Case for Endorsement

BSB Business Services Training Package Version 5.0

Project BSB 1G Review of Work Health and Safety Qualifications

PwC's Skills for Australia

Project BSB 1G

May 2019

Executive summary

Introduction

This Case for Endorsement outlines the rationale, evidence and industry support for modifications to Training Package components related to:

Project BSB 1G Review of Work Health and Safety Qualifications.

It builds on the consultations undertaken by PwC's Skills for Australia in the Case for Change for Project BSB 1G (the project), which was submitted to the Australian Industry and Skills Committee (AISC) in April 2017.

In particular, this Case for Endorsement demonstrates how the proposed Training Package components align with the Council of Australian Governments (COAG) Industry Skills Council Training Package reforms, and other principles that inform our training product review and development work.

The IRC is satisfied that the level and scope of stakeholder consultation was commensurate with the changes to training product and the size and profile of the industry, to ensure the needs of learners, industry and workers in regard to big data are met. It is also satisfied that there is strong industry support for these changes and that the proposed modifications will ensure that the *BSB Business Services Training Package* continues to meet the needs of learners and workers within the Business Services industry.

Structure of report

This report has been developed as part of our training product review and development work on behalf of and as directed by the Business Services Industry Reference Committee (IRC).

We have structured this report around the required elements in the Case for Endorsement template, which are:

1   Administrative details of the Case for Endorsement
2   Description of work and request for approval
3   Evidence of industry support
4   Industry expectations about training delivery
5   Implementation of the Training Package
6   Quality assurance reports
7   Implementation of the COAG Industry Skills Council reforms to Training Packages
8   A copy of the full content of the proposed Training Package components.

Contents

1 Administrative details

Name of allocated IRC

Business Services IRC

Name of SSO

PwC's Skills for Australia

Training Package components submitted for approval

Table 1 Total number of proposed changes to training product in this project

Training products	Number of training products
Units to be updated	26
Units to be deleted	3
Units to be created	7
Qualifications to be updated	4
Qualifications to be created	0
Skill sets to be created	0

Table 2 Detail of new and revised training products being submitted for endorsement

Code	Title	Equivalence to previous
BSBWHS307	Apply knowledge of WHS laws in the workplace	Equivalent
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes	Equivalent
BSBWHS309	Contribute effectively to WHS communication and consultation processes	Equivalent
BSBWHS310	Contribute to WHS issue-resolution processes	Equivalent
BSBWHS331	Participate in identifying and controlling hazardous chemicals	N/A
BSBWHS412	Assist with workplace compliance with WHS laws	Equivalent
BSBWHS413	Contribute to implementation and maintenance of WHS consultation and participation processes	Equivalent
BSBWHS414	Contribute to WHS risk management	Equivalent
BSBWHS415	Contribute to implementing WHS management systems	Equivalent
BSBWHS416	Contribute to workplace incident response	Equivalent
BSBWHS417	Assist with managing WHS implications of return to work	Equivalent
BSBWHS418	Assist with managing WHS compliance of contractors	Not equivalent
BSBWHS419	Contribute to implementing WHS monitoring processes	Equivalent
BSBWHS431	Develop processes and procedures for controlling hazardous chemicals in the workplace	N/A
BSBWHS512	Contribute to managing work-related psychological health and safety	N/A
BSBWHS513	Lead WHS risk management	Equivalent
BSBWHS514	Manage WHS compliance of contractors	N/A
BSBWHS515	Lead initial response to and investigate WHS incidents	Equivalent
BSBWHS516	Contribute to developing, implementing and maintaining an organisation's WHS management system	Equivalent

Table 2 Detail of new and revised training products being submitted for endorsement

BSBWHS517	Contribute to managing a WHS information system	Equivalent
BSBWHS518	Manage WHS hazards associated with maintenance and use of plant	Equivalent
BSBWHS519	Lead the development and use of WHS risk management tools	Equivalent
BSBWHS520	Manage implementation of emergency procedures	Equivalent
BSBWHS521	Ensure a safe workplace for a work area	Equivalent
BSBWHS522	Manage WHS consultation and participation processes	Equivalent
BSBWHS531	Implement and evaluate system of work for managing hazardous chemicals	N/A
BSBWHS611	Develop and implement strategies that support work-related psychological health and safety	N/A
BSBWHS612	Develop and implement a strategy to support a positive WHS culture	N/A
BSBWHS613	Evaluate the WHS performance of an organisation	Equivalent
BSBWHS614	Conduct a WHS audit under the guidance of a lead auditor	Equivalent
BSBWHS616	Apply safe design principles to control WHS risks	Equivalent
BSBWHS617	Apply ergonomics to manage WHS risks	Equivalent
BSBWHS631	Apply occupational hygiene principles to manage WHS risks	Equivalent

Table 3 Detail of training products being submitted for deletion

Code	Title
BSBWHS410	Contribute to work-related health and safety measures and initiatives
BSBWHS601	Apply legislative frameworks for WHS
BSBWHS602	Facilitate WHS activities

These components have been independently verified as meeting the requirements of the *Standards for Training Packages 2012*.

Case for Change details

A Case for Change was submitted to the AISC on behalf of the previous Business Services IRC in March 2017 for consideration at the AISC's April 2017 meeting. As outlined in those documents, this project was established in response to the initial research and consultations carried out for the Industry Skills Forecast and Proposed Schedule of Work (previously referred to as the BSB Four Year Work Plan).

Activity order details

Reference number: PwC TPD/ 2017-17/010

Date executed: 20 May 2017

Scope of activity order: 1G – Review of Work Health and Safety Qualifications

2   Description of work and request for approval

Description of work being undertaken and why

PwC's Skills for Australia prepared the Case for Change for the project on behalf of the Business Services IRC. This was submitted to the AISC in March 2017. The AISC endorsed the project on 17 April 2017. Since the Case for Change was approved we have undertaken significant stakeholder consultation for Project BSB 1G.

The information below outlines the key industry drivers for the project.

Detailed information on the feedback received in consultation, and changes made due to this feedback, are included in Appendix A. These provide a rationale for the training product development.

Work health and safety (WHS) practices exist in all Australian organisations. WHS workers typically have a variety of responsibilities, for example undertaking safety audits and providing advice to businesses on ways of working and managing work health and safety to prevent work-related health problems, diseases, injuries and death.[1] While all workers require an understanding of WHS, many businesses (across all sectors of the economy) employ specialised WHS advisors. This is particularly concentrated in high-risk industries such as mining, manufacturing and construction. Vocational education and training (VET) is aimed at all WHS workers across all industries, disciplines and levels in the workplace.

Safety is an integral part of any Australian organisation. By law, all employers are required to ensure their staff are protected and safe in the workplace under relevant state/territory legislation. Over the next decade the nature of work in Australia will continue to change in response to economic pressures, technological changes and demographic shifts. These changes will bring new risks, but also new opportunities to improve work health and safety.[2]

In order to adapt to this changing environment, Australian WHS workers must be equipped with the right skills and knowledge. These changes are projected to present new challenges for WHS workers. In light of these changes, it is imperative that WHS workers are able to provide the right advice with appropriate expertise.

The WHS training currently available to learners in the VET system prepares learners to enter generic WHS roles such as officers, return-to-work support officers, managers, supervisors and compliance managers.

Industry has indicated the need for a review of WHS training products to ensure they are aligned to job functions. This review sought to improve current qualifications, units of competency and their assessment requirements by enhancing the alignment of qualifications to the Australian Qualifications Framework (AQF) and appropriate terminology, creating a clear progression of skills and knowledge from the Certificate III to the Advanced Diploma, and ensuring learners are equipped with a balance of technical and interpersonal skills.

Furthermore, the overarching objective of this project is to align units of competency and qualifications relating to work health and safety with industry skills needs.

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[1] Health and Safety Professionals Alliance 2012, *The Core Body of Knowledge for Generalist OHS Professionals*. Safety Institute of Australia.

[2] https://www.safeworkaustralia.gov.au/system/files/documents/1804/australian-work-health-safety-strategy-2012-2022v2_1.pdf, p. 5.

Request for approval

This submission puts forward the Case for Endorsement for the proposed components of the *BSB Business Services Training Package Version 5.0*.

The components submitted to the AISC for endorsement are as follows.

Qualifications:

- 4 WHS qualifications that were reviewed and updated.

Units of competency and their assessment requirements:

- 26 currently endorsed WHS units of competency that were reviewed and updated
- 7 new WHS units of competency that were developed.

Project BSB 1G: *Review of Work Health and Safety Qualifications*

4 qualifications were reviewed and updated.

- BSB30719 Certificate III in Work Health and Safety
- BSB41419 Certificate IV in Work Health and Safety
- BSB51319 Diploma of Work Health and Safety
- BSB60619 Advanced Diploma of Work Health and Safety

26 currently endorsed units of competency were reviewed and updated.

- BSBWHS307 Apply knowledge of WHS laws in the workplace
- BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes
- BSBWHS309 Contribute effectively to WHS communication and consultation processes
- BSBWHS310 Contribute to WHS issue-resolution processes
- BSBWHS412 Assist with workplace compliance with WHS laws
- BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes
- BSBWHS414 Contribute to WHS risk management
- BSBWHS415 Contribute to implementing WHS management systems
- BSBWHS416 Contribute to workplace incident response
- BSBWHS417 Assist with managing WHS implications of return to work
- BSBWHS418 Assist with managing WHS compliance of contractors
- BSBWHS419 Contribute to implementing WHS monitoring processes
- BSBWHS513 Lead WHS risk management
- BSBWHS515 Lead initial response to and investigate WHS incidents
- BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system
- BSBWHS517 Contribute to managing a WHS information system
- BSBWHS518 Manage WHS hazards associated with maintenance and use of plant
- BSBWHS519 Lead the development and use of WHS risk management tools
- BSBWHS520 Manage implementation of emergency procedures
- BSBWHS521 Ensure a safe workplace for a work area
- BSBWHS522 Manage WHS consultation and participation processes
- BSBWHS613 Evaluate the WHS performance of an organisation
- BSBWHS614 Conduct a WHS audit under the guidance of a lead auditor
- BSBWHS616 Apply safe design principles to control WHS risks
- BSBWHS617 Apply ergonomics to manage WHS risks
- BSBWHS631 Apply occupational hygiene principles to manage WHS risks

7 new units of competency were developed.

- BSBWHS331 Participate in identifying and controlling hazardous chemicals
- BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace
- BSBWHS512 Contribute to managing work-related psychological health and safety
- BSBWHS514 Manage WHS compliance of contractors

- BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals
- BSBWHS611 Develop and implement strategies that support work-related psychological health and safety
- BSBWHS612 Develop and implement a strategy to support a positive WHS culture

In addition, 3 units are proposed for deletion in Version 5.0:

- BSBWHS410 Contribute to work-related health and safety measures and initiatives
- BSBWHS601 Apply legislative frameworks for WHS
- BSBWHS602 Facilitate WHS activities

There are no further endorsable or non endorsable components in this request.

3   *Evidence of industry support*

The Business Services IRC supports the submission of the Training Package components detailed in this Case for Endorsement.

Name of Chair: *Yvonne Webb*

Signature of Chair:

Date: 10/5/19

Conduct of enquiry and evidence of consultation

Throughout consultation, we have sought to place industry at the heart of our work. Our approach has been guided by our principles for training product development, which determine that our work should:

1. Be industry-led.
2. Encourage broad and transparent stakeholder consultation.
3. Respond quickly to industry skills needs and priorities.
4. Be efficient and cost-effective.
5. Produce high quality and independently validated training products.

The purpose of these consultations was to gain information on contemporary industry trends and the skills and knowledge required to reshape the existing training products. We have consulted with industry and other relevant stakeholders through the methods outlined below. A list of stakeholders consulted over the course of our project work can be found in Appendix A.

Project working group

Following approval of the Case for Change, a Project Working Group (PWG) was established consisting of subject matter experts from industry, peak bodies, unions and registered training organisations (RTOs). The PWG provided expert industry and RTO input into our training product review and development work and to guide our engagement with the sector.

A Business Services IRC member was appointed as a dedicated project sponsor to guide the project and ensure training product review and development work proceeded under the direction of the Business Services IRC.

Refer to Appendix A for a list of PWG members, both past and present.

The PWG met 16 times during this project so that members could offer specialised input, discuss key consultation feedback and consider recommendations in response to that feedback. Table 4 details the dates of meetings held.

Table 4 Project Working Group meetings

Project Working Group meetings	
Meeting Number	**Meeting date**
1	21 June 2017
2	25 July 2017
3	14 September 2017
4	11 October 2017
5	18 October 2017
6	6 December 2017
7	5 February 2018
8	9 February 2018
9	27 March 2018
10	5 April 2018
11	15 May 2018
12	25 May 2018
13	11 July 2018
14	29 August 2018
15	9 April 2019
16	16 April 2019

In addition to the above scheduled meetings, PWG members were consulted on an ongoing basis to inform and validate key issues and review draft evolving training product. Quality assured draft product was provided to PWG members for review and feedback in February 2019 and again in April 2019.

Open forums

A series of open forums was held in various capital cities across Australia. The forums were open to the public and designed as a way to work interactively with participants to explore key questions relating to potential changes to the training products in scope. The table below provides a list of the open forums and attendance numbers for the project.

Table 5 Open forum consultation sessions

Location	Date	Number of Participants
Melbourne	3 August 2017	30
Brisbane	15 August 2017	10
Perth	22 August 2017	25
Adelaide	29 August 2017	6
Sydney	7 September 2017	18

Surveys

A Training Product Improvement Survey, was developed and open to the public to complement subject matters discussed and workshopped in consultation. The survey captured a range of different views with a total of 68 respondents. The survey opened on 31 July 2017 and closed on 1 September 2017.

In addition, there was a survey released by the Australian Chamber of Commerce and Industry (ACCI), for members to determine key skills needs of employers from small to large organisations. This survey received 115 responses and included views from a range of respondents.

Focus groups

A number of focus groups were held with specific stakeholder groups between August 2017 and June 2018. These focus groups varied in topic and were guided by the group of participants engaged; some focus groups were arranged by particular stakeholder networks.

Table 6 Focus groups with specific stakeholder groups

Focus Group	Total participants
Australian unions	8
Defence industry workshop	18
Queensland WHS subject matter expert panel	6
ACCI teleconference	10
Work-related psychological health subject matter expert panel	12
Certificate III focus group	7

Targeted consultation

Throughout the project we held targeted consultations with key stakeholders who were identified as subject matter experts by Business Services IRC members, PWG members, or through PwC's network of contacts. Consultations were generally held in the form of one-on-one phone interviews, group teleconferences, focus groups or face-to-face interviews.

Stakeholders who were consulted through targeted consultations are listed in Appendix A.

Engagement with State and Territory Training Authorities

State and Territory Training Authorities (STAs) have been engaged throughout the review process, and have provided feedback and advice on an ongoing basis.

All STAs were consulted, and many provided feedback on, the following stages of our training product review and development work:

- Case for Change consultations
- open forums and other industry engagement methods
- draft training products published on our website in April–May 2018
- draft Training Package components, including this Case for Endorsement and accompanying materials, provided to the STAs in February 2019.

STA support was received on final draft material and there are no STA cases for exception noted.

Draft training product review

We published draft training products on the Skills for Australia website from 18 April to 16 May 2018. The purpose of publishing the training products on our website was to ensure stakeholders could review and comment on the ways in which the feedback we received during consultation had been reflected in proposed changes to training products.

During the consultation period the Project 1G webpage received 649 views. We also sent email correspondence to stakeholders to advise when the draft training products were available for review. These emails were distributed to and by the Business Services IRC members, STA networks and our website subscribers. These emails successfully reached a minimum of 1533 unique stakeholders.

An additional review period was provided for a number of Australian union contacts who declared an interest in the changes being presented to the BSB30715 Certificate III in Work Health and Safety.

Continued communication

Following the formal stakeholder consultation period we continued to engage with our stakeholders to ask follow-up questions and keep them up to date with our progress. This communication primarily occurred via email, teleconferences and focus groups throughout the duration of the Project.

Given the technical nature and high importance of WHS to the Australian workforce, consultation with a number of subject matter experts and their affiliated groups was sought throughout the final training product review and development stages. The purpose of this consultation was to ensure final training products reflected current industry practices and standards.

Dissenting views and outstanding issues

No systemic barriers to the development of these training products have been identified. Employers, industry stakeholders, State and Territory Training Authorities, VET regulators, and RTO stakeholders have been consulted and kept informed of changes during the review and redevelopment process.

Throughout consultation it was evident that there was strong industry support for reviewing existing and developing new training package material for WHS. However, there some matters revealed differeing opinions as to what form the new and amended material should take. The following table highlights consultation matters considered throughout development as part of this Case for Endorsement. Significant matters were considered by the PWG and IRC members, and decisions and actions were taken that provided viable responses as in Table 7.

Table 7 Consultation matters considered throughout development

Number	Issue for Consideration	Proposal to Address
BSB30719 Certificate III in Work Health and Safety		
1	Dissenting view – A number of consultees queried the ongoing relevance of the Certificate III, in turn advocating for its deletion from the National Register. It was evident from consultation that employers expect a minimum of Certificate IV to be considered for employment as a specialist WHS officer.	This review has considered the ongoing relevance of the Certificate and tested these opinions with a diverse group of stakeholders. Following these discussions, the consensus of stakeholders agree the Certificate III provides a pathway for a variety of entry level learners. It is on this basis, consultees advocated for the qualification to be amended. The remit of this review was to focus on ensuring the qualification is fit for purpose and better serves entry level workers such as work health and safety officers (WHSOs) and health and safety representatives (HSRs).
BSB41419 Certificate IV in Work Health and Safety		
2	Interdependency – Core units in BSB41415 are encompassed in a variety of other qualifications.	As part of this Case for Endorsement we have considered the implications for other training products across the system.
3	Dissenting view – An amendment to packaging rules could have implications for learner accessibility.	The packaging rules have been amended to reflect the baseline of skills and knowledge to fulfil job roles and broader industry concerns relating to technical expertise.

Number	Issue for Consideration	Proposal to Address
4	Other issue – A number of consultees advocated for the introduction of prerequisite units in the revised Certificate IV (i.e. core units from the Certificate III). This proposal stems from concerns relating to the minimum level of literacy and numeracy required for the Certificate IV.	This view was presented to the PWG who discussed and agreed this would create a barrier for new learners. The PWG agreed that the foundation skills information in the BSBWHS units of competency packaged in the Certificate IV qualification provide sufficient direction to users about the literacy and numeracy requirements essential to performance but not explicit in the performance criteria, and consequently, where learners undertaking the qualification may need additional support.

BSB51319 Diploma in Work Health and Safety

Number	Issue for Consideration	Proposal to Address
5	Interdependency – Core units in BSB51315 are encompassed in a variety of other qualifications.	As part of this Case for Endorsement we have considered the implications for other training products across the system.
6	Dissenting view – There were concerns that the BSBWHS units are too generic. Whilst understanding units of competency encompassed in the qualification need to possess some generalness, there were concerns this overshadows required technical aptitude.	The review aims to address areas where specific technical aptitude is necessary. Generic areas of the units will remain where applicable.
7	Dissenting view – The PWG did not reach a consensus on the creation of a new unit relating to hazardous chemicals to be packaged in the Diploma.	In consideration of national consultation, the majority of consultees advocated for the inclusion of a new unit relating to hazardous chemicals to be packaged in the Diploma qualification. A number of consultees identified this as one of the largest risk areas across workplaces. It is on this basis, and in consultation with the PWG, that the hazardous chemicals unit has been included in the revised qualification.
8	Other issue – PWG members discussed the role of Diploma graduates in the workplace. A number of members noted that 'managing' and 'implementing' were above expectations of learners undertaking a Diploma.	Terminology and relevant AQF alignment have been considered throughout the development of this Case for Endorsement.
9	Dissenting view – A number of consultees advocated for the inclusion of the new work-related psychological health and safety unit in the core of the qualification. The PWG agreed this is a specialised area and could act as a barrier to learner and industry engagement with the qualification.	In consideration of learners and PWG discussions, the new work-related psychological health and safety unit has been included in the elective bank of the qualification. The inclusion of this unit in the elective bank aims to avoid any potential implications on industry or learner engagement.

BSB60619 Advanced Diploma of Work Health and Safety

Number	Issue for Consideration	Proposal to Address
10	Dissenting view – A number of consultees queried the ongoing relevance of the Advanced Diploma, in turn advocating for its deletion	National consultation and PWG discussions concluded that a review of the qualification will address current deficiencies and enhance industry engagement. This review has sought to address employer concerns around leadership,

Number	Issue for Consideration	Proposal to Address
	from the National Register. It was evident from consultation that industry does not perceive the Advanced Diploma to include a sufficient escalation of skills from the Diploma.	management, interpersonal skills and a balance of technical WHS skills. The uptake and industry response to the updated qualification will be monitored and, if required, reviewed again in the next two years.
11	Interdependency – Core units in BSB60515 are encompassed in a variety of other qualifications.	We will look to minimise the impact of changes on all qualifications and seek to ensure equivalency is maintained where applicable.
12	Dissenting view – There were concerns that the BSBWHS units are too generic. Whilst understanding units of competency encompassed in the qualification need to possess some generalness, there were concerns this overshadows required technical aptitude.	The review aims to address areas where specificity is necessary, generic areas of the units will remain where applicable. In addition, the review of the Advanced Diploma aims to address any superfluous and irrelevant terminology and ensure learning outcomes are clear.
13	Other issue – The Advanced Diploma is the key qualification between the WHS practitioner and the WHS professional.	At this time, this terminology is not widely recognised by industry. A consideration for the next review of the qualification should look to align the Diploma and Advanced Diploma to global standards in line with Australian workplace contexts and job roles.

Deletion of units of competency from the National Register

Based on industry consultation, we propose to delete three units from the National Register. These units are listed below.

Table 8 Units proposed for deletion

Unit of Competency	Unit Title	Status
BSBWHS410	Contribute to work-related health and safety measures and initiatives	Deleted
BSBWHS601	Apply legislative frameworks for WHS	Deleted
BSBWHS602	Facilitate WHS activities	Deleted

Stakeholder support for the deletion of these units of competency from the National Register is strong, and has been consistently expressed throughout consultation. We are not aware of negative implications, including downstream impacts, of deleting these units.

The optimal time to delete these units will be following the AISC's endorsement of this Case for Endorsement and the subsequent publication of the *BSB Business Services Training Package Version 5.0* on the National Register.

Maintenance of entry requirements into Diploma and Advanced Diploma qualifications

Based on industry consultation and supported strongly by the Project Working Group, entry requirements previously in both the Diploma of Work Health and Safety and the Advanced Diploma of Work Health and Safety were maintained in both qualifications. The entry requirements were considered to be essential given the nature of the job roles associated with each qualification. They were also seen to support scaffolded learning. The two qualifications and their entry requirements are detailed below.

Table 9 Summary of the entry requirements in WHS qualifications carried forward from and equivalent to previous versions

BSB51319 Diploma of Work Health and Safety	This qualification requires individuals to hold core units of competency from BSB41419 Certificate IV in Work Health and Safety, or equivalent competencies. Equivalent competencies are predecessors to the following units which have been mapped as equivalent.
	• BSBWHS412 Assist with workplace compliance with WHS laws
	• BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes
	• BSBWHS414 Contribute to WHS risk management
	• BSBWHS415 Contribute to implementing WHS management systems
	• BSBWHS416 Contribute to workplace incident response.
BSB60619 Advanced Diploma of Work Health and Safety	This qualification requires individuals to hold all BSB51319 Diploma of Work Health and Safety core units or equivalent competencies. Equivalent competencies are predecessors to four of the following units, which have been mapped as equivalent. Note: BSBWHS519 is new to the core of the Diploma, equivalent to its previous version, and a requirement for entry into the Advanced Diploma.
	• BSBWHS513 Lead WHS risk management
	• BSBWHS515 Lead initial response to and investigate WHS incidents
	• BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system
	• BSBWHS519 Lead the development and use of WHS risk management tools
	• BSBWHS522 Manage WHS consultation and participation processes.

4   Industry expectations about training delivery

Industry advice on training delivery

Throughout consultation it was evident that there is a demand for increased skills and knowledge for those in WHS roles and for those who assume WHS responsibilities in addition to their daily workplace duties. This will likely be reflected in the ongoing uptake of units in a range of Training Packages and contexts. The industry demand for the training products to be used across multiple sectors and occupations is reflected in the proposed training products, with 'industry agnostic' wording and contextualisation emphasised where possible.

The Companion Volume Implementation Guide includes additional advice about industry's expectations of training delivery and the contextualisation of these units, including duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics.

Industry advice on traineeships and apprenticeships

Industry, and members of the Business Services IRC, advised that there are no perceived implications for learners undertaking traineeships or apprenticeships.

However, Training Packages that import BSBWHS units of competency will be required to update training material as part of the usual process when *BSB Business Services Training Package Version 5.0* is available.

5   *Implementation of the Training Package*

Implementation management strategy

Communication of the changes to the *BSB Business Services Training Package* will require RTOs to potentially respond with modifications to qualification offerings and scope. We have developed a strategy for the communication of these changes based on AISC approval.

This includes:

- Communications to all RTOs with a qualification or skill set on scope that will be affected by changes made within this project.
- Updates on the PwC's Skills for Australia website, including a news post on our Business Services Industry page and pop-up notification for all users viewing the website.
- Email sent directly to all PwC's Skills for Australia *BSB Business Services Training Package* subscribers.
- Email communications with all organisations and individuals previously engaged throughout this consultation process, including STAs, employers, RTOs and peak bodies.
- Development of a summary document providing an explanation of the changes. This document will be shared with all networks and broader distribution will be encouraged.
- PwC's Skills for Australia team will be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.
- Creation of a new version of the Companion Volume Implementation Guide 5.0.

6   *Quality assurance reports*

Independent Quality Reports

Independent Quality Reports, including an Editorial Report and an Equity Report, have been developed and included as part of this Case for Endorsement in Appendix B.

Declaration of alignment with standards

Throughout consultation we have sought to place the needs of industry at the heart of our review. We have also ensured that the proposed Training Package components we have developed, as a result of our consultation with industry, meet the requirements of the:

- *Standards for Training Packages 2012*
- *Training Package Products Policy*
- *Training Package Development and Endorsement Process Policy*.

As part of this Case for Endorsement, industry job roles and their alignment to training were discussed at length, particularly with the PWG. These discussions sought to clarify and position training to ensure proposed changes adequately reflected industry expectations. From these discussions, it was understood that there was an escalation of skills and assumed responsibilities from the Certificate III through to the Advanced Diploma. This is similar to the escalation of responsibilities assumed in industry job roles, for example HSRs through to WHS practitioners.

Companion Volume Implementation Guide

A quality-assured Companion Volume Implementation Guide has been prepared and will be available on VETNet following publication of the *BSB Business Services Training Package Version 5.0* on the National Register.

Training Package Quality Principles

The table below provides a statement of evidence that the draft Training Package components meet the Training Package Quality Principles.

Table 10 Evidence of meeting Training Package Quality Principles

Principle	Evidence
1. Reflect identified workforce outcomes	- The conduct of our enquiry, as outlined in Section 3.1 of this report, has ensured that industry needs have been at the heart of our training product review and development work. - Existing Training Package components have been amended to ensure currency with current practices, procedures and processes. - New Training Package components have been created to meet the needs of current job roles, including workers in cross-functional job roles. - Training package components have been developed with reference to the key trends identified in the Business Services *Industry Skills Forecast and Proposed Schedule of Work*.
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	- Training package components have been developed to be 'industry agnostic' where appropriate. - No other licensing or regulatory requirements have been impacted by the proposed modifications to Training Package components listed in this Case for Endorsement.

Principle	Evidence
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	• Our consultations have included stakeholders from national and multi-national employers, peak bodies, national RTOs and subject matter experts, ensuring that the national and international portability of skills has been inherent in our proposed modifications to Training Package components. • Training Package components have been developed to be 'industry agnostic' where appropriate.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	• Training products have been developed/amended to ensure that appropriate and varied listed elective unit choices are available. The absence of prerequisite requirements facilitates units of competency being used as listed imported units in a range of qualifications to enable their use in different contexts.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	• The suite of units has been updated with a focus on transferable WHS skills that will support job roles in a range of industry sectors.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	• The content of the units of competency has been developed in consultation with industry, trainers and assessors, ensuring that language used is relevant to workplaces and is easily understood in a training context. • A Companion Volume Implementation Guide Version 5.0 will accompany *BSB Business Services Training Package Version 5.0*, helping to support implementation of training across a range of settings. • Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated.

7 Implemenation of COAG Industry Skills Council reforms to Training Packages

Alignment with the COAG ISC reforms to Training Packages

The table below demonstrates the alignment of the draft Training Package components with the COAG Industry Skills Council reforms to Training Packages.

Table 11 Alignment with COAG ISC reforms to Training Packages

Principle	Evidence
1. Ensure obsolete, superfluous and duplicative qualifications and units are removed from the system	• We have not identified any obsolescete WHS qualifications. However, duplicative content across units of competency has been addressed through a thorough review of unit content, and three units of competency have been deleted
2. Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	• A Companion Volume Implementation Guide will accompany the *BSB Business Services Training Package Version 5.0*, helping to support implementation of training across a range of settings. • Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated. • Training products have been clearly titled, with titles linked to job roles and/or to specific skills, enabling people without an in-depth understanding of the VET system to make more informed course choices.
3. Improve qualification design to enable individuals to upskill and move easily from one related occupation to another	• An enhanced focus on future skills within these WHS units of competency will ensure that learners have the ability to move from one occupation to another with increased knowledge and skills. • Unit review against AQF specifications of knowledge, skills and the application of knowledge and skills strengthened pathways between unit streams across AQF levels (e.g. BSBWHS331 Participate in identifying and controlling hazardous chemicals, BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace and BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals). • Industry supported qualification design that promoted recognition and portability. It maintained entry requirements to the Diploma and Advanced Diploma in order to ensure appropriately trained people were best equipped to meet the demands of the two qualifications. The entry requirements of the Diploma are equivalent to those of the previous version. Those of the Advanced Diploma are equivalent to the previous version for all but BSBWHS519, which is a newly added unit to the core of the Diploma.
4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	• Training Package components have been developed so they are applicable across job roles and across industries. For example, new Training Package components in 'work-related psychosocial health and safety' have been developed for their application across multiple industry sectors and in a variety of organisations.
5. Foster greater recognition of skill sets	• Based on feedback collected during industry consultation, there is the potential for new units of competency to be imported into a range of existing skill sets across the Training Packages.

Alignment of Training Package review and development with work assigned by AISC in Case for Change

The Activity Order for this Case for Change was for:

- Project BSB 1G – Review of Work Health and Safety Qualifications.

Since the Activity Order was executed on 25 May 2017 we have undertaken significant stakeholder consultation to align our Training Package review and development work with the needs of industry. During that consultation we were able to refine the initial recommendations presented in the Case for Change.

The final result of our Training Package review and development work, as a result of reviewing of 36 native BSB units of competency is 26 reviewed units and, 7 new units.

Evidence that Training Package components are prepared for publication

All draft Training Package components are included in this Case for Endorsement. Subject to the AISC's endorsement of the Training Package components, they are ready for publication on the National Register.

We expect the *BSB Business Services Training Package Version 5.0* to be published on the National Register shortly following endorsement in June 2019.

8   Copy of full content of proposed Training Package components

A copy of the full content of the developed training package components has been provided to the AISC for approval as an additional attachment to this Case for Endorsement.

9   Appendices

Appendix A Consultation

Key Consultation Findings

Table 12 Findings of consultation for BSB30715 Certificate III in Work Health and Safety

Item no.	Feedback area	Findings
1	BSB30715 is linked to direct job outcomes	This qualification provides learners the right balance of language, literacy and numeracy imperative for learners entering into more substantial WHS roles. In regional areas, BSB30715 is seen of particular value as it provides learners with a broad set of skills which are transferrable across organisations. This is of importance as there is an increasing number of contractors and part-time workers.
2	BSB30715 is a learning pathway for entry-level learners in WA	All approved training providers of introductory training courses for health and safety representatives in WA are required to have BSB30715 on their scope of registration.
3	BSB30715 provides a pathway for further learning	BSB30715 acts as a suitable entry point into WHS for learners, HSRs, WHSOs etc. This pathway provides entry learners with a balance of technical, literacy and numeracy skills.
4	BSB30715 is used to transition injured workers back into employment	Many learners see this as a return point into the workforce after an injury incurred absence. The impacts on mental health after work related injury often prompt sentiments to improve the wellbeing of others through safety.
5	The elective bank of units is too narrow	There is a requirement for increased common risk management and identification in BSB30715. The content of the four core units of competency should be reviewed to ensure it is current and relevant for learners: • BSBWHS302 Apply knowledge of WHS legislation in the workplace • BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control • BSBWHS304 Participate effectively in WHS communication and consultation processes • BSBWHS305 Contribute to WHS issue resolution.
6	It is difficult to contextualise BSB30715	The importation of units from other Training Packages will provide learners with the opportunity to select electives relevant to their organisation. For instance, supplementing the current elective bank with units such as: • RIIWHS204D Work safely at heights

Item no.	Feedback area	Findings
		• RIIWHS202D Enter and work in confined spaces
		• MEM13001B Perform emergency first aid.
7	BSB30715 should include knowledge and skills required to identify and apply awareness of hazardous chemicals	A new unit has been created to address industry skill and knowledge requirements in relation to hazardous chemicals. This is seen as one of the highest risk areas in organisations. New unit for creation: • BSBWHS331 Participate in identifying and controlling hazardous chemicals.
8	Application statements for BSBWHS units packaged in the Certificate III do not reflect the nature of job roles	A review of these units will ensure language and skills are accurately reflective of job roles across industries and organisations.
9	There is a need for enhanced Foundation Skills across BSBWHS units packaged in the Certificate III training products to prepare learners for the workforce	A review of Foundations Skills across the BSBWHS units will address deficiencies and ensure learners are equipped with the required skills and knowledge to fulfil job roles.

Table 13 Findings of consultation for BSB41415 Certificate IV in Work Health and Safety

Item no.	Feedback area	Findings
1	There is no escalation of skills between BSB41415 and BSB51315	Learning outcomes need to differ as learners progress from the Certificate IV to the Diploma. In addition, training needs to reflect the roles and responsibilities assumed on the job. A review of learning outcomes, terminology and enhanced alignment to job roles will improve qualification purpose.
2	Learning outcomes of BSB41415 do not adequately provide the skills and knowledge to perform required job roles	Units of competency are too generic and require review to reflect the technical aptitude desired from employers. A review of packaging rules and elective groups will address the technical and commercial acumen required in industry.
3	BSB41415 is seen as a pathway for learners into more supervisory and compliance roles	There are limited elective units that address the knowledge and skills required to succeed in supervisory and compliance roles. A review of packaging rules and elective groups will address the technical and compliance skills and knowledge required by learners.
4	Learners are undertaking a 'policing' approach on worksites	The deficiencies in interpersonal and leadership skills within BSB41415 are detrimental to organisational culture and relationships. A review of communication skills across BSB41415 will ensure learners are equipped with both the

Item no.	Feedback area	Findings
		technical and interpersonal skills required to perform job roles appropriately.
5	Learners do not possess adequate industry specific knowledge to assess risks within their relevant industry	The importation of units from other Training Packages will provide learners the opportunity to select electives relevant to their organisation. RTOs are required to contextualise learning for their relevant audience. However, given the number of high-risk industries using this qualification, a number of industry specific units are to be included to address industry specificity. For instance, supplementing the current elective offerings with units such as: • RIIWHS403D Apply the mine work health and safety management plan.
6	There are concerns that 'risk' is not reflective of legislation and does not represent the terminology used within industry	The correct use of 'risk' and 'hazard' will be applied throughout the BSBWHS units to ensure they are reflective of industry practices and standards.

Table 14 Findings of consultation for BSB51315 Diploma of Work Health and Safety

Item no.	Feedback area	Findings
1	There is no escalation of skills between BSB41415 and BSB51315	Learning outcomes need to differ as learners progress from the Certificate IV to the Diploma. In addition, training needs to reflect the roles and responsibilities assumed on the job. A review of learning outcomes, terminology and enhanced alignment to job roles will improve qualification purpose.
2	There needs to be an increased focus on change management	The changing nature of work through digitisation requires WHS workers to be agile and implement strategies to assist in new ways of working.
3	Workplace psychological health and safety is a major agenda item for many organisations	The following unit is proposed to be added to the elective units: • BSBWHS512 Contribute to managing work-related psychological health and safety
4	It is difficult to understand the anticipated job roles for learners undertaking BSB51315	A review of the qualification descriptor will assist learners and employers understand its intended purpose and the roles it aligns to in industry.
5	Units of competency are vague and outdated	Terminology in the elements and performance criteria is too generic for learning at Diploma level. Learners require more robust skills and knowledge to fulfil job roles in industry.
6	Limited specific WHS criteria in the knowledge evidence of BSB51315 units of competency	Duplication of knowledge evidence across BSBWHS units of competency packaged in the

Item no.	Feedback area	Findings
		Diploma is reducing the potential for effective learning outcomes.
		The knowledge evidence in units of competency is often not reflective of unit outcomes.
7	Effective interpersonal skills are integral for learners undertaking BSB51315	Consultation plays an integral role in WHS activities. An increase in emotional intelligence would enhance learner and employer outcomes.
		The following unit is proposed for inclusion in the Diploma as an elective:
		• BSBLDR511 Develop and use emotional intelligence.

Table 15 Findings of consultation for BSB60515 Advanced Diploma of Work Health and Safety

Item no.	Feedback area	Findings
1	Workplace psychological health and safety is a major concern for many organisations	The following unit is proposed to be added to the elective units:
		• BSBWHS611 Develop and implement strategies that support work-related psychological health and safety.
2	It is difficult to understand the anticipated job roles for learners undertaking BSB60515	A review of the qualification descriptor for BSB60515 will assist users to understand the intended audience for the qualification.
3	Units of competency are vague and outdated	Terminology in the elements and performance criteria are too generic for learning at Advanced Diploma level. Learners require more robust skills and knowledge to fulfil job roles in industry.
4	Limited specific WHS criteria in the knowledge evidence of BSB60515 units of competency	Duplication of knowledge evidence across BSB60515 units of competency is reducing the potential for effective learning outcomes.
		The knowledge evidence in units of competency is often not reflective of unit outcomes.
5	Prerequisites require review to ensure they are aligned to intended job role of BSB60515	A review of prerequisites may enhance learner engagement and understanding of BSB60515.

Project Working Group

Following approval of the Case for change, a PWG was established consisting of industry and RTO subject matter experts with the purpose of guiding our training product review and development work, and ensuring that industry skills needs and priorities were being met. The PWG met on 16 occasions throughout the project. PWG members were further consulted as a group and indivdiaully on an ongoing basis via emails and telemeetings. A Business Services IRC member was also appointed as a dedicated project sponsor to guide the project and ensure training product review and development work proceeded under the direction of the Business Services IRC.

The table below lists members of the PWG – both past and present - and the project sponsor.

Table 16 PWG members

Individual	Title	Organisation	State	Status
Pam Pryor, Business Services IRC member and **project sponsor**	Manager	Safety Institute of Australia	VIC	Current
Lynda Douglas, Business Services IRC member	National Manager	Department of Defence	ACT	Current
David Bainbridge	Associate Director	NSW Transport	NSW	Previous
Ingrid Baldwin	TAS TAFE	RTO	TAS	Current
Adam Berndhart	Manager	ABE Group	QLD	Previous
Dave Clarke	CEO	Safety Institute of Australia	VIC	Current
James Curtin	Senior Manager – Health & Safety	Master Builders Association of Victoria		Current
John Darcy and later his replacement James Curtin	OHS Manager	Master Builders Association of Victoria	VIC	Previous
Malcolm Deery	General Manager	Programmed Group	WA	Current
Monica De Jong	WHS Policy Officer	SafeWork Australia	ACT	Previous
Anne Duggan	Training Unit Coordinator	Construction, Forestry, Mining and Energy Union (Construction)	VIC	Current
Jennifer Lowe	Associate Director	Australian Chamber of Commerce and Industry	WA	Current
Ross Pilkington	Director	WorkSafe Victoria	VIC	Previous
Anna Pupillo	Educator	Australian Council of Trade Unions	VIC	Current
Martin Ralph	Regional Inspector	Department of Mines, Industry Regulation and Safety	WA	Current
Yin Shim	CEO	Verus Consulting	VIC	Previous
Rwth Stuckey	Lecturer	La Trobe University	VIC	Current

The table below lists the key stakeholders consulted.

Table 17 Key stakeholders consulted

Individual/Group	Organisation	Stakeholder type	State
Shah Abdul Rahman	Caple David & Associates PTY LTD	Industry	VIC
Dr Gerard Ayers	Construction, Forestry, Mining and Energy Union (Construction)	Union	VIC
Zoran Bakonica	Australian Manufacturing Workers' Union	Union	VIC
Maria Bannister	National Safety Council of Australia	Peak association	VIC
Jayne Bell	North Metropolitan TAFE	RTO	WA

Individual/Group	Organisation	Stakeholder type	State
Frank Bogna	Central Queensland University	RTO	QLD
Patricia Bourke	Chisholm Institute	RTO	VIC
Stuart Brown	TechniPFMC	Peak association	WA
Tracey Browne	Australian Industry Group	Peak association	VIC
Eliza Brozek	Australian Catholic University	RTO	VIC
Sue Bull	Construction, Forestry, Mining and Energy Union (Construction)	Union	VIC
Jamie Burrage	National Safety Council Australia	Peak association	NSW
John Cali	National Safety Council of Australia	Peak association	VIC
David Caple	Consultant	Industry	VIC
Marcus Cattani	Edith Cowan University	RTO	WA
Andrew Chemello	WATPAC	Industry	WA
Cameron Clark	Verus Consulting	Industry	VIC
Shaun Coffey	Meridian Energy	Industry	VIC
Joanne Cole	Improve Group	RTO	QLD
Anthony Conkhill	Victorian Chamber of Commerce and Industry	Peak association	VIC
Margaret Cook	University of Queensland	RTO	QLD
Bernard Corden	Consultant	Industry	QLD
Daphne Couzens	National Safety Council Australia	Peak association	QLD
Steve Cowley	Safe Work Solutions	Industry	UK
Penny Curtis	Service Skills SA	Peak association	SA
John Daley	Zenergy	Industry	VIC
Warran Dennis	MTO Group	RTO	VIC
Gabrielle Deschamps	Roubaix Consulting	Industry	NSW
Ian Dodds	NSW Rural Fire Service	Industry	NSW
Peter Doody	Programmed	Industry	WA
Chris Doyle	Lend Lease	Industry	NSW
Cassie Edgerton	Mentor HR	RTO	VIC
Dennis Else	Brookfield Multiplex	Industry	NSW
Kathryn Every	National Safety Council of Australia	RTO	VIC
Kylie Field	OHS Online	RTO	NSW
Ian Flynn	Ian Flynn Services	Industry	NSW
Skip Fulton	Virgin Australia	Industry	QLD
Darryl Funnel	Charles Darwin University	RTO	NT
Philip Gilmore	Federation University	RTO	VIC
David Goddard	Monash University	RTO	VIC
Pamela Grassick	Queensland Council of Unions	Union	QLD
Natalie Hardy	Queensland Tourism Industry Council	Peak association	QLD

Individual/Group	Organisation	Stakeholder type	State
Phil Hart	Gallagher Bassett	Industry	VIC
Martyn Hill	Outback Safety	Industry	NT
Rae Hilhorst	Australian Professional Skills Institute	RTO	WA
David Horvath	Vocational Education and Training in Schools	Peak association	WA
Margot Hoyte	Consultant	Industry	QLD
Marilyn Hubner	Buildup Research	RTO	VIC
Chris Hughes	Australian Council of Trade Unions	Union	VIC
Kerry Irving	Mentor HR	RTO	VIC
Carole James	UNSW	RTO	NSW
Michael Jelinek	Blackwoods Training	RTO	VIC
Peter Johnston	Safety Institute of Australia	Peak association	SA
Craig Johnstone	Wodonga TAFE	RTO	VIC
Kelly Johnstone	Wodonga TAFE	RTO	VIC
Allan Jones	Financial Administrative & Professional Services Training Council	Peak association	WA
Cathy Jones	Frazer Jones	Industry	VIC
Glenn Jordan	Systec	RTO	VIC
Ivan Kam	Trainsmart Australia	RTO	WA
Robert Keft	Safety Australia Group	Peak association	VIC
Michael Kelly	Programmed	Industry	WA
Claire Kennedy	Crest Training	RTO	QLD
Deb Kerrison	HIP Leadership	RTO	WA
Libby Kinna	Apprentice Support Australia	Peak association	WA
Clare Kitchner	Kitcher Risk Solutions	Industry	NSW
Sharyn Lancaster	Australian institute of Management WA	Peak association	WA
Helen Lawrence	A Balance of Power	RTO	VIC
Michael Lees	K&S Freighters	Industry	VIC
Leon Lindley	OHS Australia	Peak association	QLD
Leeanne McColgan	Logikal Projects	RTO	WA
Rowena Maling	South Metropolitan TAFE	RTO	WA
Gary Mankelow	Smart Training and Consulting Group	Industry	NSW
Jason Martell	Blackwoods Training	RTO	QLD
Josh Maxwell	Nokia	Industry	NSW
Stuart Maxwell	Construction, Forestry, Mining and Energy Union (Construction)	Union	SA
Paul Muenchow	Department of Training and Workforce Development	Government department	WA
Chris Murphy	Telstra Energy	Industry	VIC
Patrick Murphy	Origin Energy	Industry	QLD

Individual/Group	Organisation	Stakeholder type	State
Aaron Neilson	Safesearch	Industry	VIC
Ann O'Neil	South Metropolitan TAFE	RTO	WA
Jenny Pignataro	Construction, Forestry, Mining and Energy Union (Construction)	Union	VIC
Chris Rafenelli	TAFE SA	RTO	SA
Aldo Raineri	Central Queensland University	RTO	QLD
Nalin Ranasingue	Safety Consultant	Industry	VIC
Sue Reed	Edith Cowan University	RTO	NSW
Sam Reid	Icon Co	RTO	NSW
Karen Richardson	Department of Training and Workforce Development	Government Department	WA
Sharon Rimington	New Safe Working	RTO	NSW
Keith Roberts	Rehab Management	Industry	SA
Steven Rolfe	Land Partners	Industry	QLD
Sarah Ross	Australian Manufacturing Workers Union	Union	VIC
Shane Roulstone	Australian Workers Union	Union	NSW
Michel Runge	TAC Partners	RTO	NSW
Kerry Ryan	Contractor – Occupational Hygienist	Industry	VIC
Barry Sherriff	Sherriff Consulting	Industry	VIC
Andrew Smith	Improve Group	RTO	QLD
Peter Staley	Australian Industry Group	Peak association	SA
Cameron Stevens	Percolate Ideas	Industry	WA
Lea Stevenson	Dynamic Learning Services	RTO	NSW
Dr Paul Sutton	Victorian Trades Hall Council	Union	VIC
Alison Sweet	Financial Administrative & Professional Services Training Council	Peak association	WA
Susanne Tepe	RMIT	RTO	VIC
Jeremy Trott	Training Services Australia	RTO	WA
Deb Vallance	Australian Manufacturing Workers' Union	Union	VIC
Stan Wall	Australian College of Mining	RTO	NSW
Joanne Wallace	Safety Concepts	RTO	QLD
Henry Wang	Newcastle TAFE	RTO	NSW
Kirsten Way	Australian Catholic University	RTO	QLD
Roxayne West	Safety Services Australia	RTO	NSW
Kerrie White	WPC Group	RTO	WA
Corrie Williams	Master Builders Victoria	Peak association	VIC
Brenda Woollard	Vocational Education and Training in Schools	Peak association	WA
Angelo Xerri	SecureCorp	RTO	VIC
Jason Yap	Scope Training	RTO	WA

Individual/Group	Organisation	Stakeholder type	State
Anonymous Member	Australian Retailers Association	Peak association	National
Anonymous Member	Housing Industry Association	Peak association	National
Anonymous Member	Victorian Automobile Chamber of Commerce	Peak association	National
Anonymous Member	National Fire Industry Association	Peak association	National
Anonymous Member	Australian Hotels Association	Peak association	National
Anonymous Member	Pharmacy Guild of Australia	Peak association	National
Anonymous Member	Apprenticeship Support	Peak association	National
Anonymous Member	Master Builders Australia	Peak association	National

Appendix B Quality assurance reports

Editorial Report

The following editorial report was produced by a member of the Training Package Quality Assurance Panel, Kerry Jennings as part of the quality assurance process.

Editorial Report: BSB Business Services Training Package Version 5.0

Cover page	

Information required	Detail
Training Package title and code	***BSB Business Services Training Package Version 5.0***
Number of revised qualifications and their titles	Four revised qualifications: • BSB30719 Certificate III in Work Health and Safety • BSB41419 Certificate IV in Work Health and Safety • BSB51319 Diploma of Work Health and Safety • BSB60619 Advanced Diploma of Work Health and Safety.
Number of new units of competency and their titles	Seven new units of competency: • BSBWHS331 Participate in identifying and controlling hazardous chemicals • BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace • BSBWHS512 Contribute to managing work-related psychological health and safety • BSBWHS514 Manage WHS compliance of contractors • BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals • BSBWHS611 Develop and implement strategies that support work-related psychological health and safety • BSBWHS612 Develop and implement a strategy to support a positive WHS culture.
Number of revised units of competency and their titles	Twenty-six revised units of competency: • BSBWHS307 Apply knowledge of WHS laws in the workplace • BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes • BSBWHS309 Contribute effectively to WHS communication and consultation processes • BSBWHS310 Contribute to WHS issue-resolution processes • BSBWHS412 Assist with workplace compliance with WHS laws • BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation

Information required	Detail
	processes • BSBWHS414 Contribute to WHS risk management • BSBWHS415 Contribute to implementing WHS management systems • BSBWHS416 Contribute to workplace incident response • BSBWHS417 Assist with managing WHS implications of return to work • BSBWHS418 Assist with managing WHS compliance of contractors • BSBWHS419 Contribute to implementing WHS monitoring processes • BSBWHS513 Lead WHS risk management • BSBWHS515 Lead initial response to and investigate WHS incidents • BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system • BSBWHS517 Contribute to managing a WHS information system • BSBWHS518 Manage WHS hazards associated with maintenance and use of plant • BSBWHS519 Lead the development and use of WHS risk management tools • BSBWHS520 Manage implementation of emergency procedures • BSBWHS521 Ensure a safe workplace for a work area • BSBWHS522 Manage WHS consultation and participation processes • BSBWHS613 Evaluate the WHS performance of an organisation • BSBWHS614 Conduct a WHS audit under the guidance of a lead auditor • BSBWHS616 Apply safe design principles to control WHS risks • BSBWHS617 Apply ergonomics to manage WHS risks • BSBWHS631 Apply occupational hygiene principles to manage WHS risks. Three revised units of competency considered compliant as part of this report but not progressing to endorsement at this point are based on revised versions of: • BSBWHS201 Contribute to health and safety of self and others • BSBWHS301 Maintain workplace safety • BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements. Given the synergy between these three units, and the suite of BSBWHS units being submitted for endorsement, they were

Information required	Detail
	reviewed at the same time and, consequently, have been considered as part of the editorial review.
	When these three units are included in the forthcoming review of their host BSB qualifications, this editorial report can be considered as evidence of their compliance with the *Standards for Training Packages*, making them ready for the State/Territory Training Authority (STA) process.
Confirmation that the draft training package components are publication-ready	I believe that the draft training package components I have seen, prior to the quality audit process, were publication-ready at that time.
	As I will not see the draft training package components before submission to the Australian Industry and Skills Committee (AISC,) I cannot confirm their state at any point in the future.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes Kerry Jennings
Date of completion of the report	18 February 2019

Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: • The structure of units of competency complies with the unit of competency template.	The structure of the units of competency complies with the unit of competency template. All mandatory fields are used and there are no prerequisite units.
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	Every unit of competency has associated assessment requirements and the structure of these assessment requirements complies with the assessment requirements template. The assessment requirements specify performance evidence, knowledge evidence and assessment conditions. Assessment can be conducted in the workplace or in a simulated workplace environment. Resources required for assessment are outlined in the Assessment Conditions.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	The structure of the information for the qualifications complies with the qualification template. All mandatory fields are used; the one optional field (entry requirements) is used in two of the four qualifications.
Standard 10: • Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	PwC's Skills for Australia has provided documentation that indicates that at the time of endorsement no credit arrangements exist between the *BSB Business Services Training Package Version 5.0* qualifications and higher education qualifications.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	The Companion Volume Implementation Guide (CVIG) complies with the template provided in the *Standards for Training Packages*. PwC's Skills for Australia has confirmed that the *Companion Volume Implementation Guide Version 5.0* will be available at the time of endorsement. This Guide has undergone an internal editing and proofreading process; the CVIG has also undergone an external editing process primarily focusing on the work health and safety material.

Proofreading	

Editorial requirements	Comments by the editor
• **Unit codes and titles** and **qualification codes and titles** are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	Unit codes and titles, and qualification codes and titles have been cross-referenced throughout the training package products, including mapping information and packaging rules, and in the CVIG.
• Units of competency and their **content** are **presented in full**.	All units are available and submitted in full.

Editorial requirements	Comments by the editor
The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: • absence of spelling, grammatical and typing mistakes • consistency of language and formatting • logical structure and presentation of the document. • compliance with the required templates	PwC's Skills for Australia has been very responsive to editorial suggestions and comments. Consequently, as the author of the Editorial Report I am confident that the advice I have provided to PwC's Skills for Australia, prior to the material proceeding to quality audit, will result in material that: • does not have spelling, grammatical or typing mistakes • uses consistent language and formatting • uses a logical structure in its presentation • complies with the required templates. It must be noted, however, that post this editorial report additional changes may be made to the training products as a result of the quality report, STA comment as part of the validation process, unforeseen issues the SSO needs to address and/or AISC comment/request. Depending on the timeline I may or may not be asked for editorial advice about any further changes. Consequently, the final text will always be the responsibility of PwC's Skills for Australia.

Equity Report

The following equity report was produced by a member of the Training Package Quality Assurance Panel, Kerry Jennings as part of the quality assurance process.

Equity Report: BSB Business Services Training Package Version 5.0

Section 1 – Cover page

Information required	Detail
Training Package title and code	***BSB Business Services Training Package Version 5.0***
Number of revised qualifications and their titles	Four revised qualifications: • BSB30719 Certificate III in Work Health and Safety • BSB41419 Certificate IV in Work Health and Safety • BSB51319 Diploma of Work Health and Safety • BSB60619 Advanced Diploma of Work Health and Safety.
Number of new units of competency and their titles	Seven new units of competency: • BSBWHS331 Participate in identifying and controlling hazardous chemicals • BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace • BSBWHS512 Contribute to managing work-related psychological health and safety • BSBWHS514 Manage WHS compliance of contractors • BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals • BSBWHS611 Develop and implement strategies that support work-related psychological health and safety • BSBWHS612 Develop and implement a strategy to support a positive WHS culture.
Number of revised units of competency and their titles	Twenty-six revised units of competency: • BSBWHS307 Apply knowledge of WHS laws in the workplace • BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes • BSBWHS309 Contribute effectively to WHS communication and consultation processes • BSBWHS310 Contribute to WHS issue-resolution processes • BSBWHS412 Assist with workplace compliance with WHS laws • BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes

Information required	Detail
	- BSBWHS414 Contribute to WHS risk management - BSBWHS415 Contribute to implementing WHS management systems - BSBWHS416 Contribute to workplace incident response - BSBWHS417 Assist with managing WHS implications of return to work - BSBWHS418 Assist with managing WHS compliance of contractors - BSBWHS419 Contribute to implementing WHS monitoring processes - BSBWHS513 Lead WHS risk management - BSBWHS515 Lead initial response to and investigate WHS incidents - BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system - BSBWHS517 Contribute to managing a WHS information system - BSBWHS518 Manage WHS hazards associated with maintenance and use of plant - BSBWHS519 Lead the development and use of WHS risk management tools - BSBWHS520 Manage implementation of emergency procedures - BSBWHS521 Ensure a safe workplace for a work area - BSBWHS522 Manage WHS consultation and participation processes - BSBWHS613 Evaluate the WHS performance of an organisation - BSBWHS614 Conduct a WHS audit under the guidance of a lead auditor - BSBWHS616 Apply safe design principles to control WHS risks - BSBWHS617 Apply ergonomics to manage WHS risks - BSBWHS631 Apply occupational hygiene principles to manage WHS risks. Three revised units of competency considered compliant as part of this report but not progressing to endorsement at this point are based on revised versions of: - BSBWHS201 Contribute to health and safety of self and others - BSBWHS301 Maintain workplace safety - BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements.

Information required	Detail
	Given the synergy between these three units, and the suite of BSBWHS units being submitted for endorsement, they were reviewed at the same time and, consequently, have been considered as part of the equity review. When these three units are included in the forthcoming review of their host BSB qualifications, this equity report can be considered as evidence of their compliance with the *Standards for Training Packages 2012*, making them ready for the State/Territory Training Authority (STA) process.
Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*	It is my opinion that the draft Training Package components meet the requirements in Section 2.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes Kerry Jennings
Date of completion of the report	18 February 2019

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	In terms of access and equity, the NSSC *Training Package Products Policy* states: • 'Training Package developers, and the National Skills Standards Council (NSSC) in endorsing Training Packages, must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.' Because I have not had access to the Training Package developer's policies and procedures I can neither confirm nor deny the following: • 'Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations'. And I am not sure where I would need to start and what I would need to do to make a comment about this incredibly expansive statement. The NSSC *Training Package Products Policy* does not define flexibility. It would appear to me that the Training

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
	Package developers have followed the required development, consultation and endorsement processes, and have supported industry involvement in ensuring that the training products being put up for endorsement reflect the flexibility required by industry for vocational education and training (VET) products.
	Reference to reasonable adjustment can be found in the Companion Volume Implementation Guide (CVIG). While this text is understandably generic in nature, it provides Registered Training Organisations (RTOs) with a framework to assess each individual's learning and assessment support needs at interview, and to determine what reasonable adjustments can do for each individual. RTOs can then use this information to assist with implementation.

Section 3 – Training Package Quality Principles

Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	It is my opinion that flexibility is at the very nature of these qualifications because they have been developed to apply across all industries in all locations.
	The draft qualifications also support flexibility in their design in that:
	• they use a core and elective model
	• units have been imported from other Training Packages as required, including:
	o CPP Property Services Training Package
	o HLT Health Training Package
	o MEM Manufacturing and Engineering Training Package
	o PUA12 Public Safety Training Package
	o RII Resources and Infrastructure Industry Training Package
	o TAE Training and Education Training Package
	• the packaging rules allow for 'up to' a stated number of elective units to be selected from any currently endorsed Training Package qualification or

Equity requirements	Equity reviewer comments
	accredited course.
2. Is there evidence of multiple entry and exit points?	There are no entry requirements for the: • Certificate III, which has a very diverse target group because it 'reflects the role of individuals performing work health and safety (WHS) duties in addition to their main duties' • Certificate IV, which also has a very diverse target group because it is for 'those working as supervisors, WHS personnel, and workers in other WHS-related roles'. There are entry requirements for the: • Diploma, which reflects the 'role of individuals coordinating and maintaining the work health and safety (WHS) program in an organisation' who are supervisors or managers and so there is an expectation that these people have the competencies required of the role they are supervising/managing • Advanced Diploma, which reflects the 'role of individuals who apply advanced practical knowledge and skills to coordinate, facilitate and maintain a work health and safety (WHS) program' because the highly technical nature of this qualification requires people to have competencies confirming their WHS leadership and management ability before they 'consolidate and build pathways to further educational and/or employment opportunities'. As per policy, learners who exit before achieving the qualification will receive statements of attainment for any units achieved.
3. Have prerequisite units of competency been minimised where possible?	There are no prerequisite units of competency in any of the BSBWHS units of competency.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The CVIG covers access and equity considerations, and reasonable adjustments, and explains how the units of competency comply with the Foundation Skills field in the template.

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate	The CVIG is reinforcing the breadth of reach of the BSBWHS qualifications in the workplace when it states

Equity requirements	Equity reviewer comments
movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	that 'There is no single pathway that applies to everyone; each individual has specific needs and goals.'
	While the CVIG has a small list of qualifications that 'may be suitable for delivery to secondary school students' and discusses training and assessment issues for the school sector, the BSBWHS qualifications are not on this list. This is understandable because as the title indicates, the qualifications are applicable for people in the workforce or very familiar with work.
	Again, because the qualifications are about '**work** health and safety' (my emphasis), there is an expectation that people have some work history and are not seeing these as general entry level qualifications into the workforce.
	What the qualifications do provide, however, is for progression within the sphere of '**work** health and safety' in that workers may have WHS in addition to their main duties, then move into a specific WHS role, and then progress onto WHS management and technical support roles.
	The CVIG is clear about the relationship between VET and higher education qualifications stating that:
	'Most *BSB Business Services Training Package* qualifications at diploma and advanced diploma levels cover underpinning competencies in a range of higher education programs. There are currently no national credit arrangements between qualifications in the *BSB Business Services Training Package* and higher education programs due to the diversity of business, commerce and accounting curriculum across universities.'
	The credit arrangements documentation indicates that at the time of endorsement no national credit arrangements exist.

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	As already stated, the CVIG includes text about pathways, access and equity, and foundation skills. It is my opinion that the units of competency and their assessment requirements are based on information provided by industry and are clearly written. The assessment requirements are also specific about what competency looks like in the workplace. The intended target audience is specified in the Application. While not a member of that audience, it is my opinion that the content would be relevant to that

Equity requirements	Equity reviewer comments
	audience because it appears to be comprehensive, has been guided by extensive involvement of the PWG (whose members bring cross-industry breadth and depth in terms of WHS skills, knowledge and experience), and has been signed-off by the IRC.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	The Foundation Skills field in the units of competency states:
	'This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.'
	Foundation skills essential to performance but not explicit in the performance criteria are then identified under the following headings:
	• Reading
	• Writing
	• Oral communication
	• Navigate the world of work
	• Interact with others
	• Get the work done.
	This answers a very different question to the one asked in this report template i.e. (with my emphasis) are the foundation skills explicit and **recognisable within the training package** and do they **reflect and not exceed the foundation skills required in the workplace**?
	To answer this question the Training Package developers would need to have based their processes on this question at the beginning of the development process. And I can neither confirm nor deny that his happened, not being involved with the project at the time.
	'Recognisable within the training package' could mean within the unit of competency, the elements, and/or within the assessment requirements i.e. performance evidence and/or knowledge evidence. The question is broader than just the performance criteria, which is the only aspect of the unit of competency referred to in the text provided in the *Standards for Training Packages 2012*.
	So, focusing on the performance criteria only, there are examples of the foundation skills being explicit and recognisable.
	For example, *BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes* explicitly covers a range of foundation skills through the following:
	• PC1.4 Communicate roles, duties, rights and responsibilities to individuals and/or parties

Equity requirements	Equity reviewer comments
	according to organisational policies and procedures
	o workers need to read the organisational policies and procedures to communicate them
	• PC14.3 Document outcomes from assessment of feedback processes and communicate outcomes to relevant stakeholders according to organisational policies and procedures
	o workers need to document or write down the outcomes
	• PC5.3 Communicate improvements to required personnel according to organisational policies and procedures
	o workers could communicate verbally and/or in writing
	• 5.1 Contribute to identifying and assessing opportunities to improve implementation and effectiveness of WHS consultation and participation processes
	o workers need to navigate the world of work by identifying and assessing opportunities
	• PC2.6 Promote and support participation of individuals and/or parties in WHS consultation processes as appropriate to own role and work area
	o workers need to interact with others to support their participation
	• PC5.2 Contribute to developing, implementing and evaluating improvement processes
	o workers need to get the job done – make decisions, plan, identify and solve problems – to contribute to these processes.
	As to whether or not the foundation skills reflect and do not exceed the foundation skills required in the workplace, the only evidence I have that this is correct is developer advice that the PWG members involved throughout the review and development process had close and direct input in describing the nature and scope of foundation skills 'essential to performance but not explicit in the performance criteria', and industry sign-off by the IRC.

Quality Report

Quality Report The following quality report was produced by a member of the Training Package Quality Assurance Panel, Sally Tansley as part of the quality assurance process.

Section 1 – Cover page

Information required	Detail
Training Package title and code	BSB Training Package Release 5.0
Number of new qualifications and their titles	NA
Number of revised qualifications and their titles	4 revised qualifications: • BSB30719 Certificate III in Work Health and Safety • BSB41419 Certificate IV in Work Health and Safety • BSB51319 Diploma of Work Health and Safety • BSB60619 Advanced Diploma of Work Health and Safety.
Number of new units of competency and their titles	7 new units of competency: • BSBWHS331 Participate in identifying and controlling hazardous chemicals • BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace • BSBWHS512 Contribute to managing work-related psychological health and safety • BSBWHS514 Manage WHS compliance of contractors • BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals • BSBWHS611 Develop and implement strategies that support work-related psychological health and safety • BSBWHS612 Develop and implement a strategy to support a positive WHS culture

Information required	Detail
Number of revised units of competency and their titles	26 revised units of competency: Superseded and equivalent: BSBWHS307 Apply knowledge of WHS laws in the workplace, BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes, BSBWHS309 Contribute effectively to WHS communication and consultation processes, BSBWHS310 Contribute to WHS issue-resolution processes, BSBWHS412 Assist with workplace compliance with WHS laws, BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes, BSBWHS414 Contribute to WHS risk management, BSBWHS415 Contribute to implementing WHS management systems, BSBWHS416 Contribute to workplace incident response, BSBWHS417 Assist with managing WHS implications of return-to-work programs, BSBWHS419 Contribute to implementing WHS monitoring processes, BSBWHS513 Lead WHS risk management, BSBWHS515 Lead initial response to and investigate WHS incidents, BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system, BSBWHS517 Contribute to managing a WHS information system, BSBWHS518 Manage WHS hazards associated with maintenance and use of plant, BSBWHS519 Lead the development and use of WHS risk management tools and BSBWHS520 Manage implementation of emergency procedures, BSBWHS521 Ensure a safe workplace for a work area, BSBWHS522 Manage WHS consultation and participation processes, BSBWHS613 Evaluate the WHS performance of an organisation, BSBWHS614 Conduct a WHS audit under the guidance of a lead auditor, BSBWHS616 Apply safe design principles to control WHS risks, BSBWHS617 Apply ergonomics to manage WHS risks, BSBWHS631 Apply occupational hygiene principles to manage WHS risks. Superseded and not equivalent: BSBWHS418 Assist with managing WHS compliance of contractors. Note that three (3) units were also deleted (as documented in the Case for Endorsement).

Information required	Detail
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	Yes the panel member is independent of: • the Training Package or Training Package components review • development and/or validation activities associated with the Case for Endorsement • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report.
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	Yes, I confirm that the Training Package components are compliant with the Standards for Training Packages 2012.
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	Yes, I confirm that the Training Package components are compliant with the Training Package Products Policy.
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	Yes, I confirm that the Training Package components are compliant with the Training Package Development and Endorsement Process Policy.
Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	I am satisfied that the consultation and validation processes as set out in the case for endorsement was thorough and extensive. The estimated impact of changes is sufficient and clearly reasoned.
Name of panel member completing Quality Report	Sally Tansley
Date of completion of the Quality Report	18 February 2019

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'Yes' or 'No'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)

Standard 1
 	
Training Packages consist of the following:
 	
1. AISC endorsed components:
  • qualifications
  • units of competency
  • assessment requirements (associated with each unit of competency)
  • credit arrangements
2. One or more quality assured companion volumes
	Yes	Yes the components submitted as part of the case for endorsement include qualifications and units of competency including assessment requirements.
		
		Credit arrangements being nil are identified as such the implementation guide.
		
		The implementation guide has been updated to include the new/revised qualifications and units of competency.
		
		The implementation guide has been quality assured as part of this review.

Standard 2 Training Package developers comply with the *Training Package Products Policy*	Yes	**Coding and titling – new qualification and revised units** The new qualifications and units have recoded meeting the Training Package Policy. **Access and equity** The qualification and units do not suggest that there are any issues in relation to anti-discrimination legislation and associated standards and regulations. Reasonable adjustment information, as well as information on access and equity is included in the implementation guide. **Foundation skills** Foundation skills have been reviewed and updated within each unit of competency. They are clearly described and reflect the level of skills required in the workplace. **Mapping – qualifications and units** A summary mapping table for revised and superseded qualification/ units is included in the implementation guide and shows the equivalence status of the revised qualifications and units and with the information being sufficient to guide users. **Qualification packaging rules** Packaging rules are clear in the qualification and meet Training Products Policy. The case for endorsement shows that the qualifications reflect the typical work functions for WHS.

Standards for Training Packages	Standard met 'Yes' or 'No'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		Qualification pathways
		Qualification pathways are described in the implementation guide.
		Skill sets
		Not applicable.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	Yes	The AISC *Training Package Development and Endorsement Process Policy* has been followed.
Standard 4 Units of competency specify the standards of performance required in the workplace	Yes	Units of competency were reviewed. Changes recommended by this QA panellist were either adopted by PwC Skills for Australia, or a clear industry-driven rationale was given by them and accepted by this panellist as to why the recommended change would not be made. The standards of performance required in the workplace are therefore clearly specified.
Standard 5 The structure of units of competency complies with the unit of competency template	Yes	
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	Yes	Minor changes were suggested in relation to the requirements for assessors, which were accepted by Skills for Australia or a clear rationale given for not making the change.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	Yes	
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Yes	The revised qualifications comply with the AQF specifications.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Yes	

Standards for Training Packages	Standard met 'Yes' or 'No'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Yes	There are no current credit arrangements in place as outlined in the Implementation Guide.
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Yes	The implementation guide complies with the template
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	NA	

Section 3 – Compliance with the training package quality principles

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	Yes	Industry needs are at the heart of this project and all changes have been made through extensive consultation with industry.
Compliant and responds to government policy initiatives Training package component responds to the COAG Industry and Skills Council's (CISC) training package-	Yes	The revised qualifications and units are compliant and respond to government policy initiatives.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence: • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets		
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	Very much so, new units have been added and superfluous units removed.

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	Yes	The qualification and associated units support movement of skills within and across sectors with the focus on WHS that can be applied in any context.
Promote national and international portability	Yes	Units reflect model WHS laws.
Reflect regulatory requirements and licensing	Yes	No specific issues.

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	The case for endorsement clearly sets out the consultation that was conducted and summary views, including dissenting views.
Recognise convergence and connectivity of skills	Yes	Qualifications and units can be used in many contexts.

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	For example, the review sought to address employer concerns around leadership, management, interpersonal skills and a balance of technical WHS skills and qualifications and units can be applied in many contexts.
Support equitable access and progression of learners	Yes	

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	Yes	WHS qualifications and units can be applied in a range of contexts.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	The implementation guide provides relevant information.
Support sound assessment practice	Yes	Minor amendments to the assessment conditions were recommended and accepted.
Support implementation	Yes	Units are clearly written very much supporting implementation.