BSBRSK401
Identify Risk and Apply Risk Management Processes

Student Study Guide
Acoustar and Noise Measurement Services Pty Ltd is a registered training organization
(RTO Registration Identifier Code 41013)
under the Australian Skills Quality Authority (ASQA) providing
BSB41415 Certificate IV Work Health and Safety qualification and
MSS11 Sustainability Training Package (noise and noise management)
units of competency

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WELCOME!

The Acoustar course content is designed to be easy to understand. We provide practical work with theory to give a rounded understanding of a particular topic. Your trainers are practical people who work in industry and show you how to promote best practice in the workplace and avoid pitfalls in legislation, codes of practice and workplace guidelines.

Our projects relate to your work, and we guide you through each assignment so the key issues become clear and can be used in your workplace. Our study guides allow an easy progression from identifying basic issues to assessing complex solutions.

STUDY GUIDE

Your study guide has been carefully developed and customised for this unit of competency. Read and research the following information carefully. It is important not to limit your research to the sources provided.

Course Learning Guides
Acoustar Study Guide BSBRSK401

Resource Materials available online
Safety Institute of Australia Ltd
Core Body of Knowledge for Generalist OHS Professionals

Program recommended reading (not included)

- Management: Theory & Practice 5th Edition by Kris Cole, Pearson Australia 2013 Chapter 28 Ensuring a Safe and Healthy Workplace; page 898 Chapter 29 Managing for Psychological Safety and Wellbeing; page 940

**Standards relevant to Risk management**
- AS/NZS ISO 3100 Risk Management Standard
- AS/NZS 4360 Risk Management, Standards Australia
- AS/NZS 4360 accompanying handbook HB 436:2004
- AS/NZS 4360 Risk Management, Standards Australia
- AS/NZS 4801 Occupational Health & Safety Management Systems-Specifications with Guidance for Use
  - *Risk Management Code of Practice 2007 Supplement 1 – Hazard Identification*
  - Workplace Health and Safety Queensland
  - Workplace Health and Safety Queensland

**AS 3806-2006 Compliance Programs**

**Useful websites**
- [www.investigateway.com](http://www.investigateway.com)
- [www.stratfor.com](http://www.stratfor.com)
- [www.saiglobal.com](http://www.saiglobal.com)
STUDYING

Your Study materials consist of a set of documents:

- This Study Guide
- Recommended texts and websites
- The assessment tasks; and
- A face-to-face tutorial program

The training program is arranged over a tutorial program and assessment tasks to be completed. A trainer-assessor will be assigned to you to help you through the program. The program is weighted towards practical work. Theory and background readings will be made available.

The assessment tasks are in three groups:

- Learning the knowledge underpinning the real-world building, environmental and workplace acoustics and noise control. The assessment tasks will be discussed briefly in the tutorials and are completed at home.
- Case scenarios dealing with real-world situations.
- Practical assessments that are the heart of the training program. These are done at home.

The unit is based on a minimum of 40 hours tutorial and at-home / work related activity for a person without prior knowledge. A person with prior knowledge may complete the unit in less time.

There are strict rules governing study and factual evidence of your work. Please read your assessment questions carefully.

The next section presents an overview to the content and structure of the course.
BSBRSK401

Overview
Slide 1

BSBRSK401 Identify risk and apply risk management processes

Slide 2

Element 1 Identify Risks

Slide 3

- A risk is the chance of something happening that will have an impact on objectives. It is often measured in terms of the likelihood of the risk occurring and the impact, whether positive or negative, that might result if the risk did occur.
• **Risk management** is the development of a system of policies, processes and procedures that assess and manage all the risks that might occur within a workplace. It provides practical, hands-on solutions to managing the overall exposure to risk.

Commonly used terminology includes:

- **Risk identification**: the process of establishing the things that can affect an objective, and how and why they affect the objective.
- **Risk analysis**: the process of understanding and evaluating the nature of the risk and its potential to affect the objective.
- **Risk treatment**: the process of developing and implementing strategies to modify the effect of the risk.
- **Risk management**: the systematic processes that are applied to increase the likelihood of meeting objectives.
- **Risk register**: the documented results of risk management processes.

An organisation’s financial viability, reputation and success depend in part upon the way they:

- reduce their exposure to risk
- analyse potential risks
- successfully manage unforeseen risks
- implement a continuous process to monitor and review their performance in managing risks.
Modern risk management involves:
- identifying potential hazards
- analysing the likelihood of the hazard impacting on operations
- reducing the loss that may occur
- assessing potential gains that may flow from taking a risk
- adopting a holistic, strategic approach to risk management.

Risk management should apply across all areas of an organisation’s operations, including:
- the strategic level involving the whole organisation (management)
- the operational level (teams) and specific activities (projects)
- specific risk areas (emergencies) and individual actions.

Some different types of risks include:
- property-centred risks
- personnel-centred risks
- organisational-centred risks
- market-centred risks
- legislation-centred risks
- governance-centred risks.
The four steps of risk management:
- Notice Consultation
- Notice Mgt commitment

Key challenges associated with risk management include:
- learning the language of risk management
- linking risk management to strategic planning
- gaining support for implementing risk management
- establishing criteria for risk management.

Establishing the context of a risk means understanding:
- the key operational elements and services of the organisation
- the area the risk management applies to
- the purpose and objectives of the activity
- the place of the activity within the organisation’s operations and goals
- the distinct tasks that make up the whole activity
- the people involved and their roles and responsibilities
- the way risks will be identified and managed.
The key components of risks include:
- the source of the risk:
- the event:
- the consequences:
- the causes:
- the frequency:
- the location:
- the controls:

 Asking the right questions helps
- What is the source of the risk?
- What is the nature of the risk that might occur?
- What will be the effect on the activity’s objectives?
- Why is the risk likely to occur?

Additional elements that may apply to more complex activities include:
- government policies
- fiscal management
- consultants
- external agencies
- suppliers
- security and confidentiality
- time lines.
Slide 16

- Tools which may be used to help identify risks include:
  - documentation
  - standard and customised instruments
  - systems to identify and rate risks.

Slide 17

- Methods for gathering information about potential risks include:
  - reviewing existing documentation
  - brainstorming
  - conducting focus group discussions
  - performing questionnaires and surveys
  - conducting interviews
  - adopting structured techniques
  - creating checklists
  - benchmarking.

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- A comprehensive review of existing documentation may include:
  - business and operational plans
  - risk management plans
  - reports of previous activities
  - audits
  - SWOT analyses.
All risks should be documented in a risk register according to organisational policies and procedures. A risk register may include:
- the activity
- the identified risks
- the consequences of the risk
- the risk rating
- the existing measures in place to control the risk
- Any post control residual risks
- the effectiveness of these measures.

Monitoring activities

Analysing and evaluating risks involves:
- analysing and documenting risks
- categorising and determining the level of risk
- documenting analysis processes and outcomes.
The steps involved in analysing risks include:
- analysing the cause of the risk
- determining the potential consequences of the risk
- determining the frequency of exposure to the risk
- determining the likelihood of the risk occurring
- categorising the risk
- prioritising the risk
- documenting the results of the risk analysis

Strategies that may help analyse the causes of risk include:
- noting existing control measures
- using past records of projects and activities
- taking advantage of experience
- consulting stakeholders
- conducting surveys.
- recording near miss or close calls

Review the organisation’s risk management plan
When reviewing existing control measures, identify:
- whether the control manages or eliminates the causes of risk
- how effectively the control manages the risk.
Slide 25

- **Stakeholders** in an activity should be consulted throughout every stage to help analyse risks.
- Stakeholders may include:
  - managers, employees, volunteers.
  - contractors, service providers
  - suppliers
  - financial managers, insurance agents
  - members of the public
  - unions

Slide 26

- Apply a ranking to the impact of a risk to help prioritise actions. Rankings may be:
  - high, medium or low
  - insignificant, minor, moderate, major or catastrophic
  - numeric (1 is low, 10 is high).

Slide 27

- Frequency of exposure to a risk is usually expressed in terms relating to the certainty with which the risk will occur. These may range from being highly probably to extremely rare.
To assign an accurate ranking for frequency of exposure:
- review past records
- question relevant experts
- analyse market research about relevant future circumstances
- research the relevant industry.

A grading system of possible risk exposure may include the following:
- **Expected**: will occur regularly, perhaps all or most projects
- **Probable**: will occur at some stage, perhaps a number of projects
- **Possible**: could occur, perhaps a couple of times a year
- **Unexpected**: could occur but unlikely, perhaps once every five years
- **Rare**: may occur but in limited situations, perhaps once every ten years.

Organisations may use the same ranking system for determining frequency of exposure as for determining the likelihood of a risk occurring.
Slide 31

- When determining how to treat a risk, consider:
  - What is reasonable practicable

Slide 32

- Risks should be evaluated objectively based on opinion, experience and knowledge as well as integrity and credibility.
- Maintain objectivity by:
  - reviewing documentation about previous activities
  - understanding the nature, scope and parameters of an activity
  - consulting with all relevant personnel.

Slide 33

- Document the risk analysis process and outcomes by:
  - retaining information relating to the risk and recording the source of this information
  - filing relevant correspondence
  - developing measurement charts
  - developing documents summarising the risks and their evaluation.
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- Benefits of documenting the risk analysis process and outcomes include:
  - justifying decisions to management and other relevant personnel
  - providing evidence for any external investigation
  - supporting planning for future activities.

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Element 3
Treat Risks

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- Treating risks involves:
  - determining and assessing appropriate risk control measures
  - identifying measures to control risks
  - referring risks to relevant personnel
  - choosing and implementing control measures as required
  - preparing and implementing risk treatment plans.
Monitor risks continually to ensure that:
- the potential impact has not changed
- the expected frequency has not changed
- actions taken to address one risk have not created additional risks.

Increases/decreases in risk may occur when
- organisational growth
- revised legislation and government policy
- technological advancements.

When deciding on appropriate control measures, consult with:
- team members
- colleagues
- specialists
- stakeholders
- other relevant personnel.

Control measures may include:
- arranging training or professional development
- conducting further research
- reviewing or creating new policies, procedures or processes
- organising marketing activities
- arranging to sell assets
- reorganising rosters
- changing suppliers, contractors or consultants.
When choosing control measures, consider:
- resources available
- time required
- cost.

A risk treatment plan guides users in implementing treatment options. It is a clearly articulated and documented plan of action that details:
- the activity, the risk
- the preferred treatment based on the hierarchy of control
- the available budget
- the resources required
- how the plan will be implemented and expected outcomes
- the personnel responsible for controlling the risk
- the time line for implementing the risk control strategy
- how the risk and the risk treatment will be controlled and monitored.

Benefits of developing a risk treatment plan include:
- allowing users to maintain focus on objectives
- clearly communicating roles and responsibilities
- outlining how the plan will be implemented
- clarifying budget and schedule requirements
- identifying resource requirements.
Element 4
Monitor and Review effectiveness of risks

• Monitoring and reviewing the risk treatment involves:
  - reviewing risk treatment against measures of success
  - using review results to improve risk treatment
  - providing assistance with risk treatment audits
  - monitoring and reviewing risk management as required.

• Monitoring and reviewing risk treatment options throughout the activity helps you to:
  - ensure controls are effectively reducing or managing identified risks
  - access opportunities fully
  - adapt to changing circumstances
  - respond to changing priorities.
Methods for reviewing risk treatments include:
- observing and carrying out physical inspections
- conducting an audit or arranging for one to be carried out by a third party
- reviewing policies, strategies and documentation regularly.

Establishing criteria helps assess risk treatments objectively and help compare performance with the desired outcome. Criteria may include:
- costs
- reduction in impact
- reduction in likelihood
- reduction in occurrence.

To determine whether a risk treatment is cost-effective, consider whether:
- the organisation has missed an opportunity to make money
- there is an opportunity to share costs
- the treatment was implemented in time to achieve full benefits
- treatments have improved process efficiency
- treatments have improved product quality.
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- Review each risk treatment and consider how effectively it reduced the impact of the risk. This may include:
  - assessing the success of a contingency plan
  - measuring performance against objectives since the treatment plan was implemented
  - seeking feedback from customers about a new process
  - assessing whether staff have applied training in the workplace.

Slide 50

- Review processes that were implemented to reduce the likelihood of a risk occurring and assess whether:
  - the risk is less likely to occur than before introducing the processes
  - additional risks have arisen
  - changing circumstances mean a new process is required
  - process improvements or adjustments are required to further reduce the risk.

Slide 51

- Treatment improvements may include:
  - adjusting the terms of a contract
  - changing suppliers
  - increasing security
  - improving storage facilities
  - purchasing different products
  - performing a cost-benefit analysis
  - increasing training
  - updating the risk register
  - consulting more widely.
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- **Third-party audits** provide an objective perspective on both risk management and quality assurance processes. Audits should:
  - be part of the risk management process
  - involve all team members
  - be widely communicated to all affected personnel.

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- Questions asked during an audit may include the following:
  - Has the organisational context or environment changed since the activity began?
  - How do treatments comply with legislative requirements?
  - What organisational procedures are being followed to treat the risk?
  - How effective has the treatment been?
  - How is the success of the treatment being measured?
  - Has the treatment been changed due to a change in the risk level?

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- To provide a report on the effectiveness of a risk management strategy, consider whether:
  - the original risk identification and analysis were accurate
  - the suggested risk treatments were appropriate and realistic
  - any new risks have emerged that are not documented on the risk inventory
  - risks are being monitored and reviewed regularly by appropriate personnel
  - there is a process for ceasing treatments that are unsuccessful
  - successful risk treatments are being communicated.

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Assessment BSBRSK401

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- Underpinning knowledge questions 1-16
  - Brief and Bullet points

- Case Studies
  - Complete Case study for BSBWHS404

- Practical assessment
  - Explain the principles and practices or risk and risk management. Refer to the tools needed.
### RISK MATRIX

<table>
<thead>
<tr>
<th>BSRSK401A Risk matrix</th>
<th>Threat</th>
<th>Certain</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
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**BSRSK401A** Identify Risk and Apply Risk Management Processes

**Student Study Guide BSRSK401**

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admin@acoustar.qld.edu.au
## RESOURCE RISK REGISTER

<table>
<thead>
<tr>
<th>No</th>
<th>Assets Description</th>
<th>Type of harm</th>
<th>Who would want to?</th>
<th>How can it happen?</th>
<th>What can happen?</th>
<th>Adequacy of existing controls</th>
<th>Likely are they to happen?</th>
<th>Likely are they to want it?</th>
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BSBRSK401

Course Content
COURSE CONTENT

This Study Guide describes the performance outcomes, skills and knowledge required to implement an organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage your participation in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

The BSB07 Business Services Training Package was developed by the Innovation and Business Skills Australia Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

Q. What is ‘competency’?

A. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Every job requires a specific set of knowledge and skills and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

To be competent in a task you must have the necessary skills and knowledge to do so. This is the purpose of our training program.

This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as:

- identifying areas for improvement
- developing plans to make improvements
- implementing and monitoring improvements in environmental performance.

A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the particular workplace role.
Elements and Performance Criteria

*Elements* describe the essential outcomes of a unit of competency.

*Performance criteria* describe the performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the *evidence* guide.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify risks | 1.1. Identify the context for risk management  
1.2. Identify risks using tools, ensuring all reasonable steps have been taken to identify all risks  
1.3. Document identified risks in accordance with relevant policies, procedures and legislation |
| 2. Analyse and evaluate risks | 2.1. Analyse and document risks in consultation with relevant stakeholders  
2.2. Undertake risk categorisation and determine level of risk  
2.3. Document analysis processes and outcomes |
| 3. Treat risks | 3.1. Determine appropriate control measures for risks and assess for strengths and weaknesses  
3.2. Identify control measures for all risks  
3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures  
3.4. Choose and implement control measures for own area of operation and/or responsibilities  
3.5. Prepare and implement treatment plans |
4.2. Use review results to improve the treatment of risks  
4.3. Provide assistance to auditing risk in own area of operation  
4.4. Monitor and review management of risk in own area of operation |
<table>
<thead>
<tr>
<th>Definitions to assist in understanding the Performance Criteria</th>
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<tbody>
<tr>
<td><strong>Context</strong> may include:</td>
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<tr>
<td>• any related projects or organisations</td>
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<tr>
<td>• any resources, including physical assets, which are vital to operations</td>
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<tr>
<td>• key operational elements and service of the organisation</td>
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<td>• organisation or project, how it is organised and its capabilities</td>
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<td>• own role and responsibilities in relation to overall project or organisation design</td>
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<td><strong>Risks</strong> may include:</td>
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<td>• commercial and legal relationships</td>
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<td>• economic circumstances and scenarios</td>
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<td>• human behaviour</td>
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<td>• individual activities</td>
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<td>• positive risk</td>
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<td>• technology - technological issues</td>
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<td><strong>Tools</strong> may include:</td>
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<tr>
<td>• documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence</td>
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<tr>
<td>• standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures</td>
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<td>• tools to prioritise risks, including where relevant, numerical scoring systems for risks</td>
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<td><strong>Stakeholders</strong> may include:</td>
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<td>• contractors</td>
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### Definitions to assist in understanding the Performance Criteria

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<td>• minor</td>
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<tr>
<td>• moderate</td>
</tr>
<tr>
<td>• major</td>
</tr>
<tr>
<td>• catastrophic</td>
</tr>
<tr>
<td>• current control measures</td>
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</table>

<table>
<thead>
<tr>
<th>Level of risk</th>
<th>may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• low, treated with routine procedures</td>
</tr>
<tr>
<td></td>
<td>• moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented</td>
</tr>
<tr>
<td></td>
<td>• high, requiring action, as it has potential to be damaging to the organisation or project</td>
</tr>
<tr>
<td></td>
<td>• extreme, requiring immediate action, as it has potential to be devastating to the organisation or project</td>
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</table>

<table>
<thead>
<tr>
<th>Control measures</th>
<th>may include:</th>
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<tbody>
<tr>
<td>hierarchy of controls:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reduction in likelihood of risks</td>
</tr>
<tr>
<td></td>
<td>• reduction of consequences of risks</td>
</tr>
<tr>
<td></td>
<td>• retention of risks</td>
</tr>
<tr>
<td></td>
<td>• risk aversion</td>
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<tr>
<td></td>
<td>• transfer of responsibility of risks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures of success</th>
<th>may include:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• costs</td>
</tr>
<tr>
<td></td>
<td>• reductions in impact</td>
</tr>
<tr>
<td></td>
<td>• reductions in likelihood</td>
</tr>
<tr>
<td></td>
<td>• reductions in occurrence</td>
</tr>
</tbody>
</table>
What skills and knowledge do I need to demonstrate?

Skill set

Every job requires a specific set of skills and knowledge and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

Improved skills & knowledge – improved performance capability

The key to competency assessment is that it is based on actual skills and knowledge that a person can demonstrate in the workplace or other contexts. In this unit the competencies are benchmarked against a pre-set of performance criteria.

These are described the section “Elements and Performance Criteria” This is different to other approaches where there is no requirement to demonstrate knowledge and skills – like approaches where people just answer questions as a test of their general or specific knowledge and skills.

The problem with testing is that it doesn’t guarantee that a person will be able to do something – it just verifies that they know something. To assist you our approach is:

- Assess yourself against a set of competencies.
- Compile a list of evidence that shows your level of competency.
- Identify your development needs.
- Study the assessment questions (“Learning”) and work through the Project (“Understanding, Skill and Application of Knowledge”)
- Send your completed Project to your Trainer / Assessor for Assessment. You are awarded competence in this Unit if you can demonstrate the required level of skills and knowledge.
# Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.2</td>
<td>• Comprehends documents and texts of varying complexity to extract and analyse relevant information</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1, 2.3, 3.5</td>
<td>• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes</td>
</tr>
<tr>
<td>Oral communication</td>
<td>2.1</td>
<td>• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.2, 4.1</td>
<td>• Uses numerical tools to assess risk and uses numerical data to review plans</td>
</tr>
</tbody>
</table>
| Navigate the world of work   | 1.1, 1.3, 3.3        | • Complies with organisational and legislative requirements  
• Takes responsibility for identification and management of risk within own work context and refers matters to others as required                                                                                 |
| Interact with others         | 2.1                  | • Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements                                                                          |
| Get the work done            | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 | • Determines job sequence and works logically and systematically to undertake defined tasks  
• Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures  
• Evaluates effectiveness of plans and results to inform improvement decisions  
• Uses familiar digital technologies and systems to access information, prepare plans and communicate with others                                                                 |

**Acoustar Work Health & Safety Training Centre**

PO Box 2127, Brookside Centre QLD 4063  
admin@acoustar.qld.edu.au
The required performance and knowledge for this Unit

During the Assessment your Trainer will be looking for evidence that you have achieved the required performance and knowledge. For most items the evidence can be presented in your Project.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:
- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation’s auditing requirements relating to risk management.
## Skills self-assessment

In this section you are asked to make a realistic assessment of your skills BEFORE starting the Unit. If you are unsure mark the Level as ‘Low’. Your trainer will use this assessment to help you complete the Unit.

<table>
<thead>
<tr>
<th>Identify risks</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the context for risk management</td>
<td></td>
</tr>
<tr>
<td>Identify risks using tools ensuring all reasonable steps have been taken to identify all risks</td>
<td></td>
</tr>
<tr>
<td>Document identified risks in accordance with relevant policies procedures and legislation</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyse and evaluate risks</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse and document risks in consultation with relevant stakeholders</td>
<td></td>
</tr>
<tr>
<td>Undertake risk categorisation and determine level of risk</td>
<td></td>
</tr>
<tr>
<td>Document analysis processes and outcomes</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Treat risks</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine appropriate control measures for risks and assess for strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>Identify control measures for all risks</td>
<td></td>
</tr>
<tr>
<td>Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Current Skill level</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Choose and implement control measures for own area of operation and/or responsibilities</td>
<td></td>
</tr>
<tr>
<td>Prepare and implement treatment plans</td>
<td></td>
</tr>
<tr>
<td><strong>Monitor and review effectiveness of risk treatment/s</strong></td>
<td></td>
</tr>
<tr>
<td>Regularly review implemented treatment/s against measures of success</td>
<td></td>
</tr>
<tr>
<td>Use review results to improve the treatment of risks</td>
<td></td>
</tr>
<tr>
<td>Provide assistance to auditing risk in own area of operation</td>
<td></td>
</tr>
<tr>
<td>Monitor and review management of risk in own area of operation</td>
<td></td>
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</tbody>
</table>
What is evidence?

Evidence is a body of facts that proves or supports a belief or proposition to support your competency in this unit. An Assessment needs to contain evidence from your own work and understanding.

The rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure:

- **Validity**
- **Sufficiency**
- **Authenticity**
- **Currency**

**Validity**
The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency**
The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner’s competency.

**Authenticity**
The assessor is assured that the evidence presented for assessment is the learner’s own work.

**Currency**
The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**What evidence do I need to provide?**

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Unit.
## Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Unit.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
</table>
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | - identification, analysis and evaluation of risks  
- demonstrated understanding of personal role in relation to wider organisational or project context  
- demonstrated understanding of risk management processes and procedures. |

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
</table>
| **Assessment must ensure:** | - access to workplace documentation relating to risk management  
- access to risk management tools and frameworks. |

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
</table>
| **direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate** | - review of documentation outlining risk analysis processes and outcomes  
- analysis of responses to case studies and scenarios  
- oral or written questioning to assess knowledge of Australian and international standards for risk management  
- review of implementation of treatment plans. |

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
<th>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>general administration units</strong></td>
<td>- other risk management units.</td>
</tr>
</tbody>
</table>
What is an assessment?

Assessment is the process of checking your competence to perform to the standard detailed in each element’s performance criteria against a set of pre-determined benchmarks.

Principles of assessment
To ensure quality outcomes, assessment should be:

- Fairness
- Flexibility
- Validity
- Reliability

Fairness
The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility
Assessment is flexible to the individual learner by:

- reflecting the learner’s needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity
Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability
Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

How will I be assessed?

The assessment activities are in the Assessment Guide and designed to enable you to collect evidence for assessment and to assess your skills and knowledge.

Work through the activities. While the activities are listed separately they are designed to build up into an integrated project which is described at the end of the assessment guide.

You should clearly reference your work with full citations for any quotes or references, and list all materials that provided background information for completion of an activity.

While access to an actual workplace is desirable, part of the assessment may be through simulated project activity, scenarios, case studies, role-plays or actual activities.

The integrated project and presentation activity in each assessment guide provides you with an opportunity to consolidate your learning. Ideally the project will be an application of what you have learnt as applied to a workplace, thus providing evidence of your ability to transfer and apply skills and knowledge to new situations.

A mentor, or an appropriate third party familiar with your work, can help provide an independent evaluation of your ability to work consistently and effectively at the required level.

Underpinning Knowledge and Practical Assignments

This is where you show that you have achieved an acceptable level of competence in skills and knowledge for this Unit.

Confidentiality

When collecting material, please ensure that you protect the confidentiality of colleagues, workers and other persons, and block out any sensitive information.

All evidence and coursework you send to Acoustar will be treated in the strictest confidence by your Trainer / Assessor and not made available to any third party.
Assessments

There are three formal assessments:

1. Classwork and completing the Underpinning Knowledge questions with the help of others and your trainer
2. Completing the Case Scenarios in your own time but with the help of others and your trainer as needed
3. Completing the Practical Assessments in your own time and by yourself. You can ask your trainer for assistance.

In addition the Skills and Knowledge questions cover the range of topics in the Foundation Skills. These questions are in the ‘Underpinning Knowledge - Tutorials’ section.

Assessment Conditions

Information for assessors:

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.
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BSBRSK401

Underpinning Knowledge
Underpinning Knowledge

Instructions to the student

- Read all of the questions for this unit of competency before commencing.
- Answer all the questions for this unit of competency. Keep in mind you are studying a Nationally Recognised Certificate IV unit of competency.
- Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision, and demonstrate a level of judgement and decision making.
- This assessment is to be conducted in a supervised classroom environment. Computers may be used for the purpose of presenting the answers in a neat and professional manner.
- You must complete all your own work without assistance from other persons and/or sources:
  - The assessor will take steps/make arrangements to ensure students do not share their work and/or answers.
  - The assessor will predetermine the timeframe for the assessment and advise the students.
  - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar.
- Unless otherwise specified, your answers should be 100 to 250 words.
- All questions and tasks must be true and correct to be assessed as satisfactory.
- Complete the assessment sign off sheet with your assessor.
Underpinning Knowledge Questions

Question 1
Define the term "risk".

Question 2
Define the term "risk management".

Question 3
Nominate four (4) possible risks to your business.

Question 4
Explain what organisation processes or procedures are in place within your organisation to manage risk.

Question 5
Nominate three (3) items that are considered when determining the scope of the risk management process for a business.

Question 6
When establishing the context of risk, it is recommended that you interview internal and external stakeholders to identify their issues. Nominate four (4) stakeholders that you may interview.

Question 7
Comment on the impact each of the following factors has on an organisation’s risk profile:
- Political
- Economic
- Social
- Legal
- Technological
- Policy

Question 8
Conduct a SWOT analysis for the current risk management practices of an organisation with which you are familiar.

Summarise the findings of your SWOT. Are the current arrangements adequate? Why / why not? What steps do you recommend be taken and why?

Question 9
As part of establishing the context of risk, it is important to document the objectives for the area included in the scope. Give one (1) example of an objective your workplace could implement regarding risk management.

Question 10
Explain the importance of gaining support from team members and management to support risk management plans and processes.
Question 11
Explain how the risk assessment matrix can assist in evaluating and prioritising risks for treatment.

Question 12
Identify three (3) possible options for treating risks.

Question 13
Nominate the key factors that should be included in an action plan for the implementation of risk treatment options.

Question 14
Discuss why it is important to monitor an action plan once it has moved into its implementation phase.

Question 15
What factors should be included in the monitoring aspect of a risk management plan.

Question 16
Employees with a disability have the same rights as other employees to a safe and healthy workplace, and they also have the right to workplace modifications or adjustments that ensure their safety.

Research the act that affords these rights to disabled workers and identify three (3) types of adjustments that might be required.
BSBCMM401

Case Scenarios
Case Scenarios

Instructions to the Student

These case scenarios will be discussed in tutorials with your tutor. Please read and attempt the tasks. There are no assignment answers required.

LeisureTime Boat Hire is a small business which is family owned and operated. Dave and Mary work in the business from Tuesday to Friday. Their son Bill works every Saturday and Sunday, along with a casual team member, Sandy. The business is closed on Monday. It is located in a marina at the mouth of a major river and has been operating for five (5) years.

The business is based on:
- Hire of six (6) aluminium runabouts (tinnies) to youth groups, anglers and tourists
- Hire of four (4) deep-sea vessels to serious anglers and scuba divers
- Hire of fishing gear
- Sale of bait

LeisureTime Boat Hire is researching whether to expand the business offerings to include the hire of three (3) houseboats to families and groups of young adults. A survey that they recently conducted revealed that a significant number of clients are tourists from interstate or overseas. Most clients are once-only hirers who have no knowledge of local waters and weather conditions.

As part of their business planning, LeisureTime Boat Hire determined the following risks to the new business offerings:
1. People who are not strong swimmers, especially children, drowning
2. Houseboat clients getting lost and/or stuck on sandbanks
3. Clients finding the houseboats very difficult to control in high winds – resulting in damage to the houseboat and/or land structures
4. Clients being sunburned and dehydrated on hot, sunny days
5. Clients making a lot of noise when moored and residents complaining

Scenario Task 1
Using the information that you have been provided, recommend four (4) goals and/or objectives regarding the managing of these risks that LeisureTime Boat Hire could adopt.

Scenario Task 2
Assess the likelihood and consequence of each of the five (5) identified risks. Using the risk assessment matrix, evaluate, rank and prioritise each risk in order.
Scenario Task 3
Determine and select the most appropriate treatment option for each of the five (5) identified risks.

Scenario Task 4
Create an action plan for the implementation of each of the five (5) identified treatment options. Ensure the action plan follows the sequence of prioritised risks. The action plan must include:

- Specific goals to be attained
- A timeframe
- Roles and responsibilities
- How it will be monitored
- How success will be measured

Scenario Task 5
Research the legislative requirements that may affect the new business venture. Indicate your understanding of the following by explaining how each legislative provision listed below relates to LeisureTime Boat Hire.

- Anti-discrimination legislation
- Ethical principles
- Codes of practice
- Privacy laws
- Environmental issues
- Occupational health and safety

Scenario Task 6
Research the types of insurances LeisureTime Boat Hire will be required to take out and nominate three (3) insurance providers that can offer the required cover.
BSBCMM401

Practical Assessment
Practical Assessment

Instructions to the Student

- Read the study material included in your Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

- Answer all of the requirements of the practical activities. Keep in mind you are studying a Nationally Recognised Unit of Competency. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision and demonstrate a level of judgement and decision making.

- The assessment tasks are to be completed in your own time.

- Notes, textbooks and computers may be used. Be prepared to:
  - View www.youtube.com
  - Utilise search engines like www.google.com.au
  - Research the websites of organisations specialising in business, management, technology and similar

- You must complete all your own work without assistance from other persons:
  - The assessor will take steps / make arrangements to ensure students do not share their work and / or answers
  - The assessor will predetermine the timeframe for the assessment and advise the student
  - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

- All aspects of your practical activities must be assessed as satisfactory in order to achieve a satisfactory result for this assessment.

- Save your work on your computer. Backup your work and secure the backup in an alternate, safe location. For example, save a backup copy on an external drive or another computer.

- Email your work to your assessor. Plan to present your work to your trainer / assessor at your next class tutorial.

- Complete the assessment sign off sheet with your assessor.
Practical Assessment Questions

Practical Activity 1
For this question you will need to go to http://www.youtube.com/watch?v=FheMiM0DVsc&feature=related

If this link won't open go to www.youtube.com and enter "Robbery Failure" into the search bar. Click the play button and view the video clip.

The store is located in Sydney’s CBD and this is the first robbery in five (5) years of very profitable and successful operation. It seems the team may have ‘converted’ their surprise into action.

Conduct a risk assessment on the events depicted in the video clip. Your context for risk management in the first instance is to evaluate the actions of the staff. While they may have foiled the robbery and their actions may be considered to be heroic in some circles, they did in fact breach operational procedures and place themselves in considerable danger.

1. Calculate the level of risk faced by the enthusiastic staff across the robbery event. Utilise the BSBRSK401 Risk Register Pro Forma provided with your assessment resources.
   • Be sure to accurately complete the calculations required

2. Then use your findings to complete the BSBRSK401 Risk Matrix Pro Forma provided with your assessment resources.

3. Based on the verified evidence, identify three (3) options for the treatment of risk that will contribute to mitigating future risk of this type.

4. Now calculate the ongoing level of risk one (1) week after the robbery event. Keeping in mind the previously peaceful security history of the premises. Utilise the BSBRSK401 Risk Register Pro Forma provided with your assessment resources.
   • Be sure to accurately complete the calculations required

5. Then use your findings to complete the BSBRSK401 Risk Matrix Pro Forma provided with your assessment resources.

The documents and findings you develop will be used to assist in auditing the risk of the business operation.

Submit a copy of both sets of the Risk Register Pro Formas and the Risk Matrix Pro Formas.
Practical Activity 2

Consolidate your findings and make recommendations regarding the conduct of the staff during the robbery event depicted in Practical Activity 1.

The owner of the premises is deeply concerned and would like a detailed report.

- Draft an audit report that outlines your assessment findings
- Recommended strategies to improve the treatment of risk
- Include advice outlining possible consequences of not implementing recommended treatment options included in the security analysis

Support your audit report with statistical research. What is the likelihood of a jewellery store being subjected to this type of robbery within a 5 year period?

Be sure to compile the report according to industry best practice and in a manner that will enhance the understanding and acceptance of your risk assessment

- Follow a logical sequence
- Support interpersonal communication expected by a senior person who owns the business.
- Represents industry best practice
- Be sure your analysis and recommendations are clear, coherent and consistent with context of risk management and supported by verifiable research
# COVER SHEET

## ASSIGNMENTS SUBMITTED FOR ASSESSMENT

### STUDENT DETAILS

Your assignments may be submitted by email. Please state whether the answers submitted are for:

- Underpinning Knowledge questions
- Practical questions

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>..............................................................</th>
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<tbody>
<tr>
<td>USI:</td>
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<tr>
<td>Contact details:</td>
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<td></td>
<td>Email: ..................................................................</td>
</tr>
<tr>
<td>ASSIGNMENT QUESTIONS Nos. ANSWERED and SUBMITTED</td>
<td>Underpinning Knowledge Practical</td>
</tr>
<tr>
<td>Student Declaration</td>
<td>I declare that this work, when submitted, is my own work</td>
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<td>..................................................................</td>
</tr>
<tr>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td>Assessor Only: Date assessed:</td>
<td></td>
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</tbody>
</table>

Email to: admin@acoustar.qld.edu.au
SUBMISSION OF ASSIGNMENT
VIA STUDENT PORTAL
INSTRUCTIONS TO THE STUDENT

1. Read the study material included in this Study Guide. Read relevant texts and from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Upon enrolment, you should have received an invitation to log into the Acoustar Student Portal. Go to your account on the Acoustar Student Portal:
   a. Visit acoustar.qld.edu.au
   b. Click Student Info and then Portal Login
   c. If you do not have a User Name or Password, please contact us.

3. Enter into your course by clicking the course that you have enrolled into. You now have access to the Student Resources and the Assignment Questions for each Unit.

4. Attempt the Assignment Questions; you must satisfactorily complete each Assignment.

If you require assistance, please contact us:

admin@acoustar.qld.edu.au

07 3355 9707 (Business hours)