process only in respect to courses that we are registered to assess
- Ensure that only fully qualified consultants are involved in the RPL process
- Provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned
- Recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of recognition of other qualifications
- Ensure the RPL applicants of their right of appeal through the formal process
- Ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

***Learners can make an application for Recognition of Prior Learning at any time during the training program.***

**Procedure:**

1. The applicant fills in the application for recognition of prior learning (exemption), as detailed in the RPL application kit.
2. Attached to the application should be
  - a. Certified copies of the relevant qualifications, transcripts, course outlines and other academic records including the title of the module, duration (hours) of learning, results (marks and grades).
  - b. Evidence of clinical practice, as mentioned above, if exemption is sought.
  - c. Applications without presenting the relevant qualifications will not be recognized.
3. ASTC reserves the right to check and identify the original qualifications and academic records. Usually, ASTC's Student Support Officer will interview the applicant and verify the authenticity of original documents.
4. The module(s) exemption application is finally approved by the CEO and/or the ASTC Board. The following fees apply:

Under a traineeship	Nil
Fee for service	\$100
Payment of administrative application fee	
Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply	
Certificate II, III, IV	\$150
Diploma, Advanced Diploma	\$250

5. The Applicant will be required to "sign off" on the approval of recognition of prior learning or disapproval from the original form will be placed on the applicant's file and a copy given to the applicant.

An RPL application kit is available upon application and from our website.

Reference: RPL Information Kit

## Credit transfer policy

Credit Transfer is available to all Learners enrolling in any of our training programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to the Learners on the basis of outcomes gained by a Learner through participation in courses or nationally training package qualifications with another Registered Training Provider.

Credit transfer applies when credit can be given for formal learning equivalent to the competency outcomes. This may include credit transfer based on formal learning that is outside the AQF. We recognise the AQF qualifications and statements of attainment issued by any other RTOs. Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

The procedure to make a Credit transfer application is as follows:

- Learner completes a separate application form
- Learner submits the application form AND supporting documentary evidence
- The Application and supporting documentation will then be determined by the Director of Studies (or delegated assessor)
- the Training Manager (or delegated assessor) compares the evidence against the unit of competency (may ask for interview to clarify some points)
- the Training Manager (or delegated assessor) makes a judgement and records it on the application
- the Training Manager returns application to RTO administration with result
- RTO administration records result against Learner's name
- RTO administration notifies Learner of result either by email or post to their recorded home address
- Learner may appeal within 30 days of notification. Please refer to Complaints and Appeals Procedure

### Supporting documentation

If your previous study was a program at ASTC, you do not need to submit any supporting documentation. If your previous study was undertaken with another institution you must submit documentation to support your application. This documentation may include:

- a certified copy of a **Statement of Attainment** for any completed VET studies



- course outlines showing content, learning outcomes and assessment requirements
- an explanation of the grading structure used.

### **Assessment process**

ASTC will assess all applications for credit transfer for relevance towards the ASTC program and the currency of the learning outcomes:

- **Relevance**
- To receive credit for a previously completed course that course must be equivalent in content, learning outcomes and assessment requirements to the course you wish to receive credit for.
- **Currency**
- ASTC will assess your previous study for its currency to determine if the body of knowledge and practice has changed significantly. If the course content has changed significantly and the learner has not maintained sustained practice in the field of study, your application may be rejected.

### **The Assessor**

- compares the evidence against the unit of competency (may ask for interview to clarify some points)
- Assessor makes a judgement and records it on the application
- returns application to RTO administration with result

### **RTO administration**

- records result against your name
- notifies you of the result either by email or post to your recorded home address You may appeal within 30 days of notification.

Please refer to Assessment Appeals A Credit Transfer Application template is available upon request.

### **Fees**

No fees are applied to Credit Transfer



## Plagiarism and cheating policy

### How do I ensure my own Academic Integrity?

You can achieve Academic Integrity by honestly submitting work that is your own. Presenting work that fails to acknowledge other people's work within yours can compromise Academic Integrity.

This includes:

- plagiarism
- cheating in an assessment
- copying or submitting whole or parts of computer files as if they are your own (e.g. web pages).

Collusion, plagiarism or cheating in assignments will not be tolerated. Your trainer will advise all Learners of the many different ways to avoid plagiarism.

It is a form of cheating, known as plagiarism, to use another's work without appropriate acknowledgment.

All work produced must acknowledge the sources of ideas presented and cite the original written work which informed it. Plagiarism may occur in oral, written or visual presentations. It is the presentation of the work, idea or creation of another person, without appropriate referencing, as though it is your own. It is also a disciplinary offence for you to allow your work to be plagiarised by another training learner. You are responsible for keeping your work in a secure place.

### Plagiarism covers a variety of inappropriate behaviours, including:

- failure to properly document a source
- copying material from the internet or databases
- collusion between training learners
- purchasing pre-written or on-demand papers from the numerous paper mills and cheat sites

### You must reference the following types of information:

- thoughts, ideas, definitions or theories
- research and other studies
- statistics
- information from the Internet, including images and media
- designs or works of art
- facts that are not common knowledge

### If you don't reference information in your work, it is assumed that:

- it's your own idea
- it's common knowledge, e.g. you wouldn't need to reference that Bendigo is in Victoria
- it's common knowledge in your field of work, e.g. you must have a forklift licence to drive a forklift.

### To maintain Academic Integrity:

- Make sure you understand how to reference your sources.
- Don't leave your assignments around for others to read.
- Make sure you take your discs out of the computers.
- When photocopying or making notes from texts, make sure you record all bibliographic information.
- Make sure your work clearly distinguishes between the ideas of others and your own ideas. If you're not sure how to do this, check with your Trainer about requirements for referencing.

### Learners must not:

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source without referencing
- quote or paraphrase material from a source without referencing

## Detection of Plagiarism

The following may be utilized to detect plagiarism:

- Unusual phrasings, noticeable unevenness of style (some very sophisticated sentences followed by some amateurish ones), concepts that seem too sophisticated for the level of the class, unclear or incorrect sources listed in the bibliography, a writing style or diction choice in a particular paper that seems inconsistent with that found in other samples of the Learner's writing
- Enter an unusual phrase or sentence into a standard search engine (e.g., Google, Yahoo) and to locate a match.
- Holding a conference with the Learner writer and discuss the paper to determine the Learner's familiarity with his/her own paper and its concepts

## Disciplinary Action

Refer Discipline section of this manual.

## Copyright

All ASTC team members and learners must observe the following copyright regulations, a copy of which is on display near the photocopier in our Head Office.

A copyright owner is entitled to take legal action against a person who infringes his/her copyright. Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsides may infringe the copyright in that work.

Where making a copy of a work is classed as fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in that work.

It is classed as fair dealing to make a copy, for the purpose of research or study, of one or more articles on the same subject matter in a periodical publication or, in the case of any other work, of a reasonable portion of a work.

In the case of a published work that is of not less than 10 pages and is not an artistic work, 10% of the total number of pages, or one chapter, is a reasonable portion.

More extensive copying may constitute fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in sub-section 40 (2) of the Copyright Act 1968.

A copy of the Copyright Act 1968 is available for viewing upon request to the Student Support Officer.

## Client complaints and appeals policy

ASTC will deal with any learner complaints in an effective and timely manner, typically resolving all complaints within three weeks.

- Each appeal and complaint and its outcomes will be recorded in writing in a Complaints Register.
- Each appeal and complaint can be heard by an independent person or panel (i.e. someone or some panel that is mutually agreed upon as independent)
- Each appellant and complainant:
  - Has the opportunity to formally present his or her case
  - Is given a written statement of the appeals or complaint outcomes, including reasons for the decision.
- We will act upon any substantiated complaint or appeal and these may result in a Continuous Improvement activity within ASTC.

All appeals and complaints are reviewed at our monthly management meetings and, if appropriate, will result in a continuous improvements activity.

## Complaints and appeals procedure

### Complaint

A complaint should first be lodged with ASTC administration within 30 days of the issue arising, where practicable. A Complaints Form is available from ASTC Administration upon request and may be downloaded from our website.

A written response will be provided within 21 working days.

Where the outcome is not satisfactory to the learner, the Student Support Officer should be contacted in writing (mail/email) by the learner, setting out:

- The circumstances surrounding the issue
- Who was involved
- Why a complaint is being lodged
- Any evidence including dates and documentation
- The name of any witnesses who could support the case

The Training Learner Support Officer will table the complaint at the next scheduled Board of Directors Meeting and the Learner will be notified in writing of the outcome.

#### **Assessment appeals**

An application for appeal will be considered where:

- A Learner claims a disadvantage because the Trainer did not provide a unit outline and assessment scheme
- A Learner claims disadvantage because the Trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the unit outline and assessment scheme
- A Learner claims disadvantage because assessment requirements specified by the assessment scheme were unreasonably or prejudicially applied to him or her
- A Learner is of the view that a clerical error has occurred in the documenting of the assessment outcome
- A Learner claims that there is a discrepancy between the practical observation and the formal assessment.

Where appropriate the Learner should first approach the assessor concerned within 30 days of receiving the assessment result, where practicable.

Where the outcome is not satisfactory to the Learner, the Training Learner Support Officer should be contacted in writing (mail/email) by the Learner, setting out:

- The circumstances surrounding the issue
- Who was involved
- Why an appeal is being lodged
- Any evidence including dates and documentation
- The name of any witnesses who could support the appeal

An Appeal Form is available from ASTC Administration upon request and may be downloaded from our website.

The Board of Directors will consider the appeal and the Learner will be notified in writing of the outcome and the reason for the decision.

If the Learner is not satisfied with the outcome, the appeal will be referred to an independent person, who is agreed to by both parties, and the Learner will have an opportunity to formally present their case.

### **Record keeping and confidentiality**

Records of all academic grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records, upon written request to the Compliance Officer (or delegated nominee).

All records relating to complaints will be treated as confidential and will be covered by the Privacy Policy and Procedure.

Reference:     Appeals Form  
                      Appeals Outcome Form  
                      Complaints Form  
                      Complaints Outcome Form

### **Complaint / Appeal Third Party Referral**

If the Complainant / Appellant is not satisfied with the outcome of their appeal then an independent mediator will be sourced by ASTC through LEADR, the association of Dispute Resolvers. Complainants may request that their grievance is referred to the independent mediator by writing to the CEO as ASTC, PO Box 638, Rosebery, NSW 1445.

Cost of such mediation will be shared equally by ASTC and the Complainant. As a guide mediator's cost would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the Australian Skills Quality Authority (ASQA). For Contact details and information please see: <http://www.asqa.gov.au/complaints/making-a-complaint.html>.

ASTC will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

## Legislative requirements

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for.

This legislation is continually being updated and all our team are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au> and

Commonwealth	<a href="http://www.comlaw.gov.au">http://www.comlaw.gov.au</a>
Queensland	<a href="http://www.legislation.qld.gov.au/OQPChome.htm">http://www.legislation.qld.gov.au/OQPChome.htm</a>
New South Wales	<a href="http://www.legislation.nsw.gov.au">http://www.legislation.nsw.gov.au</a>
Australian Capital Territory	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
South Australia	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>
Western Australia	<a href="http://www.slp.wa.gov.au/options/onlinefr.htm">http://www.slp.wa.gov.au/options/onlinefr.htm</a>
Tasmania	<a href="http://www.thelaw.tas.gov.au">http://www.thelaw.tas.gov.au</a>
Northern Territory	<a href="http://dcm.nt.gov.au/strong_service_delivery/supporting_government/current_northern_territory_legislation_database">http://dcm.nt.gov.au/strong_service_delivery/supporting_government/current_northern_territory_legislation_database</a>

The legislation that particularly effects your participation in Vocational Education and Training includes:

### Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- National Vocational Education and Training Regulator Act 2011

### State Based Legislation

- Education and Training Reform Act 2006
- Workers' Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- Working with Children Act 2005
- Australian National Training Authority Act 1992

Information on relevant information can also be found on the following websites:

- Work Health & Safety <http://www.workcover.nsw.gov.au/Pages/default.aspx>
- The Australian Human Rights Commission <http://www.hreoc.gov.au/about/index.html>
- NSW Department of Education and Communities <https://www.det.nsw.edu.au/home/>
- WorkCover <http://www.workcover.nsw.gov.au>
- Privacy Commissioner <http://www.gov.au>



## Workplace health and safety policy

Work Health and Safety (formerly Occupational Health and Safety) describes ASTC's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the work place. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate team training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed work place with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,



- Ensure Learner safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all team and Learners to see,
- Promote an environment that is drug and alcohol free
- Report any identified Work Health and Safety hazard to the appropriate team member as required. Fact sheets may be obtained at: <http://www.workcover.nsw.gov.au/>

## Harassment and anti-discrimination policy

ASTC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity, as set out in the Legislation. Copies of the Legislation are available on the Internet and from the Administration Office.

ASTC has a legal obligation to ensure that no member of its team or a Learner is discriminated upon on the grounds of race (colour, ethnic origin or nationality), gender, age, disability, marital status or sexual orientation. Harassment on the grounds of race or sex will not be tolerated and may lead to disciplinary action.

At ASTC, everyone, regardless of whether they are a Learner, lecturer, administration or support team, is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated.
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained.
- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support and assistance in resolving the issue.

### Learners have the responsibility to:

- Allow others to learn
- Make ASTC safe by not threatening, bullying or hurting others in any way
- Make the classroom safe by obeying instructions
- Make ASTC safe by not bringing illegal substances or weapons into ASTC
- Not steal, damage or destroy the goods of others

### Team and Learners should be aware of the following definitions:

‘Bullying’ - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone’s work or their ability to do their job by not providing them with vital information and resources.

‘Confidentiality’ - refers to information kept in trust and divulged only to those who need to know.

‘Discrimination’ - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.



'Harassment' - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

'Personnel' - refers to all employees of ASTC.

'Racial Harassment' - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

'Sexual Harassment' - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

'Victimisation' - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

### Specific principles

- All team members and Learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Team members and Learners should not make any frivolous or malicious complaints. All team and Learners are expected to participate in the complaint resolution process in good faith.

Further information may be gained by accessing the publications located on the Anti-Discrimination Board of NSW website: [http://antidiscrimination.justice.nsw.gov.au/adb/adb1\\_publications.html,c=y](http://antidiscrimination.justice.nsw.gov.au/adb/adb1_publications.html,c=y)

## Privacy policy

ASTC takes the privacy of our Learners very seriously and we will comply with all legislative requirements.

These include the Privacy Act 1988 and National Privacy Principles (2013).

If your learning is a traineeship your enrolment form provides for Learners to give permission for us to discuss your progress with your employer

In some cases we will be required by law or required by the AQF standards to make Learner information available to others. In all other cases we ensure that we will seek the written permission of the Learner.

### 13 Australian Privacy Principles

1. open and transparent management of personal information
2. anonymity and pseudonymity
3. collection of solicited personal information



4. dealing with unsolicited personal information
5. notification of the collection of personal information
6. use or disclosure of personal information
7. direct marketing
8. cross-border disclosure of personal information
9. adoption, use or disclosure of government related identifiers
10. quality of personal information
11. security of personal information
12. access to personal information
13. correction of personal information

More information about the Australian Privacy Principles can be found at:

<http://www.oaic.gov.au/privacy/privacy-act/australian-privacy-principles>

## **Government funded training policy**

ASTC delivers government funded training programs and we will ensure that we comply with the guidelines and policies issued by the relevant Commonwealth, State or Territory regulator and/or funder responsible for these programs

These guidelines and policies define our obligations to comply with requirements for funding of the relevant nationally accredited funded programs, including our reporting and other obligations.

## **Working with children policy**

As we accept people under the age of 18 in our training programs, we comply with all Federal and State Working with Children legislation such as the NSW Commission for Children and Young People Act 1998. A list of all relevant legislation is available

<http://www.aifs.gov.au/cfca/pubs/factsheets/a141887/>

Further information on the Working with Children's Check is available from our Compliance Manager. This effectively means, that all staff who come in contact with people under the age of 18, such as trainers, must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency <https://check.kids.nsw.gov.au>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

## **Fees and refund policy**

### **Fee Paying Learners**

ASTC may charge fees in advance of the commencement of training of up to \$1,500. Please refer below for information regarding fees and fee invoicing.

A pro rata refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR.

We will provide all Learners with a statement that explains how the refund amount has been calculated.

### **Traineeship... New Entrants**

ASTC does not charge any fees in advance of the commencement of training. A training employer will receive an invoice in the sixth month of commencement of training with regard to traineeship delivery.

If a Learner withdraws from a course at any time after the commencement date of the course, No Refund will be made.

### **Traineeship... Existing Workers**

A training employer will receive an invoice on completion of the course.

A refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed, or

- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR under either and/or the AQF.

We will provide all training employers with a statement that explains how the refund amount has been calculated.

### **Smart and Skilled**

Smart and Skilled student fees are set for the whole qualification, rather than year-by-year, regardless of how long it takes to complete your qualification. Your student fee covers the cost of all training and assessment.

Under Smart and Skilled, students contribute towards the cost of their training through the payment of a student fee and the balance is paid as a subsidy from the government.

The Schedule of Fees for each qualification on the NSW Skills List can be accessed at [www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

ASTC must charge the student the relevant fee set by the NSW Government.

ASTC will confirm what the Student Fee is once we have entered your data into the Smart and Skilled Provider Calculator.

Should a Smart and Skilled learner wish to withdraw prior to course commencement (the 'cut-off date') they will receive a full refund for any payment they have already made.

Should a Smart and Skilled learner withdraw after the course has commenced the fees paid will be calculated pro rata and any refund owing will be refunded.

Further information may be accessed on our website:

[www.thesalesmasters.com.au/learner-information-support/smart-skilled](http://www.thesalesmasters.com.au/learner-information-support/smart-skilled)

### **OR**

From the NSW Smart and Skilled website: <https://smartandskilled.nsw.gov.au/for-students/how-much-will-your-course-cost>

### **Fee Base**

Training and assessment fees for both fee paying and government funded are calculated in accordance with the Commonwealth and/ or State Government incentives which may vary and change from time to time depending on government policy,

- <http://www.training.com.au/pages/menuitem7c2d47829a6d7590f9fa5a1017a62dbc.aspx>
- <http://www.aatinfo.com.au/STP-Details/20790/137/Financial-Development-Officer-CPP40609/?view=contact&s=nsw&i=608>
- <http://studyassist.gov.au/sites/studyassist/help-paying-my-fees/fee-help/pages/fee-help>
- [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

Further information may be obtained by contacting the ASTC Administration team on 1300 008 880 or the "CONTACT US" located in the top right tab on our web-home-page. (<http://www.thesalesmasters.com>)

### **Issue of testamur (qualification)**

- Testamurs are system generated protected documents, produced to an authorised template including AQF certification documentation and is issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- Testamurs will be produced and issued within 30 days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged or destroyed. Any replacement testamur will be issued in the format current at the time of replacement or reissue and will state the current date of printing as well as the original date of conferral. As a consequence, signatories to the replacement testamur may be different from those on the original testamur.

If ASTC has closed, or you have lost your original copy, ASQA may be able to provide a replacement.

Before you apply for a copy of your student records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that close are required to provide ASQA with a record of all qualifications and statements of attainment issued to students

- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records
- If ASQA holds your provider's records-but not a record of your qualification or statement of attainment-ASQA can provide you with a letter, which includes a verified record of your assessment results. You may then use this record to apply to an RTO for an assessment of your eligibility to receive a statement of attainment or a qualification
- There is a \$60 fee for the return of your records

#### ASQA-issued certificates and statements of attainment

In exceptional circumstances, ASQA may issue a vocational education and training (VET) qualification or statement of attainment to a current or former VET student.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence. A statutory declaration regarding exceptional circumstances will be required.

ASQA will only issue a certificate or statement of attainment if satisfied you have successfully completed the qualification's requirements or units of competency. For more information, please visit: <http://www.asqa.gov.au/for-students/applying-for-a-copy-of-student-records.html>

The following fees may be applied:

Training and assessment      Under a traineeship - up to \$4,000 (incl.GST)  
    Fee for service – up to \$4,000 (incl. GST)  
    #Fee per unit (traineeship/fee for service) \$165 (incl. GST)

# refer fee invoicing below

Cancelled Visit Fee	Under a traineeship Fee for service: Charged when a learner cancels or is not present at a scheduled visit and has not provided more than 24 hours notice of cancellation.	Nil  \$75.00
Learning Material Replacement Fee	Under a traineeship Fee for service: Charged when training learner requests replacement of learning material which has already been issued or provided.	Nil  Not Ascertainable*
Recognition of Prior Learning	Under a traineeship Fee for service: Payment of administrative application fee  Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply:  Certificate II, III, IV Diploma, Advanced Diploma	Nil  \$100  \$150 \$250
Reassessment of a unit of competency	Under a traineeship Fee for service: Charged when a training learner submits a unit of competency for reassessment which has previously been assessed as Not yet Competent on 2 prior occasions.	Nil  \$125.00
Re-Issue of Qualification	Under a traineeship Fee for service: Charged when a training learner requests the reissue of a qualification which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided	Nil  \$45.00  \$50.00

Re-Issue of Statement of Attainment	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a Statement of Attainment which has already been issued or provided.	\$45.00
	Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided.	\$50.00

\* Items marked as “Not Ascertainable” are regarded as such due to the significant variations in place for individual training learners and individual enrolments. For those items marked as “Not Ascertainable” the training learner may request a written quote prior to the provision of the services and will not be held liable for these services until they receive a written quote.

### **Fee Invoicing**

Fees will be invoiced at:

- i. the expiration of three (3) months from the date the training plan has been finalised for those units completed, and
- ii. the balance of fees upon the expiration of fourteen days from the date of completion or
- iii. fees for units completed prior to withdrawal, cancellation or transfer excluding (i) above

### **Debt recovery for outstanding fees will to be undertaken as follows:**

#### ***Commencing legal proceedings***

Once instructions are received to proceed with legal action against a student for unpaid fees, ASTC has already exhausted their efforts in recovering the fees. ASTC shall begin by:

1. Sending students a letter demanding payment of the fees in full or make an offer to accept instalment payments;
2. File and serve a Statement of Claim on a student if there is no reply to the letter of demand; and
3. Seek Default Judgment if a Defence to the Statement of Claim is not filed within 28 days of service on the students or if no offer to pay has been made.

An option open to ASTC is to accept a students’ offer to pay outstanding fees by instalments if a reasonable offer is made.

#### ***Enforcing a judgment***

If little is known about the judgment debtor’s financial resources or place of employment, an Examination Notice (**Notice**) is served on the judgment debtor.

The Notice contains a series of questions directed at the judgment debtor’s financial circumstances and the Notice must specify the period (not less than 28 days) within which its requirements must be complied with, typically involving completion and forwarding supporting financial information to ASTC.

If the Notice is not returned to ASTC or is not satisfactorily completed, a court order for examination of the judgment debtor is sought, which basically compels the judgment debtor to attend court and provide their financial details.

The Examination Order must be served on the judgment debtor 14 days prior to the examination hearing and a Notice of Motion for an Examination Order must be sent to the registry within 30 km of the debtor’s residence (or nearest registry)

If the judgment debtor fails to attend the examination, the Court may issue an arrest warrant to compel the judgment debtor to attend court.

#### ***Instalment agreements***

A judgment debtor may at any stage make an offer to pay by instalments. An instalment agreement may be confirmed by letter or made an order of the court by filing it with the court. The effect of an instalment order is that NSW law provides a stay of execution of the judgment while an instalment order is in place.

## Learner training records policy

We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our Learner's privacy. Individual Learner training records will be stored in a locked secure office area. Our electronic records are stored in "VETtrak" and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Officer will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the CEO.

The ASTC Compliance Officer is responsible to conducting a weekly back up of our computer systems to a password protected external hard drive. This backup is then taken offsite.

Our software and hardcopy systems will retain Learner results for a period of not less than 30 years.

In the event that we cease to operate as a RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

Should we be required to submit statistical data on our Learners in the future (AVETMISS), we will use the features inside our VETtrak software program.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Learner training records will be limited to those required by the AQF such as:

- trainers and assessors to access and update the records of the Learners whom they are working with,
- management team as required to ensure the smooth and efficient operation of the business,
- Officers from the a Commonwealth, State or Territory body responsible for regulating and/or funding of traineeships, ASQA, VRQA or their representatives for activities required under the Standards for Registered Training Organisations,
- Employer if the Learner is a trainee

Or those required by law such as:

- People as are permitted by law to access these records (e.g. subpoena/ search warrants/ social service benefits / evidence act). Or
- Learners authorising releases of specific information to third parties in writing,
- The Learner themselves, after making application in writing. For example Learners seeking a replacement Qualification or Statement of Attainment.
- Reference: Testamur Reissue Application Form

At any time you may access your records of participation and progress. This can be ascertained in the following ways:

- You are able to ring ASTC on Ph: 1300 008 880 and receive a copy of completed competencies which will be emailed to you within 2 working days.
- Written request to ASTC
- Refer to your Training Plan
- Reference: Testamur Reissue Application Form

## Access and equity policy

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote Learners.

All Learners have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socioeconomic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All Learners who met the entry requirements [if applicable] as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Some examples of our support include:

- We are able to offer Language and Literacy support to Learners who have difficulty with written or spoken English
- Equally so, we are able to support Learners with numeracy issues.
- As the qualifications are largely self-paced we are able to accommodate the unique needs of expectant or new parents or Learners with other carer's responsibilities
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of Learners

The principles of Access and Equity are covered at our Learner induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications.

Any issues or questions regarding access and equity can be directed to ASTC's Student Support Officer.



## Training packages

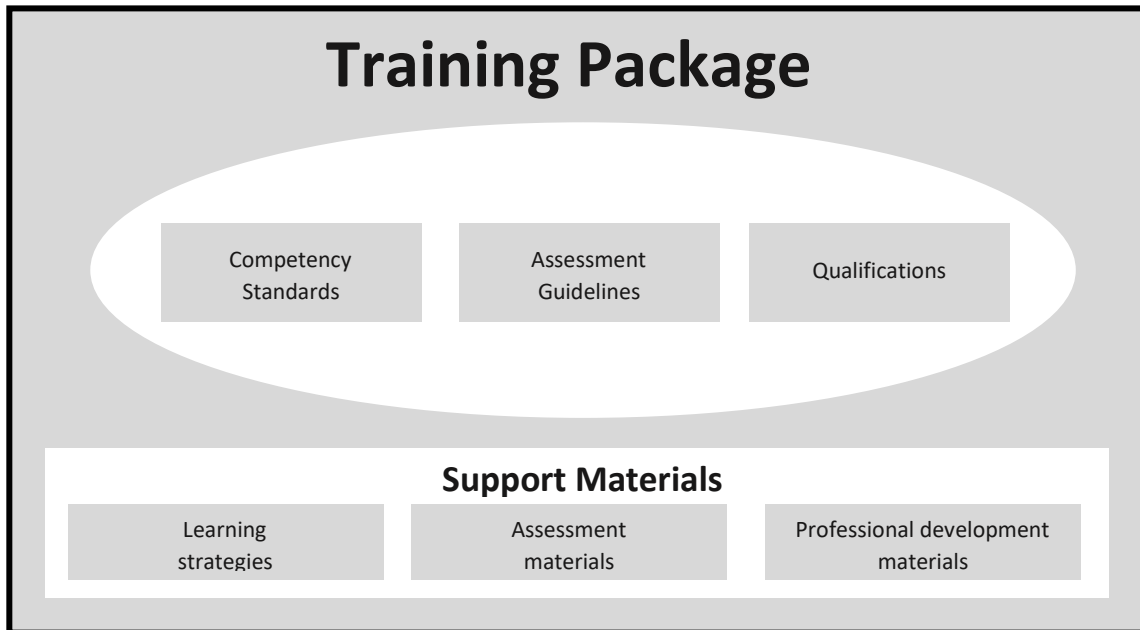
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

Under the Australian National Training System, a Training Package is something different and quite specific. The Business Services

Training Package is one of many industry Training Packages to be nationally endorsed by the Australian National Training Authority (ANTA).

A Training Packages consists of:

- endorsed components and
- support materials



### Endorsed Components

These are competency standards, assessment guidelines and packaging rules for national industry qualifications.

### Competency Standards

Competency standards are statements describing the skills or knowledge required to undertake the work involved in being a competent employee within your chosen industry. They are organised according to industry functions which are performed by, for example a salesperson selling products/ services.

Not only do they describe the skills and knowledge, but also the standard of performance required to be competent.

Industry practitioners, within input from industry relevant Institutes and regulators, decided what went into the competency standards.

### Delivery Strategy

The unit will provide for delivery in a variety of modes, including:

- Self-paced delivery
- Classroom delivery
- Workplace experience
- Simulated workplace delivery

Delivery strategies should be selected to reflect the nature of the learning outcomes and to meet the needs of the Learner.

The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time required for delivery may vary depending on factors such as the knowledge and skills of the Learner on entry and whether the delivery of the unit has been integrated with other units.

Integration of learning outcomes for delivery may occur within units and between units. Learning outcomes may be integrated for the whole unit and / or for several units.

## Resource requirements

**ASTC will ensure the following is available where applicable:**

- Learner's workbook
- Facilitator's Guide
- PowerPoint
- Whiteboard
- Whiteboard markers
- DVD (where applicable)
- DVD computer/ projector
- Handouts

**The Learner should have access to:**

- An environment appropriate to the assessment task, that is either on job or simulated environment
- Relevant documentation, such as:
  - work policy and procedures manual
  - legislation and statutory requirements (if any)
  - a range of projects with different requirements
- Access to a range of projects with different requirements
- Access to a project management team

In order to be valid and reliable, a simulated work environment must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. For an outline of factors that would indicate an appropriate simulated work environment, refer to the Assessment Guideline within the relevant Training Package.

## Pathway to competence

The most important thing to remember about a Training Package is that the competency standards act as the benchmarks.

In order to receive a qualification you must demonstrate that they can do the things described in the competency standards and apply the knowledge listed in the competency standards.

Training may not always play a part. For example, if you can already do something competently, why be trained to do it again? If you can prove that you can do it, you can receive credit for that unit of competency.

Somebody else, however, might need to undergo training or practice in the workplace before they are able to demonstrate that they can do the same thing.

## Overview of the assessment process

The competency-based assessment approach focuses on the development of competencies through workplace-based activities in addition to structured or unstructured training and learning. The assessment recognises the application of skills, knowledge and attitudes under workplace conditions to achieve the outcome specified in the competency standards. This means that individuals can have their competencies assessed and recognised regardless of whether or not the competencies were achieved through recognised formal training or education.

Credentials can be granted on the basis of an assessment of the individual's competency against the endorsed Training Package industry competency standards.

## Competency-based assessment

Competency-based assessment is the process of judging evidence of competence submitted by you to determine your current competency against the Training Package industry standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that you have met these standards.

The assessment process will focus upon how you apply skills, knowledge and attitudes in the workplace (or conditions as close as possible to workplace requirements) to achieve the outcomes described in the standards.

Effective competency standards and assessment provide many benefits to both employers and employees. These benefits include:

- clearer understanding of job roles and responsibilities
- greater consistency in work output
- increased productivity and quality of service
- improved team motivation
- information on current skill base and training needs to assist in developing individual and company training plans



## Assessor's qualifications

To maintain quality of the assessment process, individual assessors, teams or panels of assessors must:

- have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- be deemed competent in the program (Training Package) units they are assessing

In addition, the individual assessor, team or panel will be directly responsible to ASTC, which has employed them as an assessor. ASTC will itself have quality assurance mechanisms built into our registration processes with the ASQA to ensure the quality of the assessment services we provide.

**Assessment appeal – refer CLIENT COMPLAINTS AND APPEALS – Assessment appeals section of this manual**

## Evaluation and Audit of Assessment Process

As part of the registered training provider process, ASTC will evaluate the assessment process to ensure validity, reliability, flexibility and fairness. The process will be monitored, reviewed and evaluated to ensure consistency in the interpretation of the evidence, that national competency standards are current, and that the assessment instruments keep pace with the relevant industry trends and requirements.

Feedback from the evaluation sheets of the Learner, assessor and employer (where applicable) on the assessment process will be used in the evaluation process. It is expected that a full system audit will be conducted at least annually.

## Learner's guidelines for assessment process

For the assessment to be satisfactory, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

## Evidence of competence gathered

Evidence is proof provided by you that you can satisfy the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which satisfies the standard, the assessor is able to determine competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to satisfy the unit of competency. If you are a Learner, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide explanations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

## Assessment criteria

All our assessments will provide for learners to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment of each assessment.

## Assessment guidelines

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

## Assessment methods

The following process describes ASTC's process for conducting assessments for this program which were determined as a result of our customisation procedure.

### Assessment tools

The assessment tools are:

- Assessment activities in the workbook (AT1)
- Knowledge test : written/oral questions (AT2)
- Project(s) (AT3)
- Reflection Journal (AT3)
- Supervisor/third party or assessor demonstration report (AT4)

#### Assessment tool 1 (AT1): Assessment activities

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities - role plays
- work book activities

Responses to the assessment activities might be drawn from:

- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The Learner should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word processed document.

### Feedback

The assessment activities become part of a formative assessment. ASTC and its trainers/assessors have processes in place to provide feedback and reinforcement to Learners as they progress through the activities and assessment processes.

#### Assessment tool 2 (AT2): Written/oral questions

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the Learner should present responses as directed by the assessor.

The trainer/ assessor will consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues are also be considered.

#### Assessment tool 3 (AT3): Project(s)

##### Project(s):

Project(s) are designed to enable holistic assessment of the unit of competency if possible. The trainer/ assessor considers each project in the context of the specific industry sector and /or organisation and may make adjustments or contextualise as necessary.

Access and equity issues are considered. Additional projects may also be required.

##### Project Guidelines:

- Always read the following project guidelines carefully

- Make reference to workplace documents, policy and procedure, and reports and use your Learner guide, magazines, industry magazines, brochures, periodicals, books, scholarly publications, etc. to assist you to find and to obtain information about the relevant project criteria, but you are not limited to these.
- Make sure, that you keep accurate records on all sources of information so that you can document your sources with accurate in-text citations and in the reference section at the end of your project.
- You may be expected to work in a group or by yourself and provide complete minutes of the meetings and discussion notes for the assessment task project.

Instructions on writing the project and advice

- You should submit your project information in the following format:
- Answer each and every criteria/question.
- Support your submission by referring to workplace documentation and other source material
- Provide complete information about any legislations being explained and used.
- Do not assume that the trainer understands everything.

#### **Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report**

**Where the Learner is in employment** this report should be completed by the Learner's supervisor, an appropriate third party or the assessor.

The trainer/assessor will ensure that the supervisor/third party/assessor understands that they must confirm they have observed the Learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. The supervisor/ third party/assessor also needs to record the context in which the Learner was observed and detailed any evidence that has been provided.

Where the Learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the Learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

#### **Other assessment activities**

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for the unit under method of assessment in the unit information section of this Learner guide e.g. provision of portfolio of evidence

ASTC team members are available, to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal see further details in the appeal process section.

### **Training and assessment standards**

All training and assessments conducted by us will be by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- (d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilized to ensure the training environment is conducive to the success of Learners.

All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

#### **All of our Assessments will be:**

- **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,

- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Learner and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Learners. Assessment procedures will:
  - be equitable, culturally and linguistically appropriate,
  - involve procedures in which criteria for judging performance are made clear to all Learners,
  - employ a participatory approach,
  - provide for Learners to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

**We will achieve this through:**

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.





## Results

A Learner IS DEEMED EITHER SATISFACTORY OR NOT YET SATISFACTORY FOR A UNIT ASSESSMENT:

### SATISFACTORY (S)

After each assessment your Competency Record Book should be completed and signed by you and the assessor. In the case where the assessment occurs over time and on different occasions, you should receive constructive feedback after each occasion from the assessor and your Competency Record Book should be updated.

### NOT YET SATISFACTORY (NYS)

If you have provided insufficient evidence for the unit of competency, the assessor should explain why the evidence provided does not show that you fully possess the competency against the standards and provide advice on further evidence to be provided. It is up to you to provide further evidence. Further evidence can be in the form of:

- providing additional documents or information
- attending further training or education programs
- further work experience

When you feel you are ready, you can be reassessed. You will not have to do the whole assessment again. You will only be reassessed in those areas where the assessor requires more evidence. If, after the reassessment, you are deemed 'Satisfactory', the process already outlined above for deemed competent should be followed.

### HOW MANY TIMES CAN I APPLY FOR ASSESSMENT?

There are no restrictions on the number of times you may seek reassessment. However, if competency is not indicated after the second attempt, you should seek advice from your assessor and employer/supervisor (where applicable) about how to improve your performance.

### WHAT IF I DO NOT AGREE WITH THE RESULT?

There is a process available that allows for a review of your evidence. If you do not agree with the result you should discuss this first with your assessor and contact should be made with ASTC. ASTC has appeal procedures instituted that you should follow. Please refer to Appeals & Complaints section on our website.

### HOW DO I TURN MY ASSESSED COMPETENCIES INTO A CREDENTIAL?

When you have been deemed competent in the prescribed set of units for a credential, your assessor will provide ASTC with your assessment results. ASTC will issue all AQF qualifications and statements of attainment within 14 days of the training program completion. The details of the prescribed units for a credential can be obtained from the assessor, ASTC, your training plan or the relevant Training Package (refer training.gov.au)

### HOW DO I KNOW WHAT TRAINING I HAVE COMPLETED OR HAVE YET TO COMPLETE?

This can be ascertained in the following ways:

You are able to ring ASTC on Ph: 1300 008 880 or the "Contact Us" located in the top right tab on our web home page ([www.thesalesmasters.com](http://www.thesalesmasters.com)) and receive a copy of completed competencies which will be emailed to you within 2 working days.

- Written request to ASTC
- Refer to your Training Plan

## Handing in assessments

At ASTC we appreciate and respect the amount of time and effort that goes into assessments. These documents are a critical part of gaining a qualification and as such we take extra care of all assessment materials. Be aware however that besides the best of intentions, accidents can and do happen and so Learners should always take extra care to keep copies of all assessments.

### Face-to-face Learning

In the case of face-to-face (classroom) delivery, an assessment completed on or before the date should be handed to the relevant Trainer in class, with the assessment cover sheet completed and the Learner Declaration signed.

Alternatively assessments may be handed in at the Administration Office at Rosebery. They should be placed in an A4 envelope with the following written clearly on the outside:

- “Learner Assessment”.
- Qualification number and name, eg BSB51107 – Diploma of Management.
- Unit Number and Name, eg BSBMGT516C – Facilitate continuous improvement.
- Your name.
- The date.
- Your phone number.

The Administration Office will pass it on to the Trainer/Assessor. Please note that ASTC assumes no responsibility for assessments that have not been personally handed directly either to the Trainer or an employee at the Administration Office – please do not leave envelopes at reception.

### **Correspondence (Distance) Learning**

Instructions for return post of assessments will be provided with the learning materials. Whilst ASTC takes all due care, the Administration Office cannot take responsibility for loss of assessments in the mail. Accordingly, Learners are advised to keep a photocopy of all work and mail using Express Post or Certified mail for added security.



### **Remember:**

It is always a good idea to have a copy of your work! All Learners are advised in the strongest possible terms to keep copies of all assessments in the unlikely event they are misplaced or destroyed. Be aware that assessments have gone missing in the mail.

### List of contacts, training package/ assessment resources and national state bodies and sites

<b>Australian Qualifications Framework (AQF)</b>	<a href="http://www.aqf.edu.au/">http://www.aqf.edu.au/</a>
<b>Australian Training Products</b>	<a href="http://www.atpl.net.au">http://www.atpl.net.au</a>
<b>Curriculum Corporation</b>	<a href="http://www.curriculum.edu.au">http://www.curriculum.edu.au</a>
<b>Innovation &amp; Business Skills Australia</b>	<a href="http://www.ibsa.org.au/">http://www.ibsa.org.au/</a>
<b>National Assessors and Workplace Trainers Body</b>	<a href="http://www.nawtb.com.au">http://www.nawtb.com.au</a>
<b>Office of Fair Trading NSW</b>	<a href="http://www.fairtrading.nsw.gov.au">http://www.fairtrading.nsw.gov.au</a>
<b>Consumer Affairs Victoria</b>	<a href="http://www.consumer.vic.gov.au">http://www.consumer.vic.gov.au</a>
<b>Office of Fair Trading Qld</b>	<a href="http://www.fairtrading.qld.gov.au/">http://www.fairtrading.qld.gov.au/</a>
<b>Department of Commerce WA</b>	<a href="http://www.commerce.wa.gov.au/ConsumerProtection/">http://www.commerce.wa.gov.au/ConsumerProtection/</a>
<b>Consumer and Business Services SA</b>	<a href="http://www.ocba.sa.gov.au/">http://www.ocba.sa.gov.au/</a>
<b>New Apprenticeships</b>	<a href="http://www.newapprenticeships.gov.au">http://www.newapprenticeships.gov.au</a>
<b>Training.gov.au (TGA)</b>	<a href="http://training.gov.au">http://training.gov.au</a>
<b>Office of Regulatory Services</b>	<a href="http://www.ors.act.gov.au/index">http://www.ors.act.gov.au/index.</a>
<b>The Australian Skills Quality Authority (ASQA)</b>	<a href="http://www.asqa.gov.au">http://www.asqa.gov.au</a>



## Definitions

AAC	Australian apprenticeship centre
AQF	Australian Framework Qualification
ASQA	The national regulator for Australia's vocational education and training sector.
Assessment	A process to determine a student's level of acquired skill and knowledge against set criteria.
ASTC (Australian Salesmasters Training Co)	A registered training organisation (RTO) trading as Australian Salesmasters Training Co
Certificate	The award recognising the qualification you have successfully completed.
Commencement	The dispatch of course materials the start date of the course.
Competent	Satisfactory achievement in a unit of competency.
Correspondence	A course of study in which student and tutors communicate by post or electronic means.
Course Materials	Training and assessment materials provided by ASTC specific for the course you have enrolled in.
Credit Transfer	The application of a previously completed unit of competency to your course.
Deferral	The postponement of a course to a later date.
Distance learning	The undertaking of a course at a location other than ASTC by having downloaded or posted by mail
eLearning	Learning conducted via electronic media, typically on the Internet
Enrolment	The submission of enrolment forms to ASTC
Not yet satisfactory	Unsatisfactory achievement in an assessment.
Not yet competent	Unsatisfactory achievement in a unit of competency.
Online learning	The undertaking of a course via an eLearning online learning portal provided on behalf of ASTC.
Learner	You, the person whose name appears on the enrolment form
Reasonable adjustment	Adjustments made to training and assessment that does not compromise the quality or integrity of training and assessment.
Record of result	A transcript of the units of competency undertaken in a qualification.
Registered Training Organisation (RTO)	A training organisation that is registered with a state or national regulator and whose details appear on <a href="http://www.training.gov.au">www.training.gov.au</a>
Statement of Attainment	A certificate of the successfully completed units within a qualification.
Unit of competency	A component of training package which identifies a specific workplace requirement and includes the knowledge and skills that underpin competency
VET Fee Help	A government loan scheme program that provides training funds for a training course to the RTO. It is repaid conditionally via tax avenues.

# COURSE INFORMATION

## BSB51319-Diploma of Work Health and Safety

### What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- **Level 5 – Diploma**
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

### Australian Qualifications Framework Level 5: Diploma

<b>Summary</b>	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
<b>Knowledge</b>	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
<b>Skills</b>	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"><li>• analyse information to complete a range of activities</li><li>• provide and submit solutions to sometimes complex problems</li><li>• transmit information and skills to others</li></ul>

## BSB51319 - Diploma of Work Health and Safety

### Description

This qualification is suitable for people who coordinate and maintain the Work Health and Safety (WHS) program in an organisation. It reflects the role of practitioners who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

Licensing/Regulatory Information

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

### Entry Requirements

All core units in BSB41415 Certificate IV in Work Health and Safety or equivalent competencies.

Equivalent competencies are predecessors to the following units which have been mapped as equivalent:

- BSBWHS402 Assist with compliance with WHS laws
- BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes
- BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control
- BSBWHS405 Contribute to implementing and maintaining WHS management systems
- BSBWHS406 Assist with responding to incidents

### Packaging Rules

**Total number of units:**        **Nine (9)**

**Comprised of:**                **Five (5) Core Units**

**Four (4) Elective Units**

To be awarded the BSB51319 – Diploma of Work health and Safety, a total number of nine (9) units must be satisfactorily completed and relevant to the work outcome, local industry requirements and the qualification level.

The following course sequence has been developed by ASTC in consultation with industry:

**Duration:** 12 Months



Unit Type	Unit of Competency	Unit Description
Core	BSBWHS506	Contribute to developing, implementing and maintaining WHS management systems
Core	BSBWHS502	Manage effective WHS consultation and participation processes
Core	BSBWHS503	Contribute to the systematic management of WHS risk
Core	BSBWHS504	Manage WHS hazards and risks
Core	BSBWHS505	Investigate WHS incidents
Elective	BSBMGT516	Facilitate continuous improvement
Elective	BSBWHS410	Contribute to work related health and safety measures and initiatives
Elective	BSBWHS508	Manage WHS hazards associated with plant
Elective	BSBWHS510	Contribute to implementing emergency procedures

## ***Commencement, Completion and Census Dates***

The Commencement Date, Census Date and Completion Date for your Certificate IV will vary depending upon the dates you enrolled with ASTC.

We aim to start your Commencement Date as close as possible to the date you receive your first Unit of material for your Diploma.

For an accurate and specific list of these dates please refer to your **Commonwealth Assistance Notice (CAN)** as issued by ASTC administration.

Alternatively, please call ASTC on **(02) 9700 9333** and ask to speak to one of our helpful administration team

## **Units of Competency**

Below is detailed each of the individual Units of Competency in this qualification.

# BSBWHS506 - Contribute to developing, implementing and maintaining WHS management systems

## Application of the Unit

This unit describes the skills and knowledge required to contribute to the development, implementation and maintenance of elements of a work health and safety management system (WHSMS).

It applies to individuals with organisational responsibilities for contributing to tasks in relation to elements of a WHSMS appropriate to the nature and scale of the organisation and its work health and safety (WHS) risks. These people will work in a range of WHS roles across all industries and will apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developing, implementing, reviewing and improving a Work Health and Safety management system (WHSMS) for an organisation
- developing work health and safety (WHS) policy and gaining commitment to the WHSMS
- consultation and communications processes
- developing and implementing a WHS plan
- measuring and evaluating WHS performance.

## Knowledge Evidence

- The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of: summarise the key elements of a WHSMS
- identify barriers to WHSMS implementation and strategies to remove them
- list the benefits to an organisation of having return-to-work and injury management integrated into the WHSMS
- list essential content of a WHS improvement action plan
- specify legislative requirements for WHS information and data, and consultation
- describe the nature of information and data that provide valid and reliable measures of performance of WHS management processes
- identify relevant Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications
- describe a range of commonly used WHSMS and the associated WHSMS certification standards
- specify requirements for recordkeeping that address WHS, privacy and other relevant legislation
- describe the roles and responsibilities of individuals and parties under WHS legislation
- specify WHS positive performance indicators.

# BSBWHS502 - Manage effective WHS consultation and participation processes

## Application of the Unit

This unit describes the skills and knowledge required to manage the identification, review, development, implementation and evaluation of effective participation and consultation processes as an integral part of managing work health and safety (WHS).

It applies to individuals with responsibility for enabling people to be consulted about, and to participate in, WHS management and decision making across the organisation. These individuals will work in a range of WHS roles across all industries and apply a substantial knowledge base and well developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- implement the legal and organisational requirements for work health and safety (WHS) participation and consultation
- manage effective WHS consultation and participation processes including development, implementation, monitoring and review, in consultation with others
- review the effectiveness of existing WHS participation and consultation processes, identifying gaps and areas for improvement and positive performance indicators
- develop new or improved WHS participation and consultation processes that achieve required improvements and integrate with existing systems
- develop an action plan for implementation of new or improved WHS participation and consultation processes
- provide advice, support and monitoring to others during implementation of new or improved WHS participation and consultation processes and recommending changes to the plan as required

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- identify appropriate communication networks, processes and formats
- outline Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material in general, and in particular the parts relating to:
  - duties of PCBU, officers, workers and inspectors
  - duty holders
  - consultation, participation and representation
  - discriminatory, coercive and misleading conduct
  - workplace entry by WHS permit holders
- describe formal and informal communication and consultation processes, and key personnel related to communication
- explain how the characteristics and composition of the workforce impact on WHS risk and the management of WHS, including:
  - communication skills
  - cultural background and diversity
  - gender
  - labour market changes
  - language, literacy and numeracy levels of the workforce
  - structure and organisation of the workforce, including part time, casual and contract workers; shift rosters; and geographical location

- workers with specific needs and limitations
- workplace culture in relation to alcohol and other drug use
- list internal and external sources of WHS information and data, and how to access them
- identify key personnel, including change agents, within workplace management structure
- describe organisational culture as it impacts on the work team
- summarise relevant organisational WHS policies, procedures, processes and systems
- describe the roles and responsibilities of individuals and parties under WHS legislation
- outline the training needs of health and safety committees, and health and safety representatives.

# BSBWHS503 - Contribute to the systematic management of WHS risk

## Application of the Unit

This unit describes the skills and knowledge required to contribute to the systematic management of work health and safety (WHS) risk.

It applies to individuals who provide specialised knowledge, systematic approaches and guidance to a range of personnel.

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 National 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, regulatory or certification requirements apply to this unit at the time of publication.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, interpret and apply information from a range of sources to contribute to the development, implementation, monitoring and evaluation of a systematic approach to work health and safety (WHS) risk management
- apply WHS Acts, regulations codes of practice and standards, including the Safe Work Australia model Code of Practice: How to Manage Work Health and Safety Risks
- identify duty holders
- explain the differences between a hazard and a risk and identify hazards and risks in the organisation
- prepare an action plan to implement a systematic approach to WHS risk management
- prepare positive performance indicators for evaluation of a systematic approach to WHS risk management
- consult effectively with relevant stakeholders.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- describe formal and informal communication and consultation processes, and key personnel related to communication, including duty holders
- explain how the characteristics and composition of the workforce impact on WHS risk and the management of WHS with reference to:
  - communication skills
  - cultural background/diversity
  - gender
  - labour market changes
  - language, literacy and numeracy
- structure and organisation of the workforce, for example part time, casual and contract workers, shift rosters, geographical location
- workers with specific needs and limitations
- workplace culture towards alcohol and other drug use
- describe internal and external sources of WHS information and data, and explain how to access these sources
- outline the limitations of generic hazard identification and risk assessment checklists, and risk ranking processes
- describe the nature of workplace processes including work flow, planning and control and hazards relevant to the workplace
- describe organisational behaviour and culture as it impacts on WHS, change and the work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas in the organisation that impact on the management of WHS
- outline the key features of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material
- describe the key principles and/or practices of:
  - a systematic approach to managing WHS
  - duty of care including concepts of causation, foreseeability and prevention
  - incident causation and injury processes

- describe risk analysis and assessment techniques and tools, and their application and limitations
- explain risk, as the effect of uncertainty, on objectives
- explain the duty of persons conducting businesses or undertakings (PCBUs) in regard to risk management under WHS legislation
- describe the sources of occupational disease and their prevention
- describe standard industry controls for hazards
- describe techniques, tools and processes for identifying and controlling health and safety hazards and risks including :
  - hazard and risk checklists
  - hazard hunts
  - job safety analysis
  - manifests and registers including dangerous goods, hazardous chemicals and plant
  - safe work method statements
  - surveys using questionnaires, interviews and other survey techniques
  - workplace inspections and walk throughs
- describe the key features of the toxicology of hazardous chemicals and potential health effects in the workplace.



# BSBWHS504 - Manage WHS risks

## Application of the Unit

This unit describes the skills and knowledge required to conduct work health and safety (WHS) risk management processes. It applies to individuals who manage WHS risks, based on the organisation's WHS management system (WHSMS), WHS information system (WHSIS) and risk-management approach (as covered in BSBWHS503 Contribute to the systematic management of WHS risk). These individuals will work in a range of WHS roles across all industries and apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- access information and data on hazards and how to manage associated risks
- identify duty holders and legislative requirements for work health and safety (WHS) risk management
- use the organisation's WHS management system (WHSMS) and WHS information system (WHSIS) to conduct the following risk management processes:
  - identify hazards and potential hazards
  - assess the associated risks
  - identify control options
  - select suitable options
  - develop and implement a risk control plan
  - evaluate risk controls
  - carry out hazard identification and risk management.
- 

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- describe the basic principles of workplace incident, injury and disease causation
- explain the meanings of 'hazard' and 'risk' and how they differ
- identify formal and informal communication and consultation processes and key personnel related to communication
- describe how the characteristics and composition of the workforce impact on WHS risk and the management of WHS, including:
  - communication skills
  - cultural background and diversity
  - gender
  - labour market changes
  - language, literacy and numeracy levels of the workforce
- structure and organisation of the workforce, including part-time, casual and contract workers; shift rosters and geographical location
- workers with specific needs and limitations
- workplace culture in relation to alcohol and other drug use
- identify internal and external sources of WHS information and data and how to access them
- explain the limitations of generic hazard identification and risk assessment checklists and risk ranking processes
- outline methods for providing evidence of compliance with WHS legislation
- describe the nature of workplace processes (work flow, planning and control) and hazards relevant to the workplace
- describe organisational culture as it impacts on the work team
- summarise organisational WHS policies, procedures, processes and systems
- list other functional areas that impact on the management of WHS

- outline the principles and practices of a systematic approach to managing WHS
- outline Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material and other publications relevant to the organisation
- outline risk management as a duty of persons conducting businesses or undertakings or officers under WHS legislation
- describe the roles and responsibilities of individuals and parties under WHS legislation
- outline standard industry controls for a range of hazards
- identify techniques, tools and processes for identifying health and safety hazards and assessing and controlling the associated risks, including:
  - hazard and risk checklists
  - hazard hunts
  - job safety analyses
  - manifests and registers, including for dangerous goods, hazardous chemicals and plant
  - safe work method statements
  - surveys using questionnaires, interviews and other survey techniques
  - workplace inspections and walk-throughs.

# BSBWHS505 - Investigate WHS incidents

## Application of the Unit

This unit describes the skills and knowledge required to plan, conduct and report on investigations of work health and safety (WHS) incidents that have resulted in, or have the potential to result in, injury or damage.

It covers conducting an initial assessment of the situation; establishing the scope and legal parameters of the investigation; conducting a systematic analysis to identify underlying causes and actions for prevention; and reporting on the outcomes of the investigation appropriate to the potential severity of the incident, which may include accessing specialist expertise.

This unit applies to individuals required to investigate incidents in relation to prevention of future incidents.

The unit applies to people who work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- prepare and implement an initial response to an incident that complies with legislative and organisational requirements and considers the safety and security of individuals and the site
- systematically develop and document a plan to investigate an incident
- collect, document and analyse data and information relevant to an incident investigation ensuring that all individuals in the investigation team understand and follow required processes
- prepare and communicate an investigation report in required format that identifies the events leading up to the incident, immediate and underlying causes, points at which the incident could have been prevented and recommendations arising from the investigation.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- outline ethics related to conducting an investigation
- describe the characteristics and composition of the workforce impacting on the investigation of work health and safety (WHS) incidents, including:
  - cultural background
  - workplace diversity
  - gender
  - language, literacy and numeracy levels
- organisational structure, including employment status, shifts and geographical location
- list and describe internal and external sources of information and data relevant to investigations
- describe organisational WHS policies, procedures, processes and systems relevant to work role
- describe requirements under WHS legislation for notifying and reporting incidents and enforcement notices, and rights and powers of WHS inspectors
- outline types and characteristics of incidents including causes and incident management processes.

# BSBWHS510 - Contribute to implementing emergency procedures

## Application of the Unit

This unit describes the skills and knowledge required to contribute to the implementation of planning and response procedures for emergencies. The focus is on implementation of procedures already developed for short-term emergency responses. It assumes that expert advice will be available in identifying potential emergencies and in formulating response plans.

This unit applies to individuals with supervisory responsibilities for managing work health and safety (WHS) in the workplace who contribute to the implementation of procedures for responding to emergencies. These people will work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- identify potential emergencies and their causes, with input from others, including specialist advisers and emergency agencies and document them in a risk register
- identify and prioritise options for initial response to contain or limit emergencies and their impact, and for liaison with emergency services
- plan initial response procedures including:
  - categorising major types of potential emergencies
  - identifying required resources
  - checking equipment
- documenting required actions for a range of major types of emergency, with input from others and in keeping with standards and current industry practice
- identifying training needs and providers
- implement initial response procedures including:
  - documenting and displaying actions required
  - outlining own role
  - following appropriate procedures
- contribute to post-event activities including supporting others and contributing to debriefing
- monitor emergency response and address deficiencies including:
  - consulting
  - documenting and reporting results
  - identifying improvements.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- describe basic emergency prevention controls typically installed in a workplace including:
  - emergency alerting systems
  - emergency protection systems
  - smoke alarms, fire alarms and fire extinguishers
  - required safety wear
  - security systems

- describe the enterprise physical site and work areas
- explain enterprise reporting procedures for an emergency
- detail the essential actions of self and others in an emergency
- describe hazards and precautions to be taken during an emergency
- list hazards arising from evacuation
- detail the information needs of emergency response personnel during reporting, arrival and response to an emergency
- identify internal and external sources of work health and safety (WHS) information and data and how to access them
- summarise organisational and workplace WHS policies and procedures
- describe the organisational structure, roles and responsibilities contributing to the implementation of emergency procedures
- describe the powers of safety representatives and other authorised WHS personnel to implement an immediate cease work if an immediate danger to WHS exists
- summarise the principles and priorities for evacuation, checking and accounting for people
- summarise the principles of fire protection and emergency response
- outline relevant Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material and how it applies to the implementation of emergency procedures
- identify roles and responsibilities of WHS personnel
- give examples of emergency responses typically used in workplaces
- detail the WHS information needs of work unit or work team.

# BSBMGT516 - Facilitate continuous improvement

## Application of the Unit

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

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

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

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

## Application of the Unit

This unit describes the skills and knowledge required to manage the identification, review, development, implementation and evaluation of effective participation and consultation processes as an integral part of managing work health and safety (WHS).

It applies to individuals with responsibility for enabling people to be consulted about, and to participate in, WHS management and decision making across the organisation. These individuals will work in a range of WHS roles across all industries and apply a substantial knowledge base and well developed skills in a wide variety of WHS contexts.

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.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- contribute to scoping, establishing, reviewing and evaluating work health and safety (WHS) measures and initiatives to:
- address specific legislative requirements and obligations
- support non-statutory health promotion programs
- contribute to ensuring work-related health and safety measures and initiatives comply with legislative requirements and obligations
- liaise with relevant people internal and external to the organisation.
- Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- explain the application of relevant mandatory health monitoring, including biological monitoring, to help secure work health and safety
- explain the difference between work-related health and safety measures and initiatives designed to meet specific legislative requirements and obligations, and those designed to support non-statutory health promotion programs, and give examples of each
- list factors that impact on work-related health and safety and their potential effects
- identify internal and external sources of WHS information and data, and how to access them
- outline organisational WHS and other relevant policies, procedures, processes and systems, including human resources
- summarise relevant WHS legislation, other legislation (such as privacy and workers' compensation) and common law rights and duties specific to work-related health and safety measures and initiatives
- describe work-related health and safety measures and initiatives that either address specific legislative requirements and obligations, or support non-statutory health prevention programs, including:
- the factors impacting on worker health and safety that they address
- effectiveness
- costs and benefits



# BSBWHS508 - Manage WHS hazards associated with plant

## Application of the Unit

This unit describes the skills and knowledge required to effectively manage work health and safety (WHS) hazards and to comply with WHS legislation as it applies to the management or control of plant (not the design, manufacture, supply, installation, construction or commissioning of plant or issuing of licences associated with plant).

It applies to individuals who may provide leadership and guidance to others using managerial and communication skills and who use systematic approaches to identify and resolve issues.

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 National 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, regulatory or certification requirements apply to this unit at the time of publication.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- manage effective identification of hazards and develop risk control options for the operation of plant as defined in work health and safety (WHS) legislation
- develop, implement, monitor and modify WHS policies and procedures for the operation of plant
- use relevant systems and procedures in the operation and maintenance of plant
- implement general licensing and training requirements associated with plant
- identify, record and report on WHS hazards and assessing risk
- develop and implement risk control options
- communicate in the workplace to:
  - advise people of their rights, obligations and duties
  - consult about policies and procedures
- identify hazards
- assess WHS risk
- advise people about registration, licensing and certification requirements
- use machinery safety control measures to control plant risks, including following registration and licensing requirements
- identify training needs and organise training.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- describe the basic principles of incident causation and injury processes
- explain the differences between a hazard and a risk
- identify factors that impact on risk
- explain the hierarchy of control and considerations for choosing between different risk controls
- identify high-risk work licences required for specific plant
- identify internal and external sources of WHS information and data, and explain how to access these sources
- discuss the management of risk associated with plant as a duty of a person conducting a business or undertaking (PCBUs) under WHS legislation
- describe the methods for providing evidence of compliance with WHS legislation
- outline workplace processes (such as work flow, planning and control) and hazards relevant to the workplace

- discuss organisational behaviour and culture as it impacts on WHS, change and work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas that impact on the management of WHS
- outline key features of plant specific knowledge including:
  - basic physics of fluids under pressure and pressure vessels, and the behaviour of pressurised fluid when pressure is released
- duties, rights and obligations of individuals and parties specified in WHS legislation
- hazards associated with plant and systems of work associated with plant
- industry practices related to permit to work and isolation and tag out systems
- registration requirements of plant, licensing and certification competencies
- describe the key principles and practices of a systematic approach to managing WHS
- describe the strategies for guarding moving parts in machinery, human factors related to machine guarding, safe design principles, features and limitations
- outline the key features of WHS Acts, regulations, codes of practice and other instruments issued by WHS regulators.

## Resources

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials and clear guidelines on how to complete their work and return it for assessment.

## Assessment Guidelines

### Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the HLT Health Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

### Assessment Tools for BSB51319 – Diploma of Work Health and Safety

The assessment tools developed by ASTC for each of the nine (9) units of competency are as follows:

Unit Type	Unit Of Competency	Unit Description	AT1 Workbook Activities	AT2 Oral/Written Questions	AT3 Project
Core	BSBWHS506	Contribute to developing, implementing and maintaining WHS management systems	✓	✓	✓
Core	BSBWHS502	Manage effective WHS consultation and participation processes	✓	✓	✓
Core	BSBWHS503	Contribute to the systematic management of WHS risk	✓	✓	✓
Core	BSBWHS504	Manage WHS hazards and risks	✓	✓	✓
Core	BSBWHS505	Investigate WHS incidents	✓	✓	✓
Elective	BSBMGT516	Facilitate continuous improvement	✓	✓	✓
Elective	BSBWHS410	Contribute to work related health and safety measures and initiatives	✓	✓	✓
Elective	BSBWHS508	Manage WHS hazards associated with plant	✓	✓	✓
Elective	BSBWHS510	Contribute to implementing emergency procedures	✓	✓	✓

Assessment Tool:	Type of assessment:	What is assessed:
Activities	<b>Formative assessment AT1</b>	<p>The <b>underpinning knowledge</b> required to undertake the tasks, as outlined in the elements and performance criteria.</p> <p>Formative assessments will be completed progressively as participants work through their training.</p> <p>Trainer / assessors will determine how and when these activities should be completed.</p>
Questions	<b>Summative assessment AT2</b>	<b>Required knowledge</b> – evidence collected in response to the theory questions will support participants' competence with regard to the required knowledge.
Projects	<b>Summative assessment AT3 PROJECT</b>	<p><b>Required knowledge, critical aspects for assessment</b> and, in some cases, <b>required skills</b> – projects will be theoretical or practical.</p> <p>Evidence collected in response to the project questions and activities will support the judgement of competence.</p>

Resources required to undertake this assessment
<p>Learners must have access to these resources:</p> <ul style="list-style-type: none"> <li>▪ Copies of the activities, questions, projects nominated by the trainer / assessor ( Learner Guide and Learner Workbook and Assessments)</li> <li>▪ Relevant organisational policies, protocols and procedural documents to draw from</li> <li>▪ An appropriate workplace, simulated workplace or prior experience in the workplace</li> <li>▪ Resources normally used in the workplace</li> </ul>
Assessment instructions
<p>Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.</p> <p>Learners should also undertake observable tasks that provide evidence of performance AT3 &amp; AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.</p> <p>Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner <b><u>is not to sign the declaration unless they have a clear understanding of what is expected from them.</u></b></p>

## Legislative Information

There is no direct link between the “SIR30216 – Certificate III in Retail Services and licensing, legislative and/or regulatory requirements.”

### **The legislation that particularly effects participation in Vocational Education and Training includes:**

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- [National Vocational Education and Training Regulator Act 2011](#)

State Based Legislation

- Education and Training Reform Act 2006
- Workers' Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- [Working with Children Act 2005](#)
- Australian National Training Authority Act 1992

## General

Commonwealth Legislation

- Competition and Consumer Act 2010
- [Copyright Act 1968](#)
- [Privacy Act 1988](#)
- [Sex Discrimination Act 1984](#)
- Fair Work Act 2009
- Fair Work (Registered Organisations) Act 2009
- Privacy and confidentiality legislation
- Freedom of information legislation

State Legislation:

- Work Health and Safety Act 2011
- Contracts Review Act
- Accident Compensation Amendment Bill 2009
- Transport Accident and Accident Compensation Legislation Amendment Act 2010
- [Equal Opportunity Act 2010](#)
- The Long Service Leave Act 1992

Litigation and Legal Matters

Legislation

- [Crimes Act 1900](#)
- [Civil Liability Act 2002](#)
- [Evidence Act 1995](#)

## ACKNOWLEDGEMENT DECLARATION

***(Please Sign and Return this page to Australian Salesmasters Training Co)***

I acknowledge that I, \_\_\_\_\_  
have read and fully understand the contents of this Learner Handbook, which outlines the conditions of my rights  
and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

Please send to any of the following:

Email: [admin@thesalesmasters.com.au](mailto:admin@thesalesmasters.com.au)

Post: Attn to Administrative Team  
Australian Salesmasters Training Co.

PO Box 638, Rosebery NSW 1445

Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:

VET FEE-HELP ☐ Smart and Skilled ☐ Fee Paying ☐