BSBWHS403
Contribute to
Implementing & maintaining
WHS consultation and
participation 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.

For Inquiries
Contact:
Acoustar ph. (7) 3355 9707
Brisbane

e-mail: admin@acoustar.qld.edu.au
www.acoustar.qld.edu.au

This document is copyright and intellectual property of Noise Measurement Services Pty Ltd

Acoustar WHS PO Box 2127 Brookside Centre, Qld 4053, Australia

ABN 70 084 643 023
Ed. BSBWHS403
April 2015 updated to BSB41415
August 2016 updated format
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME!</td>
<td>3</td>
</tr>
<tr>
<td>STUDY GUIDE</td>
<td>3</td>
</tr>
<tr>
<td>STUDYING</td>
<td>5</td>
</tr>
<tr>
<td>Course Content</td>
<td>37</td>
</tr>
<tr>
<td>ELEMENTS AND PERFORMANCE CRITERIA</td>
<td>38</td>
</tr>
<tr>
<td>WHAT SKILLS AND KNOWLEDGE DO I NEED TO DEMONSTRATE</td>
<td>41</td>
</tr>
<tr>
<td>Foundation Skills</td>
<td>42</td>
</tr>
<tr>
<td>REQUIRED PERFORMANCE AND KNOWLEDGE</td>
<td>43</td>
</tr>
<tr>
<td>Performance Evidence</td>
<td>43</td>
</tr>
<tr>
<td>Knowledge Evidence</td>
<td>43</td>
</tr>
<tr>
<td>Assessment Conditions</td>
<td>43</td>
</tr>
<tr>
<td>SKILLS SELF-ASSESSMENT</td>
<td>44</td>
</tr>
<tr>
<td>WHAT IS EVIDENCE?</td>
<td>46</td>
</tr>
<tr>
<td>EVIDENCE GUIDE</td>
<td>47</td>
</tr>
<tr>
<td>WHAT IS AN ASSESSMENT?</td>
<td>49</td>
</tr>
<tr>
<td>HOW WILL I BE ASSESSED?</td>
<td>50</td>
</tr>
<tr>
<td>Assessments</td>
<td>51</td>
</tr>
<tr>
<td>Assessment Conditions</td>
<td>51</td>
</tr>
<tr>
<td>Underpinning Knowledge</td>
<td>53</td>
</tr>
<tr>
<td>Underpinning Knowledge Questions</td>
<td>54</td>
</tr>
<tr>
<td>Case Scenarios</td>
<td>57</td>
</tr>
<tr>
<td>Practical Assessment</td>
<td>59</td>
</tr>
<tr>
<td>Practical Assessment Questions</td>
<td>60</td>
</tr>
<tr>
<td>INSTRUCTIONS TO THE STUDENT</td>
<td>64</td>
</tr>
</tbody>
</table>
>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 BSBWH5403 Guide

Course recommended reading (available from Acoustar library in pdf format)

Western Australia Worksafe ‘Safetyline Institute’ BSBWH5409A ‘Assist with workplace monitoring processes’ background reading materials (provided under licence)

- General Duty of Care – Part 1
- General Duty of Care – part 2
- Health and Safety Committees
- Health and Safety Representatives
- General WHS Information Sources
Reading (available on loan from the Acoustar Library)

*Managing Occupational Health and Safety, A Multidisciplinary Approach*
- Chapter 6 Case study: working hours and health; page 277
- Chapter 9 Worker communication and involvement in occupational health and safety; page 469
- Chapter 10 Approaches to managing occupational health and safety; page 516

Program recommended reading - WHS (not included)

- Disability Safe 2011, WHS consultation
- Safe Work Australia 2012, *Worker Representation and Participation Guide*
- University of Sydney 2012, *WHS Duty of Care Checklist for Managers / Supervisors*
- WorkCover Authority of NSW 2011, *Consultation*
- Workplace OHS 2012, *Roles / Responsibilities – Persons Conducting a Business or Undertaking - Managers*

Websites:

Worksafe Australia for each State

Useful websites

Each WHS jurisdiction in Australia has an internet site to allow easy access to relevant WHS legislation and information. In some jurisdictions mining and petroleum safety is administered by a separate government authority, each with its own website.

- [www.comcare.gov.au](http://www.comcare.gov.au) – Commonwealth workplace safety, rehabilitation and compensation Regulator
- [www.arpansa.gov.au](http://www.arpansa.gov.au) – Australian Radiation Protection and Nuclear Safety Agency - nuclear and radiation safety Regulator
- [www.austlii.edu.au](http://www.austlii.edu.au) – Australian Legal Information Institute for Commonwealth, state and territory work health and safety acts and regulations
STUDYING

Your Study materials consist of a set of documents:

- This Study Guide
- The set texts
- 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 legislation underpinning the content and structure of the course.

The Queensland legislation is presented as well as guidance for Health and Safety Representatives in Victoria and Western Australia, and an overview from Safe Work Australia.
QUEENSLAND WORK HEALTH AND SAFETY ACT 2011

Division 3 Health and safety representatives

Subdivision 1 Request for election of health and safety representatives

50 Request for election of health and safety representative
A worker who carries out work for a business or undertaking may ask the person conducting the business or undertaking to facilitate the conduct of an election for 1 or more health and safety representatives to represent workers who carry out work for the business or undertaking.

Subdivision 2 Determination of work groups
51 Determination of work groups
(1) If a request is made under section 50, the person conducting the business or undertaking must facilitate the determination of 1 or more work groups of workers.
(2) The purpose of determining a work group is to facilitate the representation of workers in the work group by 1 or more health and safety representatives.
(3) A work group may be determined for workers at 1 or more workplaces.

52 Negotiations for agreement for work group
(1) A work group is to be determined by negotiation and agreement between—
   (a) the person conducting the business or undertaking; and
   (b) the workers who will form the work group or their representatives.
(2) The person conducting the business or undertaking must take all reasonable steps to commence negotiations with the workers within 14 days after a request is made under section 50.
(3) The purpose of the negotiations is to determine—
   (a) the number and composition of work groups to be represented by health and safety representatives; and
   (b) the number of health and safety representatives and deputy health and safety representatives (if any) to be elected; and
   (c) the workplace or workplaces to which the work groups will apply; and
   (d) the businesses or undertakings to which the work groups will apply.
(4) The parties to an agreement concerning the determination of a work group or groups may, at any time, negotiate a variation of the agreement.
(5) The person conducting the business or undertaking must, if asked by a worker, negotiate with the worker’s representative in negotiations under this section (including negotiations for a variation of an agreement) and must not exclude the representative from those negotiations. Maximum penalty—100 penalty units.
(6) A regulation may prescribe the matters that must be taken into account in negotiations for and determination of work groups and variations of agreements concerning work groups.

53 Notice to workers
(1) The person conducting a business or undertaking involved in negotiations to determine a work group must, as soon as practicable after the negotiations are completed, notify the workers of the outcome of the negotiations and of any work groups determined by agreement. Maximum penalty—20 penalty units.
(2) The person conducting a business or undertaking involved in negotiations for the variation of an agreement concerning the determination of a work group or groups must, as soon as practicable after the negotiations are completed, notify the workers of the outcome of the negotiations and of the variation (if any) to the agreement. Maximum penalty—20 penalty units.

54 Failure of negotiations
(1) If there is a failure of negotiations (including negotiations concerning the variation of an agreement), any person who is or would be a party to the negotiations may ask the regulator to appoint an inspector for the purposes of this section.
(2) An inspector appointed under subsection (1) may decide—
   (a) the matters mentioned in section 52(3), or any of those matters which is the subject of the proposed variation (as the case requires); or
   (b) that work groups should not be determined or that the agreement should not be varied (as the case requires).
(3) For this section, there is a failure of negotiations if—
   (a) the person conducting the business or undertaking has not taken all reasonable steps to commence negotiations with the workers and negotiations have not commenced within 14 days after—
      (i) a request is made under section 50; or
      (ii) a party to the agreement requests the variation of the agreement; or
   (b) agreement can not be reached on a matter relating to the determination of a work group (or the variation of an agreement concerning a work group) within a reasonable time after negotiations commence.
(4) A decision under this section is taken to be an agreement under section 52.

Subdivision 3 Multiple-business work groups
55 Determination of work groups of multiple businesses
(1) Work groups may be determined for workers carrying out work for 2 or more persons conducting businesses or undertakings at 1 or more workplaces.
(2) The particulars of the work groups are to be determined by negotiation and agreement, under section 56, between each of the persons conducting the businesses or undertakings and the workers.
(3) The parties to an agreement concerning the determination of a work group or groups may, at any time, negotiate a variation of the agreement.
(4) The determination of 1 or more work groups under this subdivision does not—
   (a) prevent the determination under this subdivision or subdivision 2 of any other work group of the workers concerned; or
   (b) affect any work groups of those workers that have already been determined under this subdivision or subdivision 2.

56 Negotiation of agreement for work groups of multiple businesses
(1) Negotiations concerning work groups under this subdivision must be directed only at the following—
   (a) the number and composition of work groups to be represented by health and safety representatives;
   (b) the number of health and safety representatives and deputy health and safety representatives (if any) for each work group;
   (c) the workplace or workplaces to which the work groups will apply;
(d) the businesses or undertakings to which the work groups will apply.

(2) A person conducting a business or undertaking must, if asked by a worker, negotiate with the worker’s representative in negotiations under this section (including negotiations for a variation of an agreement) and must not exclude the representative from those negotiations. Maximum penalty—100 penalty units.

(3) If agreement can not be reached on a matter relating to the determination of a work group (or a variation of an agreement) within a reasonable time after negotiations commence under this subdivision, any party to the negotiations may ask the regulator to appoint an inspector to assist the negotiations in relation to that matter.

(4) A regulation may prescribe the matters that must be taken into account in negotiations for and determination of work groups and variations of agreements.

57 Notice to workers
(1) A person conducting a business or undertaking involved in negotiations to determine a work group must, as soon as practicable after the negotiations are completed, notify the workers of the outcome of the negotiations and of any work groups determined by agreement. Maximum penalty—20 penalty units.

(2) A person conducting a business or undertaking involved in negotiations for the variation of an agreement concerning the determination of a work group or groups must, as soon as practicable after the negotiations are completed, notify the workers of the outcome of the negotiations and of the variation (if any) to the agreement. Maximum penalty—20 penalty units.

58 Withdrawal from negotiations or agreement involving multiple businesses
(1) A party to a negotiation for an agreement, or to an agreement, concerning a work group under this subdivision may withdraw from the negotiation or agreement at any time by giving reasonable notice (in writing) to the other parties.

(2) If a party withdraws from an agreement concerning a work group under this subdivision—
   (a) the other parties must negotiate a variation to the agreement under section 56; and
   (b) the withdrawal does not affect the validity of the agreement between the other parties in the meantime.

59 Effect of subdivision on other arrangements
To remove doubt, it is declared that, nothing in this subdivision affects the capacity of 2 or more persons conducting businesses or undertakings and their workers to enter into other agreements or make other arrangements, in addition to complying with this part, concerning the representation of those workers.

Subdivision 4 Election of health and safety representatives
60 Eligibility to be elected
A worker is—
   (a) eligible to be elected as a health and safety representative for a work group only if he or she is a member of that work group; and
   (b) not eligible to be elected as a health and safety representative if he or she is disqualified under section 65 from being a health and safety representative.

61 Procedure for election of health and safety representatives
(1) The workers in a work group may determine how an election of a health and safety representative for the work group is to be conducted.

(2) However, an election must comply with the procedures (if any) prescribed under a regulation.
(3) If a majority of the workers in a work group so determine, the election may be conducted with the assistance of a union or other person or organisation.
(4) The person conducting the business or undertaking to which the work group relates must provide any resources, facilities and assistance that are reasonably necessary or are prescribed under a regulation to enable elections to be conducted. Maximum penalty—100 penalty units.

62 Eligibility to vote
(1) A health and safety representative for a work group is to be elected by members of that work group.
(2) All workers in a work group are entitled to vote for the election of a health and safety representative for that work group.

63 When election not required
If the number of candidates for election as a health and safety representative for a work group equals the number of vacancies, the election need not be conducted and each candidate is to be taken to have been elected as a health and safety representative for the work group.

64 Term of office of health and safety representative
(1) A health and safety representative for a work group holds office for 3 years.
(2) However a person ceases to hold office as a health and safety representative for a work group if—
   (a) the person resigns as a health and safety representative for the work group by written notice given to the person conducting the relevant business or undertaking; or
   (b) the person ceases to be a worker in the work group for which he or she was elected as a health and safety representative; or
   (c) the person is disqualified under section 65 from acting as a health and safety representative; or
   (d) the person is removed from that position by a majority of the members of the work group under a regulation.
(3) A health and safety representative is eligible for re-election.

65 Disqualification of health and safety representatives
(1) An application may be made to the commission to disqualify a health and safety representative on the ground that the representative has—
   (a) exercised a power or performed a function as a health and safety representative for an improper purpose; or
   (b) used or disclosed any information he or she acquired as a health and safety representative for a purpose other than in connection with the role of health and safety representative.
(2) The following persons may make an application under this section—
   (a) any person adversely affected by—
      (i) the exercise of a power or the performance of a function mentioned in subsection (1)(a); or
      (ii) the use or disclosure of information mentioned in subsection (1)(b); or
   (b) the regulator.
(3) If the commission is satisfied that a ground in subsection (1) is made out, the commission may disqualify the health and safety representative for a stated period or indefinitely.
(4) A person dissatisfied with the decision of the commission may appeal under the Industrial Relations Act 1999, chapter 9.
Note—
See the *Industrial Relations Act 1999*, sections 341(1) and 342(6).

66 Immunity of health and safety representatives
A health and safety representative is not personally liable for anything done or omitted to be done in good faith—
(a) in exercising a power or performing a function under this Act; or
(b) in the reasonable belief that the thing was done or omitted to be done in the exercise of a power or the performance of a function under this Act.

67 Deputy health and safety representatives
(1) Each deputy health and safety representative for a work group is to be elected in the same way as a health and safety representative for the work group.
(2) If the health and safety representative for a work group ceases to hold office or is unable (because of absence or any other reason) to exercise the powers or perform the functions of a health and safety representative under this Act—
(a) the powers and functions may be exercised or performed by a deputy health and safety representative for the work group; and
(b) this Act applies in relation to the deputy health and safety representative as if he or she were the health and safety representative.
(3) Sections 64, 65, 66, 72 and 73 apply to deputy health and safety representatives in the same way as they apply to health and safety representatives.

Subdivision 4A Disqualification process
67A Definition for subdivision
In this subdivision—
applicant means—
(a) if the application under section 65 is made by the regulator—the regulator; or
(b) if the application under section 65 is made by a person other than the regulator—the person and the regulator.

Note—
In relation to the numbering of this subdivision, see the note to section 3.

67B Application of subdivision
This subdivision applies for the purpose of an application to the commission under section 65 to disqualify a health and safety representative.

67C Decision on application may be given on the papers or at a hearing
The commission may decide whether or not to take action on the application entirely or partly from a consideration of the documents filed.

67D Applications decided on the papers
(1) This section applies if the commission decides to decide the application after a consideration of the documents filed and without a hearing.
(2) The commission must give the applicant and the representative a written notice stating—
(a) the commission is considering whether to disqualify the representative for a period or indefinitely (the proposed action); and
(b) the reason for the proposed action; and
(c) if the proposed action is disqualification for a period—the proposed suspension period; and
(d) an invitation—
(i) to the representative to show in writing, within a stated time of at least 14 days after the
date of the notice, why the proposed action should not be taken; and
(ii) to the applicant to comment in writing, within a stated time of at least 14 days after the
date of the notice, on the appropriateness of the proposed action.

(3) The commission may take action under section 65(3) after considering all documents filed in the
application and all written submissions made within the time allowed under subsection (2)(d).

(4) Under section 65(3), the commission may—
(a) if the proposed action is to disqualify the representative for a period—disqualify the
representative for a stated period that is no longer than the proposed disqualification period; or
(b) if the proposed action is to disqualify the representative for an indefinite period—disqualify
the representative indefinitely or for a period.

67E Applications decided at a hearing
(1) This section applies if the commission decides to decide the application at a hearing.
(2) The commission must give the applicant and the representative at least 14 days notice of the
hearing date.
(3) To the extent practicable, the hearing is to be conducted under the rules applying to hearings of
the commission under the *Industrial Relations Act 1999* with necessary changes or, if the rules make
no provision or insufficient provision, in accordance with directions of the commission.
(4) The commission may take action under section 65(3) after considering the evidence and
submissions in relation to the application.
(5) The commission may—
(a) disqualify the representative for a stated period; or
(b) disqualify the representative indefinitely.

67F Notice of decision
The commission must give the applicant and the representative a written notice stating—
(a) the decision; and
(b) the reasons for the decision; and
(c) that the applicant or the representative may appeal against the decision under the *Industrial

Subdivision 5 Powers and functions of health and safety representatives

68 Powers and functions of health and safety representatives
(1) The powers and functions of a health and safety representative for a work group are—
(a) to represent the workers in the work group in matters relating to work health and safety; and
(b) to monitor the measures taken by the person conducting the relevant business or undertaking
or that person’s representative in compliance with this Act in relation to workers in the work
group; and
(c) to investigate complaints from members of the work group relating to work health and safety;
and
(d) to inquire into anything that appears to be a risk to the health or safety of workers in the work
group, arising from the conduct of the business or undertaking.
(2) In exercising a power or performing a function, the health and safety representative may—
(a) inspect the workplace or any part of the workplace at which a worker in the work group
works—
(i) at any time after giving reasonable notice to the person conducting the business or
undertaking at that workplace; and
(ii) at any time, without notice, in the event of an
incidents, or any situation involving a serious risk to the health or safety of a person emanating from an immediate or imminent exposure to a hazard; and

(b) accompany an inspector during an inspection of the workplace or part of the workplace at which a worker in the work group works; and

(c) with the consent of a worker that the health and safety representative represents, be present at an interview concerning work health and safety between the worker and—

(i) an inspector; or

(ii) the person conducting the business or undertaking at that workplace or the person’s representative; and

(d) with the consent of 1 or more workers that the health and safety representative represents, be present at an interview concerning work health and safety between a group of workers, which includes the workers who gave the consent, and—

(i) an inspector; or

(ii) the person conducting the business or undertaking at that workplace or the person’s representative; and

(e) request the establishment of a health and safety committee; and

(f) receive information concerning the work health and safety of workers in the work group; and

(g) whenever necessary, request the assistance of any person.

(3) Despite subsection (2)(f), a health and safety representative is not entitled to have access to any personal or medical information concerning a worker without the worker’s consent unless the information is in a form that—

(a) does not identify the worker; and

(b) could not reasonably be expected to lead to the identification of the worker.

(4) Nothing in this Act imposes or is taken to impose a duty on a health and safety representative in that capacity.

69 Powers and functions generally limited to the particular work group

(1) A health and safety representative for a work group may exercise powers and perform functions under this Act only in relation to matters that affect, or may affect, workers in that group.

(2) Subsection (1) does not apply if—

(a) there is a serious risk to health or safety emanating from an immediate or imminent exposure to a hazard that affects or may affect a member of another work group; or

(b) a member of another work group asks for the representative’s assistance; and the health and safety representative (and any deputy health and safety representative) for that other work group is found, after reasonable inquiry, to be unavailable.

(3) In this section, another work group means another work group of workers carrying out work for a business or undertaking to which the work group that the health and safety representative represents relates.

Subdivision 6 Obligations of person conducting business or undertaking to health and safety representatives

70 General obligations of person conducting business or undertaking

(1) The person conducting a business or undertaking must—

(a) consult, so far as is reasonably practicable, on work health and safety matters with any health and safety representative for a work group of workers carrying out work for the business or undertaking; and
(b) confer with a health and safety representative for a work group, whenever reasonably requested by the representative, for the purpose of ensuring the health and safety of the workers in the work group; and

(c) allow any health and safety representative for the work group to have access to information that the person has relating to—
   (i) hazards (including associated risks) at the workplace affecting workers in the work group; and
   (ii) the health and safety of the workers in the work group; and

(d) with the consent of a worker that the health and safety representative represents, allow the health and safety representative to be present at an interview concerning work health and safety between the worker and—
   (i) an inspector; or
   (ii) the person conducting the business or undertaking at that workplace or the person’s representative; and

(e) with the consent of 1 or more workers that the health and safety representative represents, allow the health and safety representative to be present at an interview concerning work health and safety between a group of workers, which includes the workers who gave the consent, and—
   (i) an inspector; or
   (ii) the person conducting the business or undertaking at that workplace or the person’s representative and

(f) provide any resources, facilities and assistance to a health and safety representative for the work group that are reasonably necessary or prescribed under a regulation to enable the representative to exercise his or her powers or perform his or her functions under this Act; and

(g) allow a person assisting a health and safety representative for the work group to have access to the workplace if that is necessary to enable the assistance to be provided; and

(h) permit a health and safety representative for the work group to accompany an inspector during an inspection of any part of the workplace where a worker in the work group works; and

(i) provide any other assistance to the health and safety representative for the work group that may be required under a regulation.

Maximum penalty—100 penalty units.

(2) The person conducting a business or undertaking must allow a health and safety representative to spend the time reasonably necessary to exercise his or her powers and perform his or her functions under this Act.

Maximum penalty—100 penalty units.

(3) Any time that a health and safety representative spends for the purposes of exercising his or her powers or performing his or her functions under this Act must be with the pay that he or she would otherwise be entitled to receive for performing his or her normal duties during that period.

71 Exceptions from obligations under s 70(1)
(1) This section applies despite section 70(1).

(2) The person conducting a business or undertaking must not allow a health and safety representative to have access to any personal or medical information concerning a worker without the worker’s consent unless the information is in a form that—
   (a) does not identify the worker; and
   (b) could not reasonably be expected to lead to the identification of the worker.

Maximum penalty—100 penalty units.
(3) The person conducting a business or undertaking is not required to give financial assistance to a health and safety representative for the purpose of the assistance mentioned in section 70(1)(f).

(4) The person conducting a business or undertaking is not required to allow a person assisting a health and safety representative for a work group to have access to the workplace—
   (a) if the assistant has had his or her WHS entry permit revoked; or
   (b) during any period that the assistant’s WHS entry permit is suspended or the assistant is disqualified from holding a WHS entry permit.

(5) The person conducting a business or undertaking may refuse on reasonable grounds to grant access to the workplace to a person assisting a health and safety representative for a work group.

(6) If access is refused to a person assisting a health and safety representative under subsection (5), the health and safety representative may ask the regulator to appoint an inspector to assist in resolving the matter.

72 Obligation to train health and safety representatives

(1) The person conducting a business or undertaking must, if requested by a health and safety representative for a work group for that business or undertaking, allow the health and safety representative to attend a course of training in work health and safety that is—
   (a) approved by the regulator; and
   (b) a course that the health and safety representative is entitled under a regulation to attend; and
   (c) subject to subsection (5), chosen by the health and safety representative, in consultation with the person conducting the business or undertaking.

(2) The person conducting the business or undertaking must—
   (a) as soon as practicable within the period of 3 months after the request is made, allow the health and safety representative time off work to attend the course of training; and
   (b) pay the course fees and any other reasonable costs associated with the health and safety representative’s attendance at the course of training.

(3) If—
   (a) a health and safety representative represents a work group of the workers of more than 1 business or undertaking; and
   (b) the person conducting any of those businesses or undertakings has complied with this section in relation to the representative; each of the persons conducting those businesses or undertakings is to be taken to have complied with this section in relation to the representative.

(4) Any time that a health and safety representative is given off work to attend the course of training must be with the pay that he or she would otherwise be entitled to receive for performing his or her normal duties during that period.

(5) If agreement can not be reached between the person conducting the business or undertaking and the health and safety representative within the time required by subsection (2) as to the matters set out in subsections (1)(c) and (2), either party may ask the regulator to appoint an inspector to decide the matter.

(6) The inspector may decide the matter under this section.

(7) A person conducting a business or undertaking must allow a health and safety representative to attend a course decided by the inspector and pay the costs decided by the inspector under subsection (6).

Maximum penalty—100 penalty units.

73 Obligation to share costs if multiple businesses or undertakings

(1) If a health and safety representative, or deputy health and safety representative (if any), represents a work group of workers carrying out work for 2 or more persons conducting businesses or undertakings—
(a) the costs of the representative exercising powers and performing functions under this Act; and
(b) the costs mentioned in section 72(2)(b); for which any of the persons conducting those businesses or undertakings are liable must be apportioned equally between each of those persons unless they agree otherwise.

(2) An agreement to apportion the costs in another way may be varied at any time by negotiation and agreement between each of the persons conducting the businesses or undertakings.

74 List of health and safety representatives

(1) A person conducting a business or undertaking must ensure that—
(a) a list of each health and safety representative and deputy health and safety representative (if any) for each work group of workers carrying out work for the business or undertaking is prepared and kept up to date; and
(b) a copy of the up-to-date list is displayed—
(i) at the principal place of business of the business or undertaking; and
(ii) at any other workplace that is appropriate taking into account the constitution of the relevant work group or work groups; in a way that is readily accessible to workers in the relevant work group or work groups.

Maximum penalty—20 penalty units.

(2) A person conducting a business or undertaking must provide a copy of the up-to-date list prepared under subsection (1) to the regulator as soon as practicable after it is prepared.

Maximum penalty—20 penalty units.
**Victorian safety representatives**

The Occupational Health and Safety Act 2004 (OHS Act) recognises the important role health and safety representatives (HSRs) play in representing the health and safety interests of employees. HSRs have been an important feature of occupational health and safety (OHS) in Victoria since 1985 and it is widely acknowledged that HSRs can make a real difference in having health and safety issues addressed and help achieve better health and safety outcomes. WorkSafe strongly believes in the importance of the role of HSRs, and actively encourages all Victorian businesses to establish designated work groups and support the election of HSRs.

Health and safety in the workplace matters to everyone, and WorkSafe encourages all employers, HSRs, employees and their families to regularly talk about it and then act to improve safety in their workplace.

**What is a HSR?**

A HSR is an employee who has been elected by the members of their Designated Work Group (DWG) to represent them, providing a way for their views and concerns about health and safety to be heard by their employer.

**Why have HSRs?**

Research shows that when employees have input into health and safety, workplaces have better health and safety outcomes. This means fewer workplace incidents and injuries.

**How to become a HSR**

HSRs are elected by employees who are members of their Designated Work Group (DWG).

**Designated work groups**

A Designated Work Group (DWG) is an agreed or determined grouping of employees who share similar workplace health and safety interests and conditions. A DWG may be made up of employees in one or more workplaces operated by a single employer or employees of multiple employers at one or more workplaces. There can be more than one DWG in a workplace.

A health and safety representative(s) (HSR) is a person who has been elected by the members of his or her DWG to represent their occupational health and safety (OHS) issues, concerns and interests.

**Consulting with HSRs**

The law requires employers to consult with employees on OHS matters affecting them, and where a HSR exists, consultation must involve the HSR (with or without the employees being involved directly). An employer telling the HSR what will happen after a decision is made is not consultation. The matters an employer must consult on are:

- identifying and assessing hazards or risks to health and safety in the workplace;
- making decisions to control risks to health and safety in the workplace;
- changes proposed to be implemented that may affect the health and safety of employees;
- policies and procedures proposed to be introduced; and
- making decisions about facilities for the welfare of employees.
Therefore in consulting with a HSR an employer must:

- Share information with the HSR about the OHS matter. This information should be provided in a timely way so that the HSR has adequate time to consider the matter.
- Give the HSR a reasonable opportunity to express their views about the matter. HSRs should be encouraged to ask questions, raise concerns, propose options, make recommendations and be part of the problem-solving process.
- Take the HSR's views into account. The views, suggestions and concerns of the HSR must be taken into account by the employer before a final decision is made.
- Meet with the HSR to consult about the matter. The employer can invite the HSR to meet with them to consult about the matter, or the HSR can request a meeting with the employer.

More Information

Western Australia Safety and health representatives

E lecting safety and health representatives and committees

The overall benefit of safety and health representatives and safety and health committees is that they provide proactive, systematic ways for dealing with issues, rather than a reactive approach dealing with them as they arise.


The Occupational Safety and Health Regulations 1996 require the person coordinating the election of representatives to notify the WorkSafe Western Australia Commissioner of the results. Use the notification of election and registration of safety and health representative’s form.

Training for safety and health representatives and committees

A safety and health representative is entitled to attend an introductory training course through a provider accredited by the Commission for Occupational Safety and Health. A list of accredited providers can be found here.

A safety and health representative must advise their employer of their preferred introductory training course no less than 21 days before the course commences. An employer who has been given notice can, after consultation with the safety and health representative and/or the relevant union, decline to release the safety and health representative to attend the course. If this happens the employer is obliged to permit attendance at the next available course the safety and health representative wishes to attend. Employers in regional areas may require the safety and health representative to attend an accredited course provided locally in preference to a course provided in a more distant regional centre or metropolitan area.

Completion of the introductory safety and health representative course gives you the option to have your training recognised as part of the Certificate III in Work Health and Safety within the vocational education and training system. This option is entirely voluntary and, if interested, you should talk to your training provider.

Support and resources for safety and health representatives and committee members

Provisional improvement notices (PINs)

Qualified safety and health representatives may issue provisional improvement notices, as outlined in WorkSafe bulletin 2/2005 Provisional improvement notices.

More Information

http://www.commerce.wa.gov.au/worksafe/content/services/Safety_and_health_representati/index.htm
Training of Health and Safety Representatives

FREQUENTLY ASKED QUESTIONS

Does a Health and Safety Representative (HSR) require training to perform their role?

It is not compulsory for HSRs to be trained however they should be encouraged to take up their training entitlement to provide them with the skills and knowledge to perform their role effectively. HSRs can issue Provisional Improvement Notices (PINs) and direct work to cease only if they have been trained. Untrained HSRs can perform all other functions.

What training are HSRs entitled to?

A HSR is entitled to attend an initial course of training of five days and have a one day’s refresher training each year, with the first refresher training commencing 1 year after the initial training.

The training course in work health and safety must be:

- approved by the jurisdiction’s work health and safety regulator;
- chosen by the HSR in consultation with the person conducting a business or undertaking.

The HSR has made a request for training do I have to approve it?

Yes. Clause 72 of the model Work Health and Safety (WHS) Act and Regulation 21 of the model Work Health and Safety Regulations provide that if a HSR or deputy HSR has made a request, the person conducting the business or undertaking must allow them to attend a training course in work health and safety.

Is there a national HSR training course?

Safe Work Australia has facilitated the development of a national HSR training provider package with representatives from states, territories and the Commonwealth. The HSR training provider package incorporates the training requirements for HSRs under the model work health and safety laws.

Contact Us

General Enquiries (02) 6121 5317
Email info@safeworkaustralia.gov.au
Postal Address GPO Box 641 Canberra ACT 2601
Media Enquiries 0434 664 294

www.safeworkaustralia.gov.au

www.safeworkaustralia.gov.au

Frequently Asked Questions—Training of Health and Safety Representatives

Page 1

PO Box 2127, Brookside Centre QLD 4063
admin@acoustar.qld.edu.au
Slide 1

BSBWH5403
Contribute to implementing and maintaining WHS consultation and participation processes

Slide 2

Element 1
Identifying those involved in WHS consultation and participation processes

Slide 3

Consultation is a key duty set out in WHS legislation.
Consultation is used to:
- provide information
- obtain the views of others
- consider and explore possible solutions and new ideas
- give feedback
- increase awareness and commitment to WHS
- creative positive working relationships.

WHS legislation imposes strict duties of care on persons conducting businesses or undertakings (PCBU’s) and their representatives, as well as workers themselves.

It is important for you to find out about the specific legislation that applies to your workplace.

WHS regulations provide more-detailed information about WHS obligations and the duties that apply in relation to particular hazards.
Slide 7

- Regulations specify how some duties under the WHS Act must be met and the procedural or administrative processes that must be in place.

- Codes of practice (compliance codes) provide practical guidance on how to meet the standards contained in WHS Acts and regulations.

Slide 8

- Although they are not enforceable by law, codes of practice should be followed unless there is an alternative course of action that achieves the same or better standards.

Slide 9

- Guidance material is available to control hazards and risks in specific industries.

- In your role you should be aware of the guidance material relevant to your work area and industry.
Slide 10

- PCBUs need to consult with workers to plan and develop WHS policies, procedures and processes to ensure a safe and healthy workplace.

Slide 11

- WHS policies:
  - aim to show in clear and simple terms what the organisation plans to achieve
  - outline how management will achieve workplace safety, along with the specific responsibilities of the PCBU, the organisation’s officers, management and workers.

Slide 12

- WHS procedures:
  - Individual workplaces need to establish procedures to reflect their unique health and safety needs.
  - Safe work procedures are a means of incorporating appropriate risk control measures into a sequence of steps for safely completing the task.
The consultation process may involve:
- PCBUs
- officers
- workers and other people in the organisation
- customers and clients
- suppliers
- members of health and safety committees (HSCs)
- health and safety representatives (HSRs)
- WHS entry permit holders
- WHS inspectors
- WHS regulators.

Consultation is specifically required with those workers who are directly affected by the WHS matter.

Effective communication is the key to providing information about consultation policies, procedures and processes in your workplace.

You must always follow your workplace’s communication procedures and take into account the different cultural backgrounds and any language and/or literacy issues of workers.
Slide 16

- Methods for communicating roles, duties, rights and responsibilities regarding WHS consultation and participation include:
  - team meetings
  - flyers
  - workplace noticeboards
  - emails
  - staff newsletters
  - safety alerts and bulletins.

Slide 17

- You need to understand the different roles and responsibilities of the individuals and parties involved in WHS and how they apply to your own job role and work area.
- This will assist you in implementing and maintaining effective and efficient WHS policies, procedures and processes.

Slide 18

- Keep up to date with any legislation changes to ensure the consultation you are undertaking is framed by current legislation.
Element 2
Contribute to WHS consultation and participation processes

---

A workplace consultation policy should describe an organisation’s objective to involve all workers in decisions about health and safety.

---

Principles of effective consultation:
- Information is regularly shared with workers.
- Workers are able to understand the information.
- Workers are given a reasonable opportunity to express views about the matter.
- Workers’ views are taken into account.
Slide 22

- Health and safety representatives (HSRs) are a valuable resource for disseminating information and ensuring all workers are consulted on WHS matters.
  - Handout on HSR’s

Slide 23

- A health and safety committee (HSC) can be an effective consultation mechanism to facilitate cooperation between the PCBU and workers.
- It also provides a forum for raising and addressing WHS issues.

Slide 24

- Opportunities for consultation to enhance WHS management and safe work practices may include:
  - inspections and audits
  - worker meetings
  - informal consultation
  - forms, reports and records.
Slide 25

- As a person with WHS responsibilities, your role is to assist in setting up, implementing and communicating the processes for WHS consultation and participation.

Slide 26

- Employ a range of strategies to disseminate WHS information, including:
  - meetings
  - notices
  - newsletters
  - emails
  - intranet
  - induction sessions
  - suggestion boxes.
Methods for communicating and sharing information in the workplace include:
- induction sessions
- meetings
- demonstrations
- intranet
- support material
- notices
- mini seminars.

When sharing WHS information, always consider your audience and adapt your material to ensure it is readily accessed and easy to understand.

It is important to review your own performance after participating in a consultation activity.

Element 4
Contributing to identifying and meeting training requirements for effective WHS consultation and participation
Part of an effective approach to WHS consultation and participation is ensuring that training needs are properly identified and training is provided to meet these requirements.

There are a number of ways you can identify people’s training needs.

Options include a formal training needs analysis or survey form that lists a range of skills and asks the person to rate themselves.

Be aware that people may tick the most positive response box because they don’t want you to think they are not competent in their job.

There are also no opportunities for discussion and instant feedback.

It may be more productive to discuss training needs face-to-face on an individual basis, either at a meeting or during an annual performance appraisal.
Slide 34

- Training for people with WHS responsibilities or functions may be necessary to improve:
  - verbal communication skills
  - written communication skills
  - technology skills.

Slide 35

- A primary function of an HSR is to consult regularly with the PCBU, managers and workers on WHS issues such as:
  - changes to legislation
  - the impact of WHS on the organisation
  - safety audits
  - hazard identification and complaints relating to WHS.

- PCBUs must allow HSRs to undertake WHS courses or training approved by the regulator.

Slide 36

- Training should also be offered when WHS legislation is changed, as the HSR needs to be able to inform others of:
  - what the changes are
  - who is affected
  - who is responsible for implementing the change
  - penalties for noncompliance.
Training to enable workers to participate in consultation processes may include:
- verbal and written communication skills
- asking relevant questions
- listening skills
- assertiveness
- WHS terminology
- use of positive body language
- encouraging initiative
- researching WHS matters
- language and literacy skills

Technology skills are needed for people to access WHS information and communicate with workers using methods such as email, the intranet and teleconferencing.

You need to consult relevant people as well as a range of documentation to ensure that:
- any planned training is relevant for the individual
- outcomes are in line with the organisation’s plans
- training can be delivered within identified costs and time frames.
You may need to develop and approve training plans and discuss them with the relevant people.

Your organisation may already have WHS training plans in place, or templates may already exist on which you can base your plans.

It is crucial that all training is evaluated to ensure the intended outcomes have been met.

WHS consultation and participation can be impacted by a number of barriers.

Barriers may be categorised under the following headings:
- Structural and procedural barriers
- People’s backgrounds and abilities
- Location of workers
Slide 43

Barriers may include:
- an absence of a positive WHS workplace culture
- a lack of workplace organisational structures to promote and facilitate WHS
- workforce language, literacy and numeracy levels
- ineffective dispute-resolution procedures
- location of separate work sites
- shift work and rostering arrangements.

Slide 44

Once barriers to effective consultation and participation have been identified, the PCBU and officers must act to remove them.

Slide 45

Measures may include:
- encouraging a workplace culture sensitive to WHS
- ensuring everyone is aware of and understands participative processes available to them
- providing information in easy to read formats
- providing a range of strategies for communication to ensure everyone is contacted.
Consultation and participation processes must be regularly monitored to ensure continued compliance and to recognise where improvements may be made.

Underpinning knowledge questions
- Complete 13 of the 28 questions as directed

Case Scenario assessment
- Assessment task 13 only

Practical assessment
- Assessment task 14 asks you to prepare an action plan to deliver the new policy. In your presentation briefly describe this action plan.
BSBWHS403

Course Content
Course Content

WELCOME to the Acoustar Study Guide for Work Health and Safety Unit BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes.

This Roadmap 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.
### 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 individuals and parties involved in WHS consultation and participation processes | 1.1 Apply knowledge of relevant parts of WHS Acts, regulations, codes of practice, policies and procedures to identify individuals and parties with roles, duties, rights and responsibilities regarding WHS consultation and participation  
1.2 Identify what these roles, duties, rights and responsibilities are and, in line with own job role and work area, communicate this information to individuals and parties  
1.3 Identify roles, duties, rights and responsibilities as they apply to own job role and work area |
| 2. Contribute to WHS consultation and participation processes | 2.1 Identify workplace WHS consultation and participation processes  
2.2 Contribute to setting up and running these processes, appropriate to own job role and work area  
2.3 Implement and communicate to individuals and parties what these processes are and promote and support the participation of individuals and parties, appropriate to own job role and work area |
| 3. Contribute to processes for communicating and sharing WHS information and data | 3.1 Identify consultation and participation processes for communicating and sharing WHS information and data  
3.2 Contribute to and participate in these processes appropriate to own job role and work area |
| 4. Contribute to identifying and meeting training requirements for effective WHS consultation and participation | 4.1 Identify training requirements for individuals and parties necessary for effective WHS consultation and participation  
4.2 Contribute to the delivery of required training, appropriate to own job role and work area |
| 5. Contribute to improving WHS consultation and participation processes | 5.1 Contribute to the identification and assessment of barriers to the implementation and effectiveness of WHS consultation and participation processes  
5.2 Contribute to the development, implementation and evaluation of measures to remove these barriers |
### Definitions to assist in understanding the Performance Criteria

| Individuals and parties may include: | • contractors and subcontractors  
| | • customers  
| | • duty holders as specified in WHS Acts:  
| | • PCBUs or their officers  
| | • workers  
| | • other persons at a workplace  
| | • health and safety committees  
| | • health and safety representatives  
| | • suppliers  
| | • unions  
| | • WHS entry permit holders  
| | • WHS inspectors  
| | • WHS regulators. |

| WHS consultation and participation processes may include: | • health and safety committees  
| | • health and safety representatives, and other worker representatives  
| | • other consultative and planning committees  
| | • procedures for reporting hazards, and raising and addressing WHS issues  
| | • worker, manager, supervisor, PCBU or their officer’s involvement in WHS activities, such as inspections and audits  
| | • worker and work team meetings. |

| WHS information and data may include: | • access to training information and data  
| | • hazards that exist in the workplace  
| | • manufacturer manuals and specifications  
| | • rights and responsibilities  
| | • risk assessments  
| | • risk-control strategies  
| | • safe work procedures  
| | • WHS consultation and participation processes  
| | • WHS Acts, regulations, codes of practice and guidelines  
| | • workplace WHS policies and procedures. |

| Training requirements may include: | • health and safety representative training  
| | • manager, supervisor, and PCBU or their officer WHS training  
<p>| | • how to use computers to access WHS information and data. |</p>
<table>
<thead>
<tr>
<th>Barriers may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• contractual arrangements</td>
</tr>
<tr>
<td>• discriminatory, coercive and misleading conduct</td>
</tr>
<tr>
<td>• language, literacy and numeracy levels of the workforce</td>
</tr>
<tr>
<td>• ineffective dispute-resolution procedures and processes</td>
</tr>
<tr>
<td>• location of separate work sites</td>
</tr>
<tr>
<td>• shift work and rostering arrangements</td>
</tr>
<tr>
<td>• specific needs of workers</td>
</tr>
<tr>
<td>• timing of information and data provision</td>
</tr>
<tr>
<td>• workplace culture related to WHS</td>
</tr>
<tr>
<td>• workplace organisational structures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures to remove these barriers may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• access to intranet systems</td>
</tr>
<tr>
<td>• effective dispute-resolution procedures and processes</td>
</tr>
<tr>
<td>• hazard alerts</td>
</tr>
<tr>
<td>• health and safety committees</td>
</tr>
<tr>
<td>• informal discussions with workers</td>
</tr>
<tr>
<td>• input to safety audits, and hazard identification and risk-assessment processes</td>
</tr>
<tr>
<td>• meetings with worker representatives and with health and safety representatives</td>
</tr>
<tr>
<td>• suggestion boxes and processes</td>
</tr>
<tr>
<td>• surveys and checklists</td>
</tr>
<tr>
<td>• toolbox meetings</td>
</tr>
<tr>
<td>• worker meetings</td>
</tr>
</tbody>
</table>
WHAT SKILLS AND KNOWLEDGE DO I NEED TO DEMONSTRATE

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.

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>1.1, 1.2, 1.3, 2.1, 3.1, 4.1</td>
<td>- Interprets and analyses complex WHS legislative and organisational texts</td>
</tr>
</tbody>
</table>
| Writing                      | 1.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2 | - Uses structure, layout and language suitable for audience to draft and document WHS legislative and organisational information  
- Records required WHS information using appropriate organisational formats |
| Oral communication           | 1.2, 2.2, 2.3        | - Uses structure and language suitable for audience to provide WHS legislative and organisational information  
- Uses questioning and active listening to identify and discuss training requirements and barriers to WHS consultation processes |
| Navigate the world of work   | 1.1-1.3              | - Takes responsibility for adherence to legal and regulatory responsibilities in relation to WHS role and responsibilities  
- Keeps up to date on changes to WHS legislation or regulations |
| Interact with others         | 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.2 | - Understands what to communicate, with whom and how in context of consultation and participation processes  
- Uses a range of strategies to establish a sense of connection with others  
- Cooperates with others as part of WHS consultation and participation processes, and contributes to specific activities requiring joint responsibility and accountability  
- Initiates and contributes to facilitating consultative process, responding, explaining, clarifying and expanding on ideas and information as required |
| Get the work done            | 2.1, 2.2, 3.1, 4.1, 5.1, 5.2 | - Applies formal processes when organising consultation processes, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others  
- Implements actions as per plans, making slight adjustments as necessary and addressing some unexpected issues  
- Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria  
- Uses formal and informal processes to monitor implementation of measures and reflect on outcomes  
- Uses familiar digital systems and tools to access, organise, analyse and present information |
REQUIRED PERFORMANCE AND KNOWLEDGE

The required performance and knowledge for this Unit are:

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to individuals and parties the legal roles, duties, rights and responsibilities of self and others regarding work health and safety (WHS) consultation and participation processes
- contribute, as appropriate to job role and work area, to:
  - setting up and running WHS consultation and participation processes to ensure that relevant individuals and parties understand and can participate in the processes
  - identifying training needs to support the WHS consultation and participation processes and providing learning opportunities, coaching and mentoring as appropriate to needs
  - communicating information and data about WHS consultation and participation processes
  - identifying barriers to effective WHS consultation and participation and developing, implementing and evaluating measures to remove the barriers.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe requirements under WHS legislation and organisational policies and procedures for consultation and participation processes and the individuals and parties who need to participate
- describe possible barriers to the implementation and effectiveness of WHS consultation and participation processes and strategies to remove them
- identify internal and external sources of WHS information and data and how to access them
- describe training requirements for individuals and parties necessary for effective WHS consultation and participation processes

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant Acts, regulations, codes of practice, standards and guidelines
- workplace documentation and personnel.
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>1. Identify individuals and parties involved in WHS consultation and participation processes</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Apply knowledge of relevant parts of WHS Acts regulations codes of practice policies and procedures to identify individuals and parties with roles duties rights and responsibilities regarding WHS consultation and participation</td>
<td>Low  Medium  High</td>
</tr>
<tr>
<td>1.2 Identify what these roles duties rights and responsibilities are and in line with own job role and work area communicate this information to individuals and parties</td>
<td>Low  Medium  High</td>
</tr>
<tr>
<td>1.3 Identify roles duties rights and responsibilities as they apply to own job role and work area</td>
<td>Low  Medium  High</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Contribute to WHS consultation and participation processes</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify workplace WHS consultation and participation processes</td>
<td>Low  Medium  High</td>
</tr>
<tr>
<td>2.2 Contribute to setting up and running these processes appropriate to own job role and work area</td>
<td>Low  Medium  High</td>
</tr>
<tr>
<td>2.3 Implement and communicate to individuals and parties what these processes are and promote and support the participation of individuals and parties appropriate to own job role and work area</td>
<td>Low  Medium  High</td>
</tr>
</tbody>
</table>

| 3. Contribute to processes for communicating and sharing | Current Skill level |
### WHS information and data

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Identify consultation and participation processes for communicating and sharing WHS information and data</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>3.2 Contribute to and participate in these processes appropriate to own job role and work area</td>
<td>High</td>
<td>Medium</td>
</tr>
</tbody>
</table>

### 4. Contribute to identifying and meeting training requirements for effective WHS consultation and participation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Identify training requirements for individuals and parties necessary for effective WHS consultation and participation</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>4.2 Contribute to the delivery of required training appropriate to own job role and work area</td>
<td>High</td>
<td>Medium</td>
</tr>
</tbody>
</table>

### 5. Contribute to improving WHS consultation and participation processes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Contribute to the identification and assessment of barriers to the implementation and effectiveness of WHS consultation and participation processes</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>5.2 Contribute to the development implementation and evaluation of measures to remove these barriers</td>
<td>High</td>
<td>Medium</td>
</tr>
</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

<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 | • making sure all individuals and parties are included in WHS consultation and participation processes  
• implementing a range of strategies to support their involvement in, and remove any barriers to, WHS consultation and participation processes  
• knowledge of relevant commonwealth and state or territory WHS Acts, regulations, codes of practice and standards. |

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure access to:</th>
</tr>
</thead>
</table>
| Assessment must ensure access to:               | • office equipment and resources  
• relevant Acts, regulations, codes of practice, standards and guidelines  
• workplace documentation and personnel. |

<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>
| Analysis of responses to case studies and scenarios | • analysis of responses to case studies and scenarios  
• demonstration of techniques used to manage WHS consultation and participation in the workplace  
• direct questioning combined with review of portfolios of evidence and third-party reports of on-the-job performance by the candidate  
• observation of implementation of consultative techniques  
• observation of presentations  
• oral or written questioning to assess knowledge of communication strategies used to communicate with people at all levels of the organisation |
<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>• review of recommendations made to address barriers to people raising WHS issues or requesting information and data</td>
<td></td>
</tr>
<tr>
<td>• evaluation of support and advice provided to people involved in WHS consultative arrangements.</td>
<td></td>
</tr>
<tr>
<td>• BSBWHS402A Assist with compliance with WHS laws</td>
<td></td>
</tr>
<tr>
<td>• BSBWHS404A Contribute to WHS hazard identification, risk assessment and risk control</td>
<td></td>
</tr>
<tr>
<td>• BSBWHS405A Contribute to implementing and maintaining WHS management systems</td>
<td></td>
</tr>
<tr>
<td>• BSBWHS406A Assist with responding to incidents.</td>
<td></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.
BSBWHS403

Underpinning Knowledge
Underpinning Knowledge

BSBWHS403 Contribute to Implementing and Maintaining WHS Consultation and Participation Processes

This unit describes the performance outcomes, skills and knowledge required to contribute to the implementation and maintenance of work health and safety (WHS) consultation and participation processes in the workplace as part of a systematic approach to managing WHS.

This unit applies to individuals who contribute to the implementation of WHS consultation and participation processes as part of their WHS supervisory responsibilities. The unit applies to people who work in a broad range of WHS roles across all industries.

BSBWHS403 Contribute to Implementing & Maintaining WHS Consultation & Participation Processes contains employability skills.

Instructions to the student

1. Read all of the questions for this unit of competency before commencing.

2. Answer all the questions for this unit of competency. Keep in mind you are studying a Nationally Recognised Certificate IV unit of competency.

3. 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.

4. 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.

5. 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

6. Unless otherwise specified, your answers should be 100 to 250 words.

7. All questions and tasks must be true and correct to be assessed as satisfactory.

8. Complete the assessment sign off sheet with your assessor.
Underpinning Knowledge Questions

**Question 1**
All duties under the WHS Act 2011 are qualified by the term 'reasonably practicable'. Define this term.

**Question 2**
Give a brief overview of the following pieces of WHS legislation. Explain how they relate to one another and how they differ.
- Act
- Regulations
- Codes of practice
- Australian Standards / Industry Standards, regulator guidance material

**Question 3**
Identify two (2) duty holders under health and safety legislation.

**Question 4**
Define the term 'consultation' in a health and safety context.

**Question 5**
Define the term 'due diligence'.

**Question 6**
In part 5; Division 1; Sections 46 and 47 of the Work Health and Safety Act 2011, the duty to consult is discussed. Explain the legal requirements to consult as specified in the act.

**Question 7**
Explain how policies and procedures are used in relation to the consultation and participation process.

**Question 8**
Detail the benefits of a structured review process of the organisation’s policies, procedures, processes and systems with regards to consultation.

**Question 9**
Identify three (3) parties who should be consulted when identifying requirements and opportunities for health and safety consultation and participation.

**Question 10**
When reviewing existing consultation and participative processes, identify two (2) areas the PCBU should ensure are compliant with legislation.

**Question 11**
Identify two (2) parties that could be involved in the process to compare existing consultation standards with the required standards.
Question 12
Identify two (2) barriers to the implementation and effectiveness of WHS consultation processes, and explain your strategies to overcome them.

Question 13
Identify six (6) external sources of WHS information and explain how you access them.

Question 14
Nominate six (6) internal sources of WHS information and explain how you access them.

Question 15
Identify four (4) internal or external parties / stakeholders who can be a valuable source of information in health and safety matters.

Question 16
Nominate your preferred process to analyse and evaluate information to ensure it is valid and relevant.

Questions 17
Identify what formats, channels or media a health and safety management or information system can use to communicate information to workers.

Question 18
What are the roles and responsibilities of PCBUs and workers under health and safety legislation?

Question 19
Identify six (6) informal consultation processes.

Question 20
Nominate two (2) parties that may be involved in the formal consultation process.

Question 21
What training should a health and safety representative receive?

Question 22
What support must a PCBU provide for health and safety representatives?

Question 23
What duties must a HSR receive training in before they can exercise their rights?

Question 24
What are the responsibilities of PCBU once a HSR has requested training?

Question 25
Under the WHS laws, business operators have a duty to consult with workers and seek their contribution in decision making. Identify two (2) areas where their contribution should be sought.
BSBWHS403

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.

Dave has just started in the position of safety manager with a brand new mining organisation. Before any work commences, Dave sets about writing safety policies and procedures. He is about to write the organisational policy for consultation.

Scenario Task 1
Identify the duty holders that Dave will need to ensure have an understanding of their responsibilities.

Scenario Task 2
Identify other roles and responsibilities that Dave should define in the consultation policy.

Scenario Task 3
Nominate six (6) methods Dave could stipulate to communicate roles, duties, rights and responsibilities to the duty holders.

Scenario Task 4
Nominate four (4) WHS consultation and participation processes Dave could include in the policy.

Scenario Task 5
Dave has decided to form work groups to contribute to setting up and running the consultation processes. Nominate five (5) considerations that Dave must give when forming the work groups.

Scenario Task 6
Identify what steps Dave can take to encourage participation of workers in the consultation processes.

Scenario Task 7
Identity five (5) pieces of WHS information and data that Dave will need to ensure is communicated to workers.

Scenario Task 8
Nominate two (2) health and safety communication mechanisms that Dave could use to communicate WHS information and data.

Scenario Task 9
Identify six (6) topics that Dave’s HSR may need to trained in.
BSBWHS403

Practical Assessment
Practical Assessment

Instructions to the Student

1. 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.

2. 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.

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

4. 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

5. 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

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

7. 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.

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

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

**Practical Activity 1**
Write a brief presentation to be discussed at your next toolbox talk. The aim of the presentation is to share and communicate information regarding at least one (1) hazard in your workplace.

The presentation must include an introduction, informative information and a conclusion. It must demonstrate the true spirit of consultation and encourage input from the audience.

You will be assessed on the following:

- A clear understanding of consultation processes and how they can be used to communicate and share WHS information
- Communication skills to communicate with people from a range of backgrounds
- Interpersonal skills to establish and build relationships
- Ability to communicate WHS information verbally
- Organisational and time management skills to run efficient and effective meetings and keep the discussion on track
- Ability to ensure all individuals are included in WHS consultation processes

**Practical Activity 2**
Using the internet, conduct research on the Model Work, Health and Safety Bill 2009 and write a 500 word report for your manager highlighting your organisation’s legal requirements regarding consultation. Your report must address:

- Duty to consult with other duty holders
- Duty to consult with workers
- Nature of consultation
- When consultation is required

**Practical Activity 3**
Write a 300 word report for the safety committee, explaining Part 7, Division 3, sub-division 4A of the Queensland Workplace Health and Safety Act 1995. The report must be written in terms the safety committee can understand and must include the definition of a PIN. The report must also address how the clause affects them and the role of consultation in the process.

**Practical Activity 4**
Research the ‘ILO Convention 155’ and document article 20 in regards to consultation.

**Practical Activity 5**
Research ‘Robens Report’ and write a 300 word report explaining the principle objectives of the report and the role it plays in WHS legislation today.

**Practical Activity 6**
Explain the term Consultation, as defined by the Queensland Workplace Health and Safety Act 1995.
Practical Activity 7
In order to be assessed as satisfactory on this activity, you must complete two (2) tasks:

a. Produce a training matrix for your organisation identifying the training needs to enable effective participation for managers, supervisors, health and safety representatives, WHS committees, other key personnel and employees generally. For each of these roles identify:
   - The knowledge requirements;
   - Practical skill requirements; and
   - Behavioural skills requirements.

   Develop a training matrix highlighting the required skills for each role.

b. From the completed training matrix, develop a report for your manager highlighting four (4) recommendations for improving the training systems for participative arrangements

Practical Activity 8
In order to be assessed as satisfactory in this activity, you will be required to complete two (2) tasks:

a. Interview a ‘shop floor’ person and ask questions to obtain information:
   - In their opinion, whether the organisation has effective processes for informing workers about WHS hazards and processes?
   - In their opinion, what are effective processes for consulting people that may be affected by WHS decisions?

b. Compare existing processes with identified requirements for consultations. List three (3) recommendations for improving the consulting processes.

Practical Activity 9
Prepare a role statement for a WHS coordinator describing their role in initiating, achieving and monitoring the participative arrangements of an organisation.

Practical Activity 10
Develop an action plan for collecting information and data to evaluate the effectiveness of the participative arrangement. The action plan must include:
   - Actions
   - Responsibilities
   - Timeframes
   - People to be consulted
   - Sources of information
   - Reporting requirements

Practical Activity 11
You are required to design and develop a WHS participative arrangement for your current workplace.

To be assessed as satisfactory for this activity, you will be required to complete and provide evidence of the following five (5) tasks.
a. Review the current organisational policies and procedures and identify requirements and opportunities for improvement. Ensure you identify any barriers to effective consultation within the workplace.

Write a report documenting your findings, including which stakeholders you consulted with to make your evaluations.

b. Design processes, in consultation with stakeholders, to enable workers to be consulted regarding WHS decision making.

Provide a copy of the completed processes and write a 200 word report to accompany the processes. The report must document how the new processes meet legislative requirements and what factors impacted on the design of the processes, including strategies to support the involvement of all workers and remove any barriers to WHS consultation processes.

c. Develop the process completed in the previous task into organisational policies and procedures.

d. Create an action plan detailing the roll out of the new policies and procedures. The action plan must include:
   - Key personnel in the implantation and maintenance of new participative arrangements
   - Allocated responsibilities
   - Strategies for delivering training
   - Resources necessary to introduce and maintain the new participative arrangements
   - Structured timeline
   - Measurable outcomes
   - How the processes will be integrated into existing systems

e. Write a 300 word report explaining how you, personally, will support and monitor the introduction and maintenance of the new participative arrangements.

Detail how you will:
   - Measure effectiveness - include specific positive performance indicators
   - Who you will consult with
   - Your priorities
   - How you will manage the project
   - The barriers you foresee
   - How you will overcome these barriers
# 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>
</tr>
</thead>
<tbody>
<tr>
<td>USI:</td>
<td>..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: ..........</td>
</tr>
<tr>
<td>Email: ...........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENT QUESTIONS Nos. ANSWERED and SUBMITTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I declare that this work, when submitted, is my own work</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor Only: Date assessed:</th>
</tr>
</thead>
</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)