



Australian Government

BSBWHS510 Contribute to implementing emergency procedures

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the implementation of planning and response procedures for emergencies. The focus is on implementation of procedures already developed for short-term emergency responses. It assumes that expert advice will be available in identifying potential emergencies and in formulating response plans.

This unit applies to individuals with supervisory responsibilities for managing work health and safety (WHS) in the workplace who contribute to the implementation of procedures for responding to emergencies. These people will work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

NOTE: 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 the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

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 Identify potential emergencies	1.1 Apply knowledge of WHS hazards and relevant standards to identify causes of potential emergencies

ELEMENT	PERFORMANCE CRITERIA
	1.2 Seek input of stakeholders in identifying potential emergencies 1.3 Identify and liaise with appropriate specialist advisors and emergency agencies to identify causes of potential emergencies 1.4 Develop a risk register to identify potential emergencies and their causes
2 Identify options for initial response	2.1 Categorise major types of potential emergencies 2.2 Identify actions required to contain or limit potential emergencies 2.3 Identify actions required to limit impact on personnel, property and the environment 2.4 Identify requirements for liaison with emergency agencies 2.5 Prioritise actions to be taken during emergencies
3 Plan initial response procedures	3.1 Identify resources available and required for immediate response 3.2 Check emergency equipment to ensure serviceability, accessibility, cleanliness and correct location 3.3 Document actions required for a range of major types of emergency, taking account of standards, current industry practice, specialist advice and input by emergency agencies 3.4 Identify training needs and appropriate providers
4 Implement initial response procedures	4.1 Document and display actions for initial response 4.2 Outline own role in emergency response 4.3 Follow appropriate procedures
5 Contribute to post-event activities	5.1 Identify and support other personnel involved in the second response phase 5.2 Make contributions to debriefing processes
6 Monitor emergency response and address deficiencies	6.1 Monitor responses to emergencies for efficiency and timeliness, in consultation with stakeholders and, as appropriate, specialist advisors and agencies 6.2 Document, and promptly and appropriately report, results of monitoring to appropriate persons 6.3 Identify areas for organisational and personal improvement and make improvement recommendations based on analysis of response

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 3.3, 2.4, 4.3	- Interprets and critically analyses complex texts when planning emergency response procedures - Applies appropriate strategies to construct meaning from complex texts to assist in planning emergency response procedures
Writing	1.4, 3.3, 4.1, 6.2	- Develops risk registers, reports and associated documentation according to organisational requirements - Uses vocabulary, grammatical structure and conventions appropriate to text in developing risk registers, reports and other documentation
Oral communication	1.2, 1.3, 5.1, 5.2	- Asks questions and listens to gather information about potential risk situations - Provides information during or after emergency response situations using structure and language appropriate to the audience
Navigate the world of work	1.1, 2.4, 4.2, 4.3	- Understands how own role meshes with others and contributes to broader goals in emergency response contexts - Understands own legal rights and responsibilities and is extending understanding of general legal principles applicable across emergency responses contexts - Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these in emergency response contexts
Interact with others	1.2, 1.3, 5.1, 5.2	- Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction - Takes a leadership role on occasion in supporting, consulting and liaising in emergency response contexts
Get the work done	2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 6.1, 6.3	- Formulates plans, monitors actions against stated goals, adjusting plans and resources to cope with contingencies - Uses a formal decision-making process, setting or clarifying goals, gathering information, and identifying and evaluating several choices to determine appropriate actions and responses

		• Applies formal problem-solving processes when identifying actions required in emergencies and associated training needs, breaking complex issues into manageable parts and identifying and evaluating options for action • Reflects on outcomes and feedback from others in order to identify general principles and concepts that may be applicable in new situations • Recognises the potential of new approaches to enhance work practices and outcomes
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS510 Contribute to implementing emergency procedures	BSBWHS510A Contribute to implementing emergency procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for BSBWHS510 Contribute to implementing emergency procedures

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Performance Evidence

Evidence of the ability to:

- identify potential emergencies and their causes, with input from others, including specialist advisers and emergency agencies and document them in a risk register
- identify and prioritise options for initial response to contain or limit emergencies and their impact, and for liaison with emergency services
- plan initial response procedures including:
 - categorising major types of potential emergencies
 - identifying required resources
 - checking equipment
 - documenting required actions for a range of major types of emergency, with input from others and in keeping with standards and current industry practice
 - identifying training needs and providers
- implement initial response procedures including:
 - documenting and displaying actions required
 - outlining own role
 - following appropriate procedures
- contribute to post-event activities including supporting others and contributing to debriefing
- monitor emergency response and address deficiencies including:
 - consulting
 - documenting and reporting results
 - identifying improvements.

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

Knowledge Evidence

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

- describe basic emergency prevention controls typically installed in a workplace including:
 - emergency alerting systems
 - emergency protection systems
 - smoke alarms, fire alarms and fire extinguishers
 - required safety wear
 - security systems
- describe the enterprise physical site and work areas
- explain enterprise reporting procedures for an emergency
- detail the essential actions of self and others in an emergency
- describe hazards and precautions to be taken during an emergency
- list hazards arising from evacuation
- detail the information needs of emergency response personnel during reporting, arrival and response to an emergency
- identify internal and external sources of work health and safety (WHS) information and data and how to access them
- summarise organisational and workplace WHS policies and procedures
- describe the organisational structure, roles and responsibilities contributing to the implementation of emergency procedures
- describe the powers of safety representatives and other authorised WHS personnel to implement an immediate cease work if an immediate danger to WHS exists
- summarise the principles and priorities for evacuation, checking and accounting for people
- summarise the principles of fire protection and emergency response
- outline relevant Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material and how it applies to the implementation of emergency procedures
- identify roles and responsibilities of WHS personnel
- give examples of emergency responses typically used in workplaces
- detail the WHS information needs of work unit or work team.

Assessment Conditions

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

- office equipment and resources
- workplace policies and procedures
- WHS legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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