BSBWHS404
Contribute to WHS hazard identification, risk assessment and risk control

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

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WELCOME!

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

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

STUDY GUIDE

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

Course Learning Guides

Acoustar BSBWHS404 Study Guide

Course reading (directed by trainer)

Work Health and safety legislation for your home state
Best practice guidelines

Refer to the following website which outlines WHS issues in the retail sector:

Research ‘The Principles of Effective OHS Risk Management’ publication found at the following site:

The following resources are good background

- Department of Education and Early Childhood Development 2003, workplace Hazards in Hairdressing
- RMIT University 2012, policies and procedures – health and safety
- Safe work Australia 2011, how to manage work health and safety – code of practice
• Safe work Australia 2012, code of practice – managing the risks of plant in the workplace
• Safe work Australia 2012, slips and trips at the workplace fact sheet
• University of Queensland 2008, risk assessment nomogram
• Victorian WorkCover Authority 2001, a guide to risk control plan
• Western Australian Department of Commerce 2010, code of practice manual tasks
• WorkCover authority of NSW 2001, Risk management at work
• WorkCover Corporation of SA 2004, sample risk assessment matrix
• Workplace health and safety Queensland 2010, cafe and restaurant industry – burns
• Work safe Victoria 2006, hazard register

Useful websites include
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.

websites that may be of interest are:
www.safeworkaustralia.gov.au – Safe Work Australia: national government work health and safety body
www.comcare.gov.au – Commonwealth workplace safety, rehabilitation and compensation Regulator
www.arpansa.gov.au – Australian Radiation Protection and Nuclear Safety Agency - nuclear and radiation safety Regulator
www.nopsa.gov.au – National offshore petroleum safety authority – oil and gas safety Regulator
www.austlii.edu.au – Australian Legal Information Institute for Commonwealth, state and territory work health and safety acts and regulations
www.saiglobal.com – For copies of Australian and international standards and codes
ohs.anu.edu.au – Australian National University’s National Research Centre for OHS Regulation
STUDYING

Your Study materials consist of a set of documents:

- This Study Guide
- Reading materials
- The assessment tasks; and
- A face-to-face tutorial program

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

The assessment tasks are in three groups:

- Learning the **knowledge** underpinning the real-world building, environmental and workplace acoustics and noise control. The assessment tasks will be discussed briefly in the tutorials and are completed at home.

- **Case scenarios** dealing with real-world situations.

- **Practical** assessments that are the heart of the training program. These are done at home.

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

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

The next section presents an overview to the content and structure of the course.
BSBWHS404

Overview
Slide 1

BSBWSH404
Contribute to WHS Hazard Identification, Risk Assessment and Risk Control

Slide 2

Element 1
Accessing information for identification of hazards, risk assessment and control

Slide 3

- 1.1 identify sources of information and data
- 1.2 obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause, and how these harms may happen.
- 1.3 obtain information and data to determine the nature and scope of workplace risks and risk controls
The nature of hazards
- A hazard is a source, situation or an act with a potential for harm in terms of human injury, ill health or damage to property.
- A hazard may be:
  - biological
  - chemical
  - electrical
  - mechanical
  - manual tasks
  - psychosocial

Practical application of the principle of damaging energies.
The JHA or Take 5
Slide 7

- A risk is the chance of a potential incident occurring from a hazard.
- Risks may be rated as:
  - certain to occur
  - very likely
  - possible
  - unlikely
  - rare.

Slide 8

Element 2
Contributing to compliance and workplace requirements

Slide 9

- The primary purpose of a WHS management system (WHSMS) is to provide a plan to eliminate or minimise hazards and risks.
- A WHSMS shows how the organisation has and intends to comply with WHS legislation and requirements.
Workplace WHS policies are
- developed to manage hazards
- eliminate risks and
- need to be communicated to all staff and be understood and adhered to by all workers.

Policies should:
- clearly state the aim and reason for development
- state who the policy applies to
- explain the consequences of noncompliance
- be reviewed regularly.

Workplace procedures describe:
- the steps required to complete a task in a manner that adheres to a policy
- who is responsible for taking these steps
- what equipment, forms or documents to use.

Remember
- All health and safety legislation requires employers to provide a
  - safe workplace,
  - adequate training
  - supervision and
  - to control workplace hazards and risks.

Duty holders - revisited
- PCBUs
- officers
- workers
- other persons in the workplace, including visitors
Slide 13

Element 3
Contribute to workplace hazard identification

Slide 14

- Common causes of hazards and risks are:
  - the potential failure of plant, equipment, systems of work or safety measures
  - human error or misuse, spontaneity, panic, fatigue or stress
  - interaction between multiple hazards.

Slide 15

- Once hazards and the reasons for the hazards have been identified, all workers in the workplace must be advised through appropriate communication.
- Language, literacy, learning challenges and disability are all considerations that must be addressed when designing communications, signage and guidelines.
Slide 16

- Incident Causation Analysis Methodology (ICAM) is a safety analysis method that attempts to identify factors and failures within the organisation that contributed to the incident.

- Related to root cause analysis

Slide 17

- Hazard identification tools/techniques:
  - Documentation review
  - Body mapping
  - Checklists
  - Interviews (formal)/(informal)
  - Safety data sheets (SDSs)
  - Walk-through
  - Inspection
  - Surveys
  - Job safety analysis

Slide 18

- Techniques, tools and processes must be applied to the workplace.
  - These include:
    - WHS documentation including hazard registers
    - workplace policies and procedures
    - audits
    - compensation claim information
    - consultation
    - incident and investigation reports
    - safety data sheets
    - workplace inspections.
Slide 19

Element 4
Contributing to WHS risk assessment

Slide 20

- There is a range of specific hazards where a risk assessment is mandatory, such as:
  - working in confined spaces
  - diving work
  - live electrical work.
- For other hazards, a risk assessment is not mandatory under the WHS Act.
  - However, a risk assessment contributes to evidence that the organisation has acted as far as is reasonably practicable to ensure the health and safety of its workers.

Slide 21

- The following risk assessment tools can be used:
  - Risk assessment matrix
  - Checklists
  - Consultation
Slide 22

- **Remember**
  - Consultation is highly valued and involves actively listening to the concerns of workers.
  - This is important as they are directly involved with hazards and can provide feedback about risks and this process will be looked for by inspectors.

Slide 23

- The outcomes of a risk assessment are entered in a risk register.
- This information must be accessible by all workers and able to be easily understood.

Slide 24

- The method of recording these may include:
  - completing a template in an electronic or physical file
  - writing a brief report
  - sending an email to the person in the organisation who is responsible for maintaining the risk register.
Element 5
Contributing to the development, implementation and evaluation of risk control

After a hazard has been identified and the risk assessed, the next step is to control it.

As specified in the WHS Act, two points are taken into account when implementing risk control:

- The availability and suitability of ways to eliminate or minimise the risk
- The cost associated with those available and suitable ways
Slide 28

- When considering risk control options, there may be a single control measure that is appropriate, or a combination of different control may be required.

Slide 29

Module 1

Multiple barriers create opportunities to prevent damaging energies causing harm

Slide 30

The hierarchy of control revisited

- Elimination: Can you eliminate the hazard?
  - If not reasonably practicable to do, definitely.
  - Level 1 - Most Effective

- Substitution: Can you substitute the hazard to reduce the risk?
  - If not reasonably practicable to do, definitely.
  - Level 2 - Effective

- Isolation: Can you isolate the hazard to reduce the risk?
  - If not reasonably practicable to do, definitely.
  - Level 2 - Effective

- Engineering: Can you redesign the task to reduce the hazard?
  - If not reasonably practicable to do, definitely.
  - Level 3 - Least Effective

- Administration: Can you use procedures to control the hazard?
  - If not reasonably practicable to do, definitely.
  - Level 3 - Least Effective

- Personal Protective Equipment
  - Use PPE to reduce the risk if practicable, but no reasonably practicable control of other measures is available.
  - Level 4 - Not Recommended
Slide 31

- A risk control plan implements the risk control and should include:
  - the actions required to put the controls in place
  - who is responsible for the actions
  - time frames to do the actions
  - a date to review the risk control.

Slide 32

- Any risk control plan should include the following for each identified hazard:
  - The appropriate risk control
  - How the risk control will be implemented
  - When the risk control will be implemented
  - Validation of the risk control
  - Methods of evaluation
  - Implementation of responsibilities

Slide 33

- Monitor and review
- Make it part of the risk management cycle
Slide 34

- A review of the control measures should be conducted if:
  - the control measure is not effective
  - there is a change in the workplace that may introduce a new or different risk
  - a new hazard or risk has been identified
  - a consultation indicates that a review is necessary
  - an HSR (health and safety representative) requests a review
  - the scheduled review is due
  - there has been a serious incident.

Slide 35

Assessment

BSBWHS404

Slide 36

- Underpinning knowledge questions 1-33
  - Brief and Bullet points

- Case Studies
  - Complete case study as per guidance

- Practical assessment
  - Include information on what you would include in a set of policies and procedures as per practical activity 5 in your presentation.
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Course Content
COURSE CONTENT

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

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

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

Q. What is ‘competency’?

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

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

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

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

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

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

*Elements* describe the essential outcomes of a unit of competency.  
*Performance criteria* describe the performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the *evidence* guide.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Access information to identify hazards, and assess and control risks | 1.1 Identify sources of information and data  
1.2 Obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause, and how these harms happen  
1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls |
| 2. Contribute to compliance and workplace requirements | 2.1 Contribute to identifying and complying with requirements of workplace policies, procedures, processes and systems for hazard identification, risk assessment and risk control activities  
2.2 Contribute to identifying and complying with requirements of WHS Acts, regulations, codes of practice and guidelines for hazard identification, risk assessment and risk control activities  
2.3 Identify duty holders and their range of duties |
| 3. Contribute to workplace hazard identification | 3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards, the harms they may cause, and how these harms happen  
3.2 Apply knowledge of hazard identification to contribute to selecting techniques, tools and processes to identify workplace hazards  
3.3 Contribute to applying techniques, tools and processes  
3.4 Contribute to documenting use of, and results of, hazard identification |
| 4. Contribute to WHS risk assessment | 4.1 Apply knowledge of risk assessment to contribute to selecting risk assessment techniques, tools and processes for workplace hazards  
4.2 Contribute to applying techniques, tools and processes to identified hazards  
4.3 Contribute to documenting the results of risk assessments |
| 5. Contribute to the development, implementation and evaluation of risk control | 5.1 Apply knowledge of risk control to contribute to developing risk control options for workplace hazards using the results of risk assessments  
5.2 Contribute to developing and implementing a risk control plan  
5.3 Contribute to evaluating implemented risk controls |
### Definitions to assist in understanding the Performance Criteria

| Sources of information and data may include: | • WHS Acts, regulations, codes of practice, Australian and international standards and guidance material, and other information issued by WHS regulators  
• industry bodies and groups  
• unions  
• websites, journals and newsletters  
• WHS specialists  
• Workers’ compensation insurance agents  
• workplace policies, processes, procedures and systems. |
| --- | --- |
| Workplace hazards may include: | • biological hazards, such as viruses, bacteria, hepatitis, legionnaires’ disease, Q fever, brucellosis, leptospirosis, HIV and fungi  
• electrical  
• extreme temperature  
• hazardous chemicals  
• ionising and non-ionising radiation  
• machinery and equipment  
• manual tasks  
• noise and vibration  
• psychosocial hazards, such as work-related stress and fatigue, bullying and violence  
• working at height, falling objects, falls, slips and trips. |
| Duty holders may include: | as specified in WHS Acts:  
• persons conducting businesses or undertakings (PCBUs) or their officers  
• workers  
• other persons at a workplace. |
| Individuals and parties may include: | • contractors and suppliers  
• health and safety committees  
• health and safety representatives  
• managers, supervisors and PCBUs or their officers  
• workers. |
| Techniques, tools and processes may include: | • as specified in WHS Acts, regulations, codes of practice, standards, guidance material and other information issued by WHS regulators  
• as specified in workplace policies, procedures, processes and systems, including hazard reporting systems and safe work method statements  
• audits  
• compensation claim information  
• consultation with individuals and parties  
• incident and investigation reports  
• safety data sheets (SDS) and registers of hazardous |
| Risk control options may include: | • as specified in WHS Acts, regulations, codes of practice, standards and guidance material, and other information issued by WHS regulators  
• as specified in workplace policies, procedures, processes and systems. |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Risk control plan may include:  | • how and when controls will be implemented and evaluated  
• risk controls determined in consultation with individuals and parties  
• risk controls to be implemented that meet requirements as specified in WHS Acts, regulations, codes of practice, standards and guidance material, and other information issued by WHS regulators and in workplace policies, procedures, processes and systems  
• responsibilities for implementation. |

- chemicals and dangerous goods  
- workplace inspections.
What skills and knowledge do I need to demonstrate?

Skill set

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

Improved skills & knowledge – improved performance capability

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

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

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

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

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.1, 5.1, 5.2</td>
<td>• Locates, interprets and analyses complex WHS legislative and organisational texts</td>
</tr>
</tbody>
</table>
| **Writing**                        | 3.1, 3.4, 4.3, 5.1, 5.2, 5.3 | • Uses structure, layout and language suitable for audience to document WHS risk-management processes  
• Uses appropriate organisational formats and industry specific vocabulary to document risk control plans |
| **Oral communication**             | 2.1, 2.2, 3.1, 3.3, 4.2 | • Uses structure and language suitable for audience to communicate information and contribute ideas about WHS risk-management processes |
| **Navigate the world of work**     | 2.1, 2.2, 2.3 | • Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS risk-management processes  
• Keeps up to date with WHS legislation or regulations and related organisational policies and procedures |
| **Interact with others**           | 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3 | • Understands what to communicate, with whom and how in the context of advising on hazards and harms  
Cooperates with others as part of WHS risk-management processes, and contributes to specific activities requiring joint responsibility and accountability  
• Collaborates with others to achieve individual and team outcomes |
| **Get the work done**              | 2.1, 2.2, 3.2, 4.1, 5.2, 5.3 | • Applies formal processes to plan, sequence and prioritise risk control tasks, showing awareness of time and resource constraints and the needs of others  
• Uses formal decision-making processes in risk management processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria  
• Applies formal problem-solving processes, identifying and evaluating several options for action  
• Uses formal and informal processes to monitor and reflect on outcomes of decisions |
The required performance and knowledge for this Unit

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

Performance Evidence

Evidence of the ability to:

- identify and interpret information and data about work health and safety (WHS) requirements and apply it to the selection and application of techniques, tools and processes for hazard identification, risk assessment and risk control and the development of a risk control plan
- contribute to documenting and evaluating risk management processes
- communicate about WHS requirements and compliance with a range of people
- comply with WHS requirements for hazard identification, risk assessment and risk control activities
- identify WHS duty holders and their duties.

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

Knowledge Evidence

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

- outline the WHS risk management (hazard identification, risk assessment and risk control) requirements specified in:
  - relevant WHS Acts and regulations
  - organisational WHS policies, procedures, processes and systems
- explain the difference between hazards and risks in the work context
- outline a range of common workplace hazards, the harms they may cause and how these harms are caused
- explain how risk assessment and controls can eliminate or minimise risks
- identify internal and external sources of WHS information and data and how to access them.
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. Access information to identify hazards, and assess and control risks</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify sources of information and data</td>
<td>High</td>
</tr>
<tr>
<td>1.2 Obtain information and data to determine the nature and scope of workplace hazards the range of harms they may cause and how these harms happen</td>
<td>High</td>
</tr>
<tr>
<td>1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls</td>
<td>High</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Contribute to compliance and workplace requirements</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Contribute to identifying and complying with requirements of workplace policies procedures processes and systems for hazard identification risk assessment and risk control activities</td>
<td>High</td>
</tr>
<tr>
<td>2.2 Contribute to identifying and complying with requirements of WHS Acts regulations codes of practice and guidelines for hazard identification risk assessment and risk control activities</td>
<td>High</td>
</tr>
<tr>
<td>2.3 Identify duty holders and their range of duties</td>
<td>High</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Contribute to workplace hazard identification</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards the harms they may cause and how these harms happen</td>
<td>High</td>
</tr>
<tr>
<td>3.2 Apply knowledge of hazard identification to contribute to selecting techniques tools and processes to identify workplace hazards</td>
<td>High</td>
</tr>
</tbody>
</table>
### 3.3 Contribute to applying techniques tools and processes

- High
- Medium
- Low

### 3.4 Contribute to documenting use of and results of hazard identification

- High
- Medium
- Low

### 4. Contribute to WHS risk assessment

#### 4.1 Apply knowledge of risk assessment to contribute to selecting risk assessment techniques tools and processes for workplace hazards

- High
- Medium
- Low

#### 4.2 Contribute to applying techniques tools and processes to identified hazards

- High
- Medium
- Low

#### 4.3 Contribute to documenting the results of risk assessments

- High
- Medium
- Low

### 5. Contribute to the development, implementation and evaluation of risk control

#### 5.1 Apply knowledge of risk control to contribute to developing risk control options for workplace hazards using the results of risk assessments

- High
- Medium
- Low

#### 5.2 Contribute to developing and implementing a risk control plan

- High
- Medium
- Low

#### 5.3 Contribute to evaluating implemented risk controls

- High
- Medium
- Low
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</th>
</tr>
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<tbody>
<tr>
<td>Critical aspects for assessment and evidence required to demonstrate competency in this unit</td>
<td>Evidence of the following is essential: currency of WHS knowledge contributing to the:</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- identification of a range of hazards</td>
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<td></td>
<td>- assessment of risks</td>
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<tr>
<td></td>
<td>- development, implementation and evaluation of a range or combination of risk controls.</td>
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<tr>
<td>Context of and specific resources for assessment</td>
<td>Assessment must ensure access to:</td>
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<td></td>
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<td></td>
<td>- an actual or simulated workplace</td>
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<td>- office equipment and resources</td>
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<td>- relevant legislation, standards and guidelines</td>
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<td></td>
<td>- relevant WHS documentation and records.</td>
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<tr>
<td>Method of assessment</td>
<td>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</td>
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<td></td>
<td>- analysis of responses to case studies and scenarios</td>
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<td></td>
<td>- demonstration of techniques used to identify WHS hazards and assess WHS risks</td>
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<tr>
<td></td>
<td>- demonstration of applying WHS legislation in conducting hazard-identification and risk-management activities</td>
</tr>
<tr>
<td></td>
<td>- direct questioning combined with review of portfolios of evidence and third-party reports of on-the-job performance by the candidate</td>
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<tr>
<td></td>
<td>- oral or written questioning to assess knowledge of concept of risks, factors that affect risk and difference between a hazard and a risk.</td>
</tr>
<tr>
<td>Guidance information for assessment</td>
<td>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</td>
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<tr>
<td></td>
<td>- BSBWHS402 Assist with compliance with WHS laws</td>
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<tr>
<td></td>
<td>- BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes</td>
</tr>
<tr>
<td></td>
<td>- BSBWHS405 Contribute to implementing and maintaining WHS management systems</td>
</tr>
<tr>
<td></td>
<td>- BSBWHS406 Assist with responding to incidents.</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.
BSBWHS404

Underpinning Knowledge
Underpinning Knowledge

Instructions to the student

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

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

- Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision, and demonstrate a level of judgement and decision making.

- This assessment is to be conducted in a supervised classroom environment. Computers may be used for the purpose of presenting the answers in a neat and professional manner.

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

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

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

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

Question 1
Identify five (5) sources of information that you could access to identify hazards, as well as assess and control risks.

Question 2
Explain how the sources identified in Question 1 can assist an organisation to manage hazards in the workplace.

Question 3
Nominate four (4) common workplace hazards.

Question 4
Identify five (5) sources of information you could access to gain data about the nature and scope of workplace hazards.

Question 5
Explain how the following two (2) sources of information can assist in determining the nature and scope of workplace hazards.
- First Aid Records
- Audits

Question 6
Explain the difference between a ‘risk’ and a ‘hazard’.

Question 7
Identify three (3) common workplace risk controls.

Question 8
Identify four (4) sources of information about risk and risk control.

Question 9
Nominate six (6) requirements that must be addressed by a workplace hazard identification policy.

Question 10
Identify the five (5) requirements that must be addressed by a workplace risk assessment procedure.

Question 11
Identify two (2) organisational policies that relate to risk control.

Question 12
Define the following legislative terms and explain how they are applied to the risk management process.
- Acts
- Regulations
- Codes of Practice
Question 13
Identify three (3) legislative requirements specifically relating to PPE.

Question 14
Identify the three (3) duty holders specified in WHS Acts and explain their range of duties.

Question 15
Draft a report for your team members advising them about one (1) common workplace hazard specific to your work area. Ensure the report clearly explains the following:
- A thorough description of the hazard
- The types of harms it may cause
- How these harms happen

Question 16
Explain the possible consequences of not sharing information regarding hazards with stakeholders.

Question 17
Identify the hazard identification tools, techniques and processes you use in own workplace and explain why you have selected them.

Question 18
Give an example of how the tool / technique / process identified in Question 17 has been applied in your workplace.

Question 19
Identify the information that should be documented regarding hazard identification.

Question 20
Explain the purpose of a hazard register.

Question 21
Explain how a risk assessment matrix is used.

Question 22
Explain how a risk assessment nomogram is used.

Question 23
Give an example of how risk assessment tools have been used in your workplace.

Question 24
Explain how your organisation documents risk assessments. Evaluate this process and identify any areas for improvement.

Question 25
Explain how the hierarchy of control is used to develop risk control options.

Question 26
Identify eight (8) pieces of information that should be included in a risk control plan.
BSBWH504

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.

You are the safety officer of a mine in Western Australia. The safety division is undergoing a review on the WHS hazard identification, risk assessment and risk control of all tasks involved in recent incidents. You have been asked to contribute to the review of welding, which was involved in a serious incident last month. There are two (2) major types of welding – TIG (Tungsten Inert Gas) and MIG (Metal Inert Gas). On your site MIG welding is commonly used. In MIG (Metal Inert Gas) welding, an electric arc is struck between a metal filler wire and the work piece, while a shroud of inert gas shields the electrode and protects the molten pool of metal against oxidation.

At this mine, mild steel is being welded. The shielding gas is Argoshield Light, which contains compressed argon, oxygen and carbon dioxide. The metal filler wire is mild steel.

The circumstances are that:

- The welding occurs only in an open workshop with the ventilation being ‘general’ (i.e. open doors and windows)
- The task does not involve hazards associated with ‘onsite’ welding or welding in confined spaces
- There is no welding of containers or items attached to pressurised tyres
- Welding occurs intermittently throughout the day
- Welding may be undertaken by any one of three workers
- The workers are all qualified tradespersons with training in welding

Review Suggestions

Welding is a complex task, and the hazards and risks will change with the circumstances. The scenario described is simple considering the range of complexity of welding tasks. It is important to note that a change in any of the circumstances described may change the hazards and risks, and the required controls. Special attention is needed to protect against serious injury, death or long term health damage when:

- Welding is done in confined spaces
- Welding is done on surfaces that have been treated or painted
- Welding is done on containers that have previously contained flammable materials or residues
- Welding is done on parts connected to wheels with pressurised tyres
- Material being welded or the fluxes used in the process give rise to highly toxic fumes or gases
- Spatter from the welding generates a dust explosion in nearby flammable dusty atmospheres
BSBWHS404

Practical Assessment
Practical Assessment

Instructions to the Student

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

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

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

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

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

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

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

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

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

**Practical Activity 1**
Draft a short presentation for the safety committee highlighting the ten (10) key items that need to be addressed as part of the Risk Control Action Plan for welding.

You will conduct the presentation in the classroom environment with your assessor playing the role of a safety committee member.

Ensure you discuss how each item will be achieved (what actions will be conducted to achieve it).

You must demonstrate effective communication skills to relay WHS information to a range of people in terms they can understand.

**Practical Activity 2**
Identify three (3) sources of information and data about how many injuries have occurred in the last year in the mining industry.

**Practical Activity 3**
Identify whether for your WHS jurisdiction there is a hazard specific regulation and / or code of practice for each of the hazards listed, and if so, name the regulation (and section) and the code of practice. Hint: check both your WHS regulator’s website and Safe Work Australia.

- Plant hazards – power press
- Chemical hazards – formaldehyde
- Electrical hazards – office environment
- Biomechanical hazards – working above head height
- Psychosocial hazards – shift work
## 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

| Student Name: | ................................................................. |
| USI: | ................................................................. |
| Contact details: | Phone: ............................................................. |
| | Email: ................................................................. |
| ASSIGNMENT | Underpinning Knowledge  
Practical |
| ASSIGNMENT QUESTIONS Nos. ANSWERED and SUBMITTED |
| Student Declaration | I declare that this work, when submitted, is my own work  
................................................................. |
| Date: | |
| Assessor Only: Date assessed: | |

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)