



# Critical Skills for Recovery: Mental Health and Organisational Disruption

Skill Set, Unit of Competency and Companion Volume  
Implementation Guide

**DRAFT (V2.0) FOR PUBLIC VALIDATION**

25 February 2021



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DRAFT

# **BSBSS00129 Cross-Sector Mental Health and Organisational Disruption Skill Set**

## **Description**

This skill set addresses the skills and knowledge to support mental (or psychological) health in the context of organisational disruption. It equips the learner with the skills and knowledge required to participate in the management of psychological health and safety in the workplace and provide support to others in the event of disruption to an organisation or work area.

This skill set does not qualify the learner as a mental health professional. For information on delivery, please refer to the relevant Companion Volume Implementation Guide and RTO Guidance available on VETNet.

## **Pathways Information**

The unit of competency from this skill set can contribute to credit towards BSB40520 Certificate IV in Leadership and Management, BSB50420 Diploma of Leadership and Management and other qualifications that allow for selection of this unit of competency.

## **Licensing/Regulatory Information**

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

## **Skill Set Requirements**

BSBWHS432X Contribute to organisational mental health response in the context of disruptive events

## **Target Group**

This skill set is for those who work in a variety of industries and work contexts, who have some responsibility for supervising others. Some may have managerial responsibilities. Depending on the industry and work context, this may include frontline managers, supervisors, team leaders or small business operators. This skill set also applies to health and safety representatives (HSRs).

## **Suggested words for Statement of Attainment**

This unit of competency from the BSB Business Services Training Package meets industry requirements to support psychological health in the event of organisational disruption in a variety of contexts.

# BSBWHS432X Contribute to organisational mental health response in the context of disruptive events

## Application

This unit describes the skills and knowledge required to support the mental (or psychological) health of personnel in an organisation or work area in the context of a disruptive event. It involves participating in the management of psychological health and safety in the workplace and providing support to others in the event of disruption to an organisation or work area.

This unit applies to individuals who work in a range of supervisory or managerial roles across all industries, and who apply knowledge of work health and safety (WHS) and mental health principles. This unit also applies to health and safety representatives (HSRs).

This skill set does not qualify the learner as a mental health professional. For information on delivery, please refer to the relevant Companion Volume Implementation Guide and RTO Guidance available on VETNet.

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

## NOTES

1. The term 'mental health' is defined by the World Health Organisation as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." The terms 'mental health' and 'psychological health' are equivalent.
2. The term 'organisational disruption' refers to the significant disturbance to the operations of an organisation or work area caused by a 'disruptive event'. Disruptive events may be internal or external to the organisation and may or may not be foreseeable. Examples include: public health risks (such as epidemics and pandemics), natural disasters, public inquiries, mergers or acquisitions.
3. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where model WHS laws have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.
4. The model WHS laws include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia (SWA) for further information.

## Unit Sector

Cross-Sector – Workplace Mental Health

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish business risk in the context of organisational disruption	1.1 Identify business risks that may contribute to organisational disruption

	<p>1.2 Evaluate organisational policies and procedures for addressing business risks, including emergency management plan and crisis management plan</p> <p>1.3 Analyse potential disruption to the organisation or work area</p>
<p>2. Contribute to managing psychological health and safety in the context of a disruptive event</p>	<p>2.1 Review existing risk register for identified psychological health and safety risks</p> <p>2.2 Identify new psychosocial hazards and changed psychological risks caused by disruptive event</p> <p>2.3 Assess severity of risk associated with new psychosocial hazards and changed psychological risks</p> <p>2.4 Consult with relevant stakeholders and confirm assessment in relation to new psychosocial hazards and changed psychological risks</p> <p>2.5 Identify and evaluate possible risk control measures according to hierarchy of control measures</p> <p>2.6 Contribute to selecting reasonably practicable risk control measures according to organisational policies and procedures</p> <p>2.7 Support the development of a plan for reviewing and evaluating selected risk control measures</p>
<p>3. Contribute to communications in response to a disruptive event</p>	<p>3.1 Support the development of a communications plan for the organisation or work area</p> <p>3.2 Contribute to processes for ongoing communication and consultation with employees as workplace circumstances evolve</p>
<p>4. Provide support to individuals experiencing psychological distress</p>	<p>4.1 Identify signs of psychological distress in others</p> <p>4.2 Respond to individuals showing signs of psychological distress within the scope of own role and according to organisational policies and procedures</p> <p>4.3 Refer individuals showing signs of psychological distress to support services and resources according to individual needs</p> <p>4.4 Document support provided according to organisational policies and procedures</p>
<p>5. Maintain a supportive work environment during organisational disruption</p>	<p>5.1 Support processes for introducing employees to the workplace environment in a physically and psychologically safe manner</p> <p>5.2 Contribute to implementing reasonable adjustments for individuals experiencing psychological injury according to legislative requirements and organisational policies and procedures</p> <p>5.3 Provide support to individuals permanently leaving the organisation within the limits of own role and according to organisational policies and procedures</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> <li>• Interprets and critically analyses texts when contributing to work-related psychological health and safety</li> <li>• Constructs meaning from texts to assist in promoting work-related psychological health and safety</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Presents information and opinions using language and non-verbal features appropriate to audience</li> <li>• Asks questions and participates in discussions using listening and questioning to elicit views of others and to clarify or confirm understanding</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Prepares workplace documentation that communicates psychological health and safety information clearly and effectively</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Collaborates and consults with others to achieve shared goals in psychological health and safety</li> <li>• Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others</li> <li>• Uses a variety of strategies to promote effective relationships between team members and to foster a supportive culture</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols when communicating at various levels</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• Ensures knowledge of legislative requirements and resources is current and accurate</li> <li>• Assesses opportunities to improve organisational policies and procedures to better support psychological health and safety in the workplace</li> </ul>

## Unit Mapping Information

No equivalent unit. New unit.

## Links

Companion Volume Implementation Guide is found on VETNet:

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## **Assessment Requirements for BSBWHS432X Contribute to organisational mental health response in the context of disruptive events**

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate a risk assessment process for an organisation or work area in response to a disruptive event, including:
  - identifying new psychosocial hazards and changed psychological risks
  - assessing severity of risk associated with new psychosocial hazards and changed psychological risks
  - contributing to selecting three different risk control measures
- identify at least two different people showing signs of psychological distress and provide them with support, including advising of referral options for further support
- contribute to a work environment that supports psychological health and safety.

In the course of the above, the candidate must:

- review and analyse legislative requirements applicable to psychological health and safety in the context of a disruptive event, including roles and responsibilities of stakeholders
- contribute to the development of a plan for reviewing risk control measures
- support the development of a communications plan
- document analysis of organisational policies and procedures for addressing business risks.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of business risks that may contribute to organisational disruption, including:
  - strategic risks
  - compliance risks
  - financial risks
  - operational risks
- types of organisational disruptive events, including:
  - public health risks, including epidemics and pandemics
  - environmental changes and natural disasters
  - economic and geopolitical factors
  - operational disruption, including mergers or acquisitions, litigation, operational transformation and technological developments
- WHS legislation, rights and obligations relating to psychological health and safety in the context of organisational disruption, including:
  - duty of care
  - due diligence
  - privacy and confidentiality
  - the difference between hazards, risks and risk controls
  - collective processes and powers, including cease works
- features of emergency and crisis management plans relevant to psychological health and safety
- psychosocial hazards relating to organisational disruption, including:
  - exposure to physical hazards and environmental conditions
  - exposure to violence, aggression, traumatic events and discrimination
  - work demands
  - lack of support and isolated work
  - workplace relationships
  - organisational change management
- non work-related stressors, including:
  - financial insecurity
  - balancing work and caring responsibilities
  - concern for vulnerable family members and friends
  - change to activities that support psychological health
  - received threats
  - domestic and family violence
- signs of psychological distress, including:
  - mood and behavioural changes
  - absence from the workplace
  - changes in social interactions
  - self-harm, suicidal ideation or suicide attempt
- workplace mechanisms that support psychological health, including:
  - flexible ways of working, including working remotely and flexible start and finish times
  - providing access to support services and resources, including professional help and personal leave
  - providing access to training for personnel
- methods of accessing resources and support services internally and externally, including:
  - Employee Assistance Programs (EAPs)

- publications of key bodies, including Safe Work Australia, World Health Organisation and Mental Health First Aid
- strategies and techniques to:
  - manage personal stressors
  - support work-life balance
  - have supportive conversations with individuals showing signs of psychological distress
  - create a safe and supportive workplace culture
- common reasonable adjustments that support an individual with a psychological injury to continue working or return to work, including adjustments relating to:
  - work tasks
  - work hours
  - location of work
- legislative requirements associated with providing reasonable adjustments, including Fair Work legislation and workers compensation legislation.

## **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment.

This includes access to:

- WHS laws, and organisational policies and procedures required to demonstrate performance evidence
- case studies and, where possible, real situations
- opportunities for interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessment must involve persons with current and relevant experience in workplace mental health.

## **Links**

Companion Volume Implementation Guide is found on VETNet:

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



**Australian Government**  
**Department of Education,  
Skills and Employment**

# **Cross-Sector Mental Health and Organisational Disruption:** Companion Volume Implementation Guide (Version 1.0)

## **BSB Business Services Training Package**



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# 1 Overview information

## Who is this Companion Volume Implementation Guide for?

This Companion Volume Implementation Guide (CVIG) is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver the BSBSS00129 Cross-Sector Mental Health and Organisational Disruption Skill Set (the Skill Set).

## What is in this Companion Volume Implementation Guide?

This CVIG provides:

- the background to the Skill Set; and
- specific implementation guidance and advice for delivering *BSBWHS432X Contribute to organisational mental health response in the context of disruptive events* (the Unit).

This CVIG does not act as a mandatory requirement for RTOs to adhere to, rather, it is a non-endorsable training package component that offers delivery guidance as provided by industry stakeholders and other relevant resources.

## Skill sets in the national training system

A skill set is a cluster of one or more endorsed units of competency that address a defined industry need or licensing or regulatory requirement.

Refer to the *BSB Business Services Training Package CVIG* for structural information and key features of skill sets in the national training system (Version 7.1 - section 2). The *BSB Business Services Training Package CVIG* can be accessed on [VETNet](#).

## Background

### Mental health in the workplace

According to the World Health Organisation (WHO), mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.<sup>1</sup> Crucial to the recovery from COVID-19 and other future disruptions, organisations require the skills and knowledge to identify and respond appropriately to varying aspects of mental health in workplace environments.

At the time of publishing this document, nationally recognised competency-based training in mental health consisted of various units of competency and qualifications that are targeted at specialist learner cohorts (such as workers in the community services and health sectors). There are also many short course offerings that sit outside the national system and perform an important function (e.g. Mental Health First Aid).

As a result, there was a gap in the national VET system for competency-based mental health training applicable across industries and work contexts.

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<sup>1</sup> World Health Organisation, <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

## About the Skill Set

The number of people experiencing mental health challenges in the Australian workforce significantly increased following the disruption caused by COVID-19.<sup>2</sup> The pandemic accelerated the need to address critical workforce and skill gaps, creating an opportunity for the VET sector to upskill Australians and drive recovery.

To meet this need, the Department of Education, Skills and Employment (DESE) facilitated a *Critical Skills for Recovery* program. This included the development of a new mental health skill set and this accompanying CVIG, to support mental health in the event of organisational disruption.

BSBSS00129 Cross-Sector Mental Health and Organisational Disruption Skill Set addresses the skills and knowledge to support the mental (or psychological) health of personnel in an organisation or work area, in the context of organisational disruption. The Skill Set consists of one unit of competency:

- *BSBWHS432X Contribute to organisational mental health response in the context of disruptive events.*

The Unit equips learners with the skills and knowledge required to participate in the management of psychological health and safety in the workplace and provide support to others in the event of disruption to an organisation or work area.

The Skill Set is for those who work in a variety of industries and work contexts, who have some responsibility for supervising others. Some may have managerial responsibilities. This may include frontline managers, supervisors, team leaders, small business operators, and health and safety representatives (HSRs).

To ensure the Skill Set is representative of industry needs and complements existing mental health initiatives, such as the National Workplace Initiative<sup>3</sup>, the LIFE framework<sup>4</sup> and Mental Health First Aid Australia<sup>5</sup>, stakeholders from the Mentally Healthy Workplace Alliance<sup>6</sup>, unions, employer-representatives and other key bodies were heavily involved in the development process.

While the Skill Set responds to immediate critical needs that have been exacerbated by the COVID-19 pandemic, it has been developed to ensure long-term applicability for future organisational disruptions.

To support RTOs in delivering the Skill Set, the following *Implementation information* section provides a range of specific implementation guidance. This includes contextualisation guidance for *BSBWHS432X Contribute to organisational mental health response in the context of disruptive events* (outlined in Table 4).

<sup>2</sup> Mental health in the age of COVID-19, 06 July 2020 <https://www.pwc.com.au/health/health-matters/why-mental-health-matters-covid-19.html>

<sup>3</sup> <http://mentallyhealthyworkplacealliance.org.au/national-workplace-initiative/>

<sup>4</sup> <https://lifeinmind.org.au/about-us/the-life-framework>

<sup>5</sup> <https://mhfa.com.au/>

<sup>6</sup> <https://mentallyhealthyworkplacealliance.org.au/>

## 2 Implementation information

### Who can deliver and assess the Skill Set?

Delivery of the Skill Set and the Unit must be done in compliance with the [Standards for RTOs 2015](#). Refer to the *BSB Business Services Training Package CVIG* for general information on trainer and assessor requirements (Version 7.1 - section 2).

The Unit in the Skill Set is a listed elective in the following BSB Training Package qualifications:

- [BSB40520 Certificate IV in Leadership and Management](#)
- [BSB50420 Diploma of Leadership and Management](#)

Many other qualifications across the national training package system allow for selection of the Unit as a free-choice elective.

RTOs regulated by the Australian Skills Quality Authority (ASQA) who have one or more of the qualifications on scope will automatically have had the new Unit and Skill Set added to their scope of registration. RTOs regulated by the Western Australian Training Accreditation Council (TAC) and the Victorian Regulations and Qualifications Authority (VRQA) will need to follow normal processes for adding new units and skill sets to their scope.

RTOs that have the Skill Set on scope will be able to start delivering the training as soon as they have appropriate arrangements in place. RTOs who wish to add the Unit and/or Skill Set to their scope of registration should do so via ASQAs [online portal](#). More information about the process can be found [here](#).

### Considerations for trainers and assessors delivering the Skill Set

Below is a list of considerations for trainers and assessors provided by mental health subject matter experts:

- Respect privacy and confidentiality requirements and make these clear at the beginning of any session.
- Positively promote the importance of conversations about mental health and seeking help. Look to reduce the stigma associated with disclosing mental health concerns.
- Provide regular breaks for learners.
- Role play scenarios in a supportive environment.
- Ensure learners understand that they can step away from training if they feel uncomfortable at any time.
- Create a safe and inclusive environment for all learners. Consider cultural, linguistic and other differences. This includes using respectful and inclusive language in the learning environment.
- Consider undertaking professional development in the area of mental health.
- Ensure to check-in and consider your own personal mental health.
- Provide content warnings before the session(s) and ensure learners are provided opportunities to debrief and have access to support if the training causes discomfort or distress.
- Remember that it is not your role to be a mental health professional. If you are concerned for someone, ensure you refer them to mental health support (refer to 'Useful links and resources').

## Regulation and licensing implications for implementation

### Relevant legislation and regulatory requirements

Legislative and regulatory requirements differ between States and Territories in Australia and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements. Tables 1 to 3 below provide further detail on relevant legislation and regulations current at the release of this CVIG. Please note that the lists below are not exhaustive and there may be other relevant legislation and regulations.

*Note: Safe Work Australia national guidance material refers to ‘psychosocial hazards or factors’ as ‘anything in the design or management of work that increases the risk of work-related stress’ and states that ‘work-related stress if prolonged and/or severe can cause both psychological and physical injury’<sup>7</sup>.*

Table 1: Work Health and Safety (WHS) Acts and Regulations

Jurisdiction	Act	Regulation	Website
<b>Commonwealth (Comcare)</b>	Work Health and Safety Act 2011	Model Work Health and Safety Regulations 2021	<a href="#">Link</a>
<b>Australian Capital Territory</b>	Work Health and Safety Act 2011	Work Health and Safety Regulation 2011	<a href="#">Link</a>
<b>New South Wales</b>	Work Health and Safety Act 2011 No 10	Work Health and Safety Regulation 2017	<a href="#">Link</a>
<b>Northern Territory</b>	Work Health Administration Act 2011	Work Health and Safety (National Uniform Legislation) Regulations 2011	<a href="#">Link</a>
<b>Queensland</b>	Work Health and Safety Act 2011	Work Health and Safety Regulation 2011	<a href="#">Link</a>
<b>South Australia</b>	Work Health and Safety Act 2012	Work Health and Safety Regulations 2012	<a href="#">Link</a>
<b>Tasmania</b>	Work Health and Safety Act 2012	Work Health and Safety Regulations 2012	<a href="#">Link</a>
<b>Victoria</b>	Occupational Health and Safety Act 2004	Occupational Health and Safety Regulations 2017	<a href="#">Link</a>
<b>Western Australia</b>	Occupational Safety and Health Act 1984	Occupational Safety and Health Regulations 1996	<a href="#">Link</a>

WHS requirements are embedded in the elements and performance criteria of the Unit. In jurisdictions where model *WHS* laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing *WHS* legislative requirements. Additionally, where the *National Model WHS Legislation* has not been implemented, RTOs are advised to contextualise units of competency by referring to the existing State/Territory *occupational health and safety (OHS)* legislative requirements.

<sup>7</sup> Safe Work Australia, Work-related psychological health and safety: A systematic approach to meeting your duties

Table 2: Anti-discrimination Acts

Jurisdiction	Act/s
<b>Commonwealth</b>	Age Discrimination Act 2004 Australian Human Rights Commission Act 1986 Disability Discrimination Act 1992 Racial Discrimination Act 1975 Sex Discrimination Act 1984
<b>Australian Capital Territory</b>	Anti-discrimination: Discrimination Act 1991
<b>New South Wales</b>	Anti-Discrimination Act 1977
<b>Northern Territory</b>	Anti-Discrimination Act 1996
<b>Queensland</b>	Anti-Discrimination Act 1991
<b>South Australia</b>	Equal Opportunity Act 1984
<b>Tasmania</b>	Anti-Discrimination Act 1998
<b>Victoria</b>	Equal Opportunity Act 1995
<b>Western Australia</b>	Equal Opportunity Act 1984

Table 3: Other relevant Acts

Jurisdiction	Act/s
<b>Commonwealth</b>	Fair Work Act 2009 Mental Health Act 1996 (NI) Safety, Rehabilitation and Compensation Act 1988
<b>Australian Capital Territory</b>	Mental Health Act 2015
<b>New South Wales</b>	Mental Health Regulation 2019 Public Health Act 2010
<b>Northern Territory</b>	Mental Health and Related Services Act 1998
<b>Queensland</b>	Mental Health Act 2016
<b>South Australia</b>	Mental Health Act 2009 South Australian Public Health Act 2011
<b>Tasmania</b>	Mental Health Act 2013
<b>Victoria</b>	Mental Health Act 2014 Public Health and Wellbeing Act 2008
<b>Western Australia</b>	Mental Health Act 2014 (the Act) Mental Health Regulations 2015 Public Health Act 2016

# Information for workplaces in the event of organisational disruption

## Organisational disruption

The term 'organisational disruption' refers to the significant disturbance to the operations of an organisation or work area caused by a 'disruptive event'. Disruptive events may be internal or external to the organisation and may or may not be foreseeable.

Typically, organisational disruption has been in the form of technological advances or new market entrants, however, the COVID-19 pandemic has broadened the meaning of this term and required businesses to respond to new challenges and build greater resilience.<sup>8</sup>

As the COVID-19 pandemic has demonstrated, disruptions require organisations to often rethink and reconfigure their business while supporting key areas of the business to stabilise in the 'new' environment.<sup>9</sup> Disruption comes in all forms and may originate from public health risks (such as the COVID-19 pandemic), environmental changes and natural disasters, economic and geopolitical factors, and operational factors (such as mergers and acquisitions or technological developments).

## The COVID-19 pandemic

Safe Work Australia provides [COVID-19-related information, guidance and advice for workplaces](#) in a large variety of industries across States and Territories. This includes information relating to duties under WHS laws, workers' rights, consultation, risk assessment, vulnerable workers, mental health, work-related violence, working from home, and resources and support.

The National Mental Health Commission, together with the Mentally Healthy Workplace Alliance, has created a series of [Mentally Healthy Workplaces during COVID-19 guides](#) targeted at sole traders, small businesses and medium to large businesses. These guides aim to support the mental health of Australian workers and promote mentally healthy workplaces as a result of COVID-19.

## Training and assessment in simulated environments

Refer to the *BSB Business Services Training Package CVIG* for general guidance on training and assessing in simulated environments (Version 7.1 - section 2).

### Recommendations for training and assessment in simulated environments

Mental health subject matter experts strongly recommend that training and assessment of the Skill Set take place in a face-to-face learning environment. It is recognised that a physical face-to-face environment is not always possible, and in these situations a virtual face-to-face environment will be most appropriate.

There are a number of resources with further information and guidance about virtual delivery, such as ASQA's [Distance Learning Page](#) and [FAQs page](#). RTOs are encouraged to visit their regulator's website for further information.

Given the sensitive subject matter of the Skill Set, mental health subject matter experts have provided the following recommendations for trainers and assessors delivering the Skill Set in a virtual face-to-face environment:

- Have all learner contact details on hand to enable fast contact if safety concerns arise.
- Consider whether learners are comfortable to participate in the training and have a safe environment to do so.

<sup>8</sup> PwC Australia, How businesses are reinventing themselves in the time of COVID-19, <https://www.digitalpulse.pwc.com.au/business-disruption-covid-19-coronavirus/>

<sup>9</sup> PwC Global, COVID-19: Impacts on business, <https://www.pwc.com/gx/en/issues/crisis-solutions/covid-19.html>

- Ensure regular face-to-face connection with learners (e.g. via video conferencing).
- Consider the unique impacts of virtual work and learning on individual mental health and explore these topics throughout the training.
- Encourage learners to connect with their support networks.
- Check-in with individual learners on a regular basis.
- Engage learners through a variety of interactive activities, including breaking out into smaller groups to enable greater individual involvement.

Please note that digital literacy is a consideration for virtual delivery. Learners may require additional support to ensure they have the necessary skills and knowledge to undertake the virtual training.

## Contextualisation of the Unit by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve developing and delivering training materials to suit jurisdictions, industries, delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the Unit is maintained.

### Unit contextualisation guidance for the Skill Set

Contextualisation guidance is provided for RTOs on how requirements within the Unit may be contextualised for a workplace environment and to assist with creating meaningful and effective support materials for learners. Guidance identified in consultation is outlined in Table 4 below. Please note that only components of the Unit that have been identified as requiring contextualisation guidance are included.

Table 4: Contextualisation guidance for the Unit *'BSBWHS432X Contribute to organisational mental health response in the context of disruptive events.'*

Unit component	Contextualisation guidance
<b>Application</b>	
This unit applies to individuals who work in a range of supervisory or managerial roles across all industries, and who apply knowledge of work health and safety (WHS) and mental health principles.	<p><b>Mental health principles</b> may relate to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mental health principles</a> in accordance with the Mental Health Act 2014 - Victorian Legislation</li> <li>• <a href="#">Guiding Principles</a> - National Standards for Mental Health Services</li> <li>• <a href="#">Principles of the Mental Health Policy Framework</a> in the Health Services Act 2016 - Western Australian Legislation.</li> </ul>
<b>Element 1: Establish business risk in the context of organisational disruption</b>	
PC 1.2 Evaluate organisational policies and procedures for addressing business risks, including emergency management plan and crisis management plan	<p><b>Organisational policies and procedures</b> may relate to:</p> <ul style="list-style-type: none"> <li>• communication and reporting protocols</li> <li>• psychological health and safety</li> <li>• roles and responsibilities.</li> </ul>
PC 1.3 Analyse potential disruption to the organisation or work area	<p><b>Potential disruption</b> may depend on the industry and workplace and may relate to:</p> <ul style="list-style-type: none"> <li>• alternate working arrangements</li> <li>• mental health of personnel</li> <li>• organisational communication and team engagement.</li> </ul>

Unit component	Contextualisation guidance
<b>Element 2: Contribute to managing psychological health and safety in the context of a disruptive event</b>	
PC 2.2 Identify new psychosocial hazards and changed psychological risks caused by disruptive event	<p><b>Psychosocial hazards and psychological risks</b> may depend on:</p> <ul style="list-style-type: none"> <li>• industry and workplace context</li> <li>• size of the organisation.</li> </ul>
PC 2.3 Assess severity of risk associated with new psychosocial hazards and changed psychological risks	<p><b>Assessing severity of risk</b> may involve:</p> <ul style="list-style-type: none"> <li>• considering the frequency and intensity of exposure</li> <li>• consulting with relevant stakeholders.</li> </ul>
PC 2.4 Consult with relevant stakeholders and confirm assessment in relation to new psychosocial hazards and changed psychological risks	<p><b>Consulting</b> may involve:</p> <ul style="list-style-type: none"> <li>• communicating employee rights.</li> </ul> <p><b>Stakeholders</b> may include:</p> <ul style="list-style-type: none"> <li>• external stakeholders, such as work health and safety regulators</li> <li>• internal stakeholders, such as employees and business owners.</li> </ul>
PC 2.5 Identify and evaluate possible risk control measures according to hierarchy of control measures	<p><b>Risk control measures</b> may depend on the industry and workplace and may include:</p> <ul style="list-style-type: none"> <li>• eliminating excessive work demands</li> <li>• improving the work environment</li> <li>• providing relevant training and support</li> <li>• redesigning job roles.</li> </ul>
PC 2.6 Contribute to selecting reasonably practicable risk control measures according to organisational policies and procedures	<p><b>Selecting risk control measures</b> may involve:</p> <ul style="list-style-type: none"> <li>• <a href="#">consulting with employees</a> under WHS laws.</li> </ul>
PC 2.7 Support the development of a plan for reviewing and evaluating selected risk control measures	<p><b>Reviewing and evaluating risk control measures</b> may involve:</p> <ul style="list-style-type: none"> <li>• <a href="#">consulting with employees</a> under WHS laws.</li> </ul>
<b>Element 3: Contribute to communications in response to a disruptive event</b>	
PC 3.2 Contribute to processes for ongoing communication and consultation with employees as workplace circumstances evolve	<p><b>Processes for ongoing communication and consultation</b> may depend on the organisation and may include:</p> <ul style="list-style-type: none"> <li>• emails</li> <li>• in-person meetings and virtual webcasts.</li> </ul>
<b>Element 4: Provide support to individuals experiencing psychological distress</b>	
PC 4.1 Identify signs of psychological distress in others	<p><b>Identifying signs</b>, may include looking out for:</p> <ul style="list-style-type: none"> <li>• an individual being less social than usual or becoming withdrawn</li> <li>• changes in how an individual interacts with team members</li> <li>• changes in mood.</li> </ul>
PC 4.2 Respond to individuals showing signs of psychological distress within the scope of own role and according to organisational policies and procedures	<p><b>Responding to individuals</b> may involve:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• checking in on your own mental health</li> <li>• <a href="#">having a supportive conversation</a></li> <li>• using emotional intelligence</li> <li>• using <a href="#">inclusive language</a><sup>10</sup>.</li> </ul>

<sup>10</sup> Diversity Council Australia, WordsAtWork - Building Inclusion Through the Power of Language, Sydney, Diversity Council Australia, 2016

Unit component	Contextualisation guidance
	<p><b>Organisational policies and procedures</b> may relate to:</p> <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• communication protocols</li> <li>• job descriptions</li> <li>• privacy and confidentiality</li> <li>• psychological health and safety.</li> </ul>
<p>PC 4.3 Refer individuals showing signs of psychological distress to support services and resources according to individual needs</p>	<p><b>Referring individuals to support services and resources</b> may involve:</p> <ul style="list-style-type: none"> <li>• ensuring privacy and confidentiality is maintained</li> <li>• leveraging the resources provided in Tables 5 and 6 of this document.</li> </ul>
<p><b>Element 5: Maintain a supportive work environment during organisational disruption</b></p>	
<p>PC 5.1 Support processes for introducing employees to the workplace environment in a physically and psychologically safe manner</p>	<p><b>Supporting processes</b> may include:</p> <ul style="list-style-type: none"> <li>• considering individual preferences when introduced to the workplace</li> <li>• implementing and monitoring support plans for employees returning to the workplace.</li> </ul> <p><b>Introducing employees to the workplace</b> may include:</p> <ul style="list-style-type: none"> <li>• re-introducing employees to the workplace, such as employees who have been working from home.</li> </ul>
<p>PC 5.2 Contribute to implementing reasonable adjustments for individuals experiencing psychological injury according to legislative requirements and organisational policies and procedures</p>	<p><b>Implementing reasonable adjustments</b> may involve considering:</p> <ul style="list-style-type: none"> <li>• legal rights and responsibilities, such as <a href="#">Disability Discrimination Act 1992</a>, <a href="#">WHS laws at Safe Work Australia</a>, <a href="#">Privacy Act 1988</a></li> <li>• recommendations from practitioners, such as GPs, psychologists, psychiatrists.</li> </ul> <p><b>Legislative requirements</b> may relate to:</p> <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• psychological health and safety.</li> </ul>
<p>PC 5.3 Provide support to individuals permanently leaving the organisation within the limits of own role and according to organisational policies and procedures</p>	<p><b>Providing support to individuals permanently leaving the organisation</b> may involve:</p> <ul style="list-style-type: none"> <li>• providing access to support services, such as career counselling</li> <li>• supporting ease of transition out of the workplace.</li> </ul> <p><b>Organisational policies and procedures</b> may relate to:</p> <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• communication protocols</li> <li>• privacy and confidentiality</li> <li>• psychological health and safety.</li> </ul>
<p><b>Performance Evidence</b></p>	
<p>Coordinate a risk assessment process for an organisation or work area in response to a disruptive event</p>	<p><b>Coordinating a risk assessment process</b> may involve:</p> <ul style="list-style-type: none"> <li>• ensuring current and up-to-date evidence is used.</li> </ul>
<p>Contribute to a work environment that supports psychological health and safety</p>	<p><b>Contributing to a work environment</b> may include:</p> <ul style="list-style-type: none"> <li>• role modelling good behaviours.</li> </ul>

Unit component	Contextualisation guidance
Review and analyse legislative requirements applicable to psychological health and safety in the context of a disruptive event, including roles and responsibilities of stakeholders	<p><b>Roles and responsibilities</b> may depend on:</p> <ul style="list-style-type: none"> <li>• industry</li> <li>• job descriptions</li> <li>• organisation hierarchy</li> <li>• organisational policies and procedures</li> <li>• size of the organisation.</li> </ul>
<b>Assessment Conditions</b>	
Case studies, and where possible, real situations	<p><b>Case studies</b> may include:</p> <ul style="list-style-type: none"> <li>• case studies of lived experience</li> <li>• role playing.</li> </ul>
Opportunities for interaction with others	<p><b>Opportunities for interaction with others</b> may include:</p> <ul style="list-style-type: none"> <li>• guest speakers with lived experience.</li> </ul>

## Resource and equipment requirements

Refer to the *BSB Business Services Training Package CVIG* for general information on resource and equipment requirements (Version 7.1 - section 2).

## Assessment requirements

Refer to the *BSB Business Services Training Package CVIG* for guidance on assessment requirements (Version 7.1 - section 2).

## Learner suitability for enrolment

### Foundation skills

Refer to the *BSB Business Services Training Package CVIG* for general information on foundation skills in a unit of competency (Version 7.1 - section 2).

### Skill Set target group

The Skill Set is intended for learners that have some responsibility for supervising others and that may have managerial responsibilities. It is recognised that job roles appropriate for this training will vary depending on a range of organisational factors, such as size and industry. Job roles that may be applicable for this training include supervisors, team leaders, managers, small business operators, HSRs, WHS officers.

## Access and equity considerations

Refer to the *BSB Business Services Training Package CVIG* for general access and equity guidance, and reasonable adjustments for learners with disability (Version 7.1 - section 2).

### 3 Useful links and resources

There are a range of mental health resources that can support the delivery of the Skill Set. Table 5 below lists national organisations that provide free and confidential hotline services. Table 6 below lists national organisations that provide a range of supporting information and resources relating to mental health. Also consider referring individuals showing signs of psychological distress to local and state-based mental health hotlines and resources. Please note that visiting a local GP can also be helpful in gaining access to psychological support services.

Table 5: Free and confidential hotlines

Organisation	Description	Hotline	Website
<b>1800RESPECT</b>	National sexual assault, domestic and family violence counselling service. Provides support for people experiencing, or at the risk of experiencing, violence and abuse, their friends and family, and professionals.	1800 737 732	<a href="#">Link</a>
<b>BeyondBlue</b>	Australian mental health and wellbeing support organisation providing support programs relating to a variety of mental illnesses.	1300 224 636	<a href="#">Link</a>
<b>Kids Helpline</b>	A free Australian telephone and online counselling service for young people aged between 5 and 25.	1800 551 800	<a href="#">Link</a>
<b>Lifeline Australia</b>	Australian not-for-profit provider of 24-hour telephone, in person and online crisis support services.	13 11 14	<a href="#">Link</a>
<b>MensLine Australia</b>	Telephone and online counselling service offering support for men in Australia.	1300 789 978	<a href="#">Link</a>
<b>QLife</b>	Provider of anonymous, LGBTI peer support, counselling and referral service for people of diverse sex, gender and sexuality.	1800 184 527	<a href="#">Link</a>
<b>SANE Australia</b>	National mental health charity supporting those affected by mental health issues through support, research and advocacy.	1800 187 263	<a href="#">Link</a>
<b>Suicide Call Back Service</b>	An Australia-wide service providing 24/7 telephone and online counselling to people affected by suicide.	1300 659 467	<a href="#">Link</a>
<b>The Butterfly Foundation</b>	Provider of support services, treatment and resources for those with eating disorders and body image issues.	1800 334 673	<a href="#">Link</a>

Table 6: Mental health resources

Organisation	Description	Website
<b>Australian Psychological Society</b>	Peak body for psychologists in Australia. Information available for the public, including <i>Find a Psychologist</i> service.	<a href="#">Link</a>
<b>Black Dog Institute</b>	Not-for-profit provider of clinically endorsed school, workplace and community programs.	<a href="#">Link</a>
<b>Headspace</b>	Australian not-for-profit organisation for youth mental health, established by the Australian Government.	<a href="#">Link</a>
<b>Head to Health</b>	Resource provided by the Australian Government Department of Health which compiles free or low cost digital supports for mental health, including specific resources for <a href="#">supporting culturally and linguistically diverse people</a> .	<a href="#">Link</a>
<b>Mental Health First Aid</b>	Australian not-for-profit provider of mental health first aid education.	<a href="#">Link</a>
<b>Mind Australia</b>	Australian community-managed specialist mental health service providers.	<a href="#">Link</a>
<b>National Mental Health Commission</b>	Provider of independent policy advice and evidence on ways to improve Australia's mental health and suicide prevention system, and act as a catalyst for change to achieve those improvements.	<a href="#">Link</a>
<b>RUOK?</b>	Suicide prevention charity, starting life-changing conversations and creating a more connected world.	<a href="#">Link</a>
<b>Wellmob</b>	Provider of social, emotional and cultural wellbeing online resources for Aboriginal and Torres Strait Islander People.	<a href="#">Link</a>

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