TECHNICAL NOTES PART II

Competency Unit	:	Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4
TSC Title	:	Workplace Safety and Health System Management
TSC Code	:	WPH-WSH-4086-1.1
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Custodian	:	WSH Council

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Version History

Version	Amendment Date	Changes	Author
1.0	1 Dec 2012	First Issue	MCD, WDA
1.0	1 Apr 2021	Updates	CPT, WSH Council
2.0	21 Jan 2022	Updates	CPT, WSH Council
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4.0	5 Apr 2024	Updates	CPT, WSH Council

CHAPTER 1: TARGET AUDIENCE AND RECOMMENDED GUIDELINES

1.1 Target Audience

This course targets at Management, Health and safety personnel, Line supervisors who are able to be a WSHMS program lead for the organisation in preparing a WSHMS implementation plan to meet the requirements of SS ISO 45001 and Code of Practice on WSH Risk management and for recognition of bizSAFE level 4 by Workplace Safety and Health Council.

1.2 Recommended Learning Hours (RLH)

The recommended Learning Hour for **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4** programme is 30 hours of competency-based Learning and assessment. The recommended Learning duration for the competency unit is illustrated in Table C.

Table C: Competency Unit's Recommended Learning Hours

Competency Units	Recommended Learning Hours	
	Training Delivery Hours:	**Assessment Hours:**
Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan	• 28	• 2

Attendance Requirements: 75% for classroom.

SSG acknowledges that different training providers may adopt different approaches and training methodologies in delivering these programmes and as such the programme duration may vary. Despite the variations in the programme duration, as the Curriculum Developer of these programmes, it is important that you ensure the developed programme meets the general principles of competency-based training delivery and assessment and fulfils all the Learning Outcome (Skill) and Learning Outcome (Knowledge) as stipulated.

1.3 Recommended Class Size and Facilitator-Learner Ratio

- Room with the capacity for **up to 20 candidates** for conduct of closed book written assessment

- Room or place to be used must be away from noise or interruptions

The recommend maximum class size and trainer-learner ratio are illustrated as follow:

Course Title	Class Size (Min-Max)	Trainer to Learner Ratio	
		Lecture	Learning activities
Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4	10 to 20	1: 20	≤5

1.4 Recommended Assessor to Candidate Ratio

Course Title	Assessor to Candidate Ratio		
	Written Questioning	Written Assessment	Oral Questioning
Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4	1: 20	1: 1	1:1

CHAPTER 2: KEY DELIVERY ADVICE

This chapter describes the following components:

2.1   Programme Development

In developing the programme for **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4**, Training Providers should always make cross references to the Learning Outcome (Skill), Learning Outcome (Knowledge), Range of Application and Evidence Sources. The Learning Outcome (Skill) and Learning Outcome (Knowledge) expands on the Knowledge and Abilities found in the TSC.

(a) Contextualisation of Programme Content

People who are taking up this programme may come from the different organisations and different industry sectors. You will need to contextualise your programme to meet their needs, based on the organisation and/or industry sectors that they come from. Contextualisation of the programme content normally revolves around the range of application of the programme.

For example:

The Range and Application and Evidence Sources reference to the Learning Outcome (Skill)/ and/or Learning Outcome (Knowledge) are usually accompanied by the instructions "may include" or "must include":

"May include"
- Indicates that training providers are required to cover some **(50 per cent)** of the suggested Range and Application items listed when developing the **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4**

- The training provider may choose to add more Range and Application items related to the corresponding Learning Outcome (Skill) and/or Learning Outcome (Knowledge) as part of their **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4** programme development.

"Must include"
- Indicates that training providers are required to cover all of Range and Application items listed when developing courseware.

- The training provider may choose to add more Range and Application items related to the corresponding Learning Outcome (Skill) and/or Learning Outcome (Knowledge) as part of their **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4**

(b)   Learning Outcome (Knowledge)

It is to be noted that "Assumed Attitudes Skills and Knowledge" <u>will not be covered or taught</u> during the delivery of the unit whereas "Learning Outcome (Knowledge)" will be.

2.1.1 Content Coverage:

The content coverage should take into consideration the following

Course Title	Learning Outcome (Skill) /Learning Outcome (Knowledge) Range and Application and Evidence Sources to be covered
Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4	<u>Learning Outcome (Skill)</u> LO(S) 1 Determine the context of the organisation in line with the relevant SS ISO 45001 Occupational Health and Safety (OH&S) Management Systems high level structure and requirements. LO(S) 2 Establish the direction of OH&S management system with leadership commitment and worker participation in accordance with the SS ISO45001 OH&S management systems requirements. LO(S) 3 Develop the OH&S plan to address OH&S risks and opportunities, set and achieve the OH&S objectives in accordance with the requirements of SS ISO 45001 code of practice on workplace safety and health (WSH) *risk management, OH&S Management Systems, and WSH legal requirements and other requirements. LO(S) 4 Determine the supports needed for the establishment, implementation maintenance and continual improvement of the SS ISO45001 OH&S Management System. LO(S) 5 Develop operational planning and controls to manage the OH&S risks to an acceptable level in consistent with hierarchy of controls and comply with applicable WSH legal and other requirements. LO(S) 6 Establish a framework for organisational emergency preparedness and response plans in accordance with WSH legal and other requirements. LO(S) 7 Evaluate OH&S performance and compliance in accordance with organisational safety and health needs and WSH legal requirements and other requirements. LO(S) 8 Establish an internal audit programme to evaluate the organisational OH&S management system conformance to SS ISO 45001 standard, and WSH legal requirements and other requirements. LO(S) 9 Organise the management review of OH&S management system to ensure its continuing stability, adequacy and effectiveness in accordance with SS ISO 45001 requirements and WSH legal requirements and other requirements. LO(S) 10 Establish processes for investigation, reporting and taking action for accident/incident and nonconformity based on WSH legal requirements and other requirements. LO(S) 11 Establish OH&S continual improvement programs to continually improve the suitability, adequacy and effectiveness of the management system. LO(S) 12 Establish the OH&S management system implementation plan based on the needed changes identified that fulfil SS ISO 45001 requirements and code of practice on WSH *risk management.

		LO(S) 13 Establish a plan to present the developed OH&S management system implementation plan to the stakeholders for review in accordance with organisational procedures.
		<u>Learning Outcome (Knowledge)</u>
		LO(K) 1 ISO45001 High-Level Structure and requirements relevant to context of organisation (Comprehension)
		LO(K) 2 SS ISO 45001 OH&S Management Systems requirements (Application)
		LO(K) 3 Determining context of organisation (Synthesis)
		LO(K) 4 Establishing the direction of OH&S management system (Synthesis)
		LO(K) 5 OH&S plan to address OH&S risks and opportunities (Application)
		LO(K) 6 OH&S plan to set and achieve OH&S objectives (Application)
		LO(K) 7 Code of practice on WSH *risk management (Comprehension)
		LO(K) 8 WSH legal and other requirements (Comprehension)
		LO(K) 9 Supports needed for OH&S management system (Comprehension)
		LO(K) 10 Hierarchy of control (Application)
		LO(K) 11 Types of emergency response plans (Comprehension)
		LO(K) 12 OHS performance and compliance evaluation (Evaluation)
		LO(K) 13 Types of internal audit programme (Comprehension)
		LO(K) 14 Inputs and outputs of management review of OH&S management systems (Application)
		LO(K) 15 Types of incidents (Comprehension)
		LO(K) 16 Investigation process for OH&S accident, incident, and non-conformance (Comprehension)
		LO(K) 17 Types of continual improvement programmes (comprehension)
		LO(K) 18 OH&S management system implementation plan (Synthesis)
		LO(K) 19 Stakeholders of the OH&S management system (Application)
		*The Risk Assessment process should consider the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats. Training Provider should take reference from the 3rd revision of the Code of Practice on Risk Management.
		<u>Knowledge Evidence: (100%)</u> 1. Training evaluation plan <u>Process Evidence: (100%)</u> 1. Determining the relevant information to be collected for review of WSH policy, objectives and management programmes 2. Using suitable methods to collect valid and reliable input information for OH&S management system 3. Reviewing the WSH policy and risk management plan for deficiencies

	4. Setting of WSH objectives that are specific, measurable, achievable, relevant and timely
	5. Applying the Plan-Do-Check-Act process in checking and corrective action when preparing an internal audit plan and conducting management review respectively
	6. Presenting to stakeholders the developed WSH management system implementation plan for review
	Product Evidence: (100%)
	1. Organisation's WSH management system implementation plan is developed for stakeholders to review
	2. Scope of OH&S management system
	3. Reviewed OH&S Policy
	4. Responsibilities and authorities for relevant roles within the OH&S management system
	5. Organisation's OH&S risks and opportunities has been identified
	6. Methodology and criteria for the assessment of OH&S risks
	7. Legal register
	8. OH&S objectives and plans to achieve them
	9. Training records in OH&S competency
	10. Documented information on Internal / External communications
	11. Processes and procedures for operational controls, performance and compliance evaluation
	12. Documented information on operational controls, performance and compliance evaluation
	13. Emergency response plans
	14. Internal audit plan
	15. Internal audit report template
	16. Management review meeting minutes
	17. Incident / nonconformity investigation and report formats
	18. Organisational WSH improvement programmes

2.2   Sequence of Coverage

Suggested Sequence of Coverage

A clear sequencing strategy should be suggested. Sequencing is the efficient ordering of content in such a way as to help the learner achieve the objectives.

The learning sequence need not be the same as the sequence of tasks performed on the job. It is also not necessary to use the same sequencing strategy throughout the training programme although it may be more expedient. Effective sequencing can result in greater motivation since every task mastered will increase the learner's confidence and pride. Some effective sequencing strategies are proceeding from:

- the known to the unknown;
- the simple to the complex;
- the concrete to the abstract;
- the particular to the general;
- observation to reasoning; and
- the whole, to the parts, and back again to the whole

2.3   Practicum

Currently, there is no practicum requirement for the **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan** programme due to operational constraints.

2.4   Learning Strategies and Methods

Suggested Delivery Strategies and Methods
The contents of the **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4** programme may be delivered off-the-job, it can be face to face in the classroom in a training organisation, or at a workplace venue. Classroom delivery should emphasise interactive and learner-centred learning and use a flexible range of learning and delivery methods.

Content relating to Learning Outcome (Knowledge) may be delivered through e-learning, self-directed learning and/or other learning resources. If preparations by learners are required prior to commencement of the course, they should be provided with learning materials such as handouts (self-directed learning) or compact disc (e-learning) upon registration of the course. They should also be notified by training organisations on what they need to prepare before coming for the course.

Every effort must be made to emphasise the direct relationship between the acquisition and application of the skills, knowledge and attributes to their workplace.

Varied delivery strategies should be utilised to optimise learning. Listed below are some possible options:

- Lecture presentation / Self-directed learning / E-learning / Session Review
- Group Discussions / Presentation

The above suggested delivery strategies and methods should be adjusted according to the profile of the target audience. Programme developers are also encouraged to be creative in designing an interactive learning experience that allows the learners to apply the learning into context.

In additon, you may want to adopt the following approach to curriculum development for the learning:

Suggestions for delivery of programme are given below:

Learning Activity	Applications
Lecture on Learning Outcome (Knowledge) and principles	• Method to provide details on a specific subject • Little or no interaction with learners • Recommended to incorporate graphics such as videos, diagrams and pictures • Recommended to complement lecture with session review to maximise learning for learners
Case study	• Opportunity for learners to understand the context through scenario-based illustrations
Practice	• Opportunity for learners to try performing a skill with support and feedback • Best conducted in small groups or one-on-one • Generally used for skill development • Effective form of learner engagement
Discussion	• Two-way interaction to examine issues or problems • Best for a small group of learners • Generally used for analysing problems, attitudes or difficult situations • Can be time consuming

The suggested learning strategies to optimize learning for the **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4** programme are illustrated as follow:

Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4

Suggested Learning Strategy	Topics & Learning Activity Involved
Lecture / Session Review	• Determine context of organisation • Establish direction for the OH&S management system • Review WSH policy • Establish process(es) for worker involvement in OH&S

Suggested Learning Strategy	Topics & Learning Activity Involved
	management system
	• Apply hazard identification and risks and opportunities assessment methodology
	• Set OH&S objectives
	• Establish plan to achieve OH&S objectives
	• Establish a framework for organisational emergency preparedness and response plan
	• Develop operational control based on hierarchy of control
	• Develop performance measurements and monitoring procedures
	• Develop processes for investigation and reporting of accident/incident
	• Establish an internal audit programme
	• Develop the WSH management system implementation plan
	• Conduct management review of OH&S management system
Group discussion/work with presentation	• Identifying the differences between OHSAS 18001 and SS ISO 45001
	• Determining of Context of Organisation
	• Recognising the importance of leadership's and worker's roles in OH&S management systems.
	• Ways to review WSH policy and risk management plan for deficiencies
	• Assessments of risks and opportunities
	• Establishing OH&S objectives
	• Developing of emergency response plans
	• Measuring performance and evaluating compliance
	• Developing an internal audit plan
	• Identifying common pitfalls in investigation of and corrective action for incidents and unconformities
	• Initiating continual improvement programmes
Learning Outcome (Knowledge) Check	• SS ISO45001 High-Level Structure and requirements relevant to context of organisation
	• Workplace Safety and Health (WSH) legal and other requirements
	• Code of practice on WSH Risk management
	• Supports needed for OH&S management system
	• Types of emergency response plans
	• Types of audit programme
	• Investigation process for OH&S accident, incident, and non-

Suggested Learning Strategy	Topics & Learning Activity Involved
	conformance

*The Risk Management process should consider the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats. Training Provider should take reference from the 3rd revision of the Code of Practice on Risk Management.

Adults Learners

To enhance the transfer of learning, an andragogical or adult-oriented approach to learning is encouraged in the development and delivery of the programme. Andragogical instructional techniques are designed with these factors in mind:

- Adults are self-directed
- Adults have acquired a large amount of knowledge and experience that can be utilised as a resource for learning
- Adults acquire a large amount of knowledge and experience through workplace learning
- Adults show a greater readiness to learn tasks that are relevant to the roles they have in life
- Adults are motivated to learn in order to solve problems or address needs and they expect to immediately apply what they learn to these problems and needs
- Adults need to be challenged with varied strategies that maintain interest

Training providers may wish to provide simulated work settings, where possible, to provide learners with an authentic learning experience. Learning Outcome (Knowledge) can be delivered off-the-job in classrooms or online platforms such as e-learning, self-directed learning and/or other learning resources. If preparations by learners are required prior to commencement of the training, they should be provided with learning materials such as handouts (self-directed learning) or compact disc (e-learning) upon registration of the course. They should also be notified by training organisations on what they need to prepare before coming for the course

2.5 Facilitator's Guide and Participants' Workbook/handouts

The Facilitator's guide provides the facilitator with information on the course including
- Course aim
- Learning objectives
- Target audience
- Assumed skills and knowledge
- Course duration
- Class size and trainer/trainee ratio
- Lesson plan
- Course contents and instructional materials
- Training methodologies
- *Training resource requirements
- Course administration instruction

*Total WSH
- Total WSH presentation slides will be issued upon approval of the Training Provider.
- The materials are provided strictly for the explicit use and guidance of training providers for the conduct of this course.
- Any other use of the materials or parts thereof, reproduction, publication, distribution, transmission, re-transmission, or storage in a retrieval system in any form, electronic or otherwise, for purposes other than that expressly stated above without the express permission of WSH Council is strictly prohibited.

To facilitate the learning process, it is recommended that the training provider provide each trainee with a participant's workbook or handouts. This set of notes should contain the course aim, learning objectives and the key learning points.

The training provider to ensure that materials used for the training does not infringe on patent, design, copyright and intellectual property rights.

The training provider shall <u>maintain a version control of updates</u> made to the course materials for verification by the relevant authorities.

2.6   Training Venue Requirements

The training provider shall ensure that the classroom used for this training has adequate seating. Facilities inclusive of writing tables must be reasonably and comfortably spaced so as to be conducive to the learning process and for the purpose of conducting the assessment. Classrooms must be equipped with projectors, whiteboards, flipcharts and specific training aides related to the course. The classroom must be adequately illuminated and ventilated. Emergency exit signs and routings must be clearly demarcated and briefed to all the course participants at the start of the course.

2.6.1 Unless prior approval has been granted by the CB, which had certified its WSH courses, each TP shall maintain and conduct its WSH course at its primary Training Venue. In addition, the TP shall ensure that the following are not shared with any other TP:
        (a) their approved Training Venue/s; and
        (b) Any other equipment or loads, which are used for the conduct of the WSH course.

2.6.2 In the event, where the TP wishes to conduct its WSH theory course(s) at a venue, other than the approved Training Venue, the TP must inform the CB, which had certified its WSH course(s) at the approved Training Venue/s, of its intent to effect such a change, and it
must also demonstrate to the CB that:
(a) It has an approved Training Venue at the registered address;
(b) That the proposed venue is conducive for learning; and
(c) That there are no safety and health concerns in relation to the proposed venue/s.
The TP may conduct its WSH theory course(s) at a venue other than the approved Training Venue/s only after obtaining the CB's approval.

2.6.3 The requirement stated at Para 2.6.2 shall apply to a TP for single and multiple usage.

2.6.4 Where the CB has granted approval to the TP to conduct the WSH theory course(s) at an alternate venue, the TP must ensure that:

a) All training and assessment records are kept by the TP, for courses conducted, at the alternate venue. Such records shall include the following documents:
i. Photographs of the alternate venue;
ii. Photographs of the WSH theory course(s) being conducted
at the alternate venue;
iii. Layout plan of the alternate venue; and
iv. Leasing documents;

b) The records mentioned in sub-paragraph 2.6.4(a) above, are
continually updated;

c) The alternate venue is only used for the conduct of WSH theory
course(s). No practical training/assessment shall be allowed at
the alternate venue, unless approval has been granted by the
Authorities; and

d) The alternate venue is not occupied and or used by another TP at any time.

2.6.5 The TP must ensure that all Training Venues (including alternate venues) have been approved by the Urban Redevelopment Authority (URA) or the Housing & Development Board ("HDB"), either as a Commercial School (theory based only) or for Industrial Training
(theory and practical), before it applies to be certified by the CB.
Note: Tenancy agreement (e.g. from JTC Corporation or other Developers) does not constitute a URA approval. Only correspondence with letterheads bearing the office of the relevant
government authorities granting the approval shall be recognised.

2.6.6 Paragraph 2.6.5 shall not apply to TP who is applying for a once –off use of the theory training premises.

2.6.7 The TP is to note that a CB's approval of any practical training venue is conditioned upon its safe and adequacy of the training facilities and equipment. The TP shall comply with all relevant legislations including but not limited to legislations involving land use, building, fire and safety.

CHAPTER 3: KEY ASSESSMENT ADVICE

This chapter describes the following components:
A description on the general guidelines and requirements for conducting assessment is given in the reference WSQ resource websites in **Part II** of this document.

3.1 Assessment Strategies

A non-exhaustive list of assessment strategies and methods indicating the possible assessment methods or combination of assessment methods, as illustrated in below, can be used as a planning guide for determining the appropriate assessment strategy for the respective Learning Outcome (Skill) and Learning Outcome (Knowledge) in the competency-based.

The frequently used competency-based assessment methods may be categorised into three broad groupings:

3.1.1 Performance-based Methods (Practical Performance)

Performance-based assessments have always been the preferred competency-based assessment methods. They have the benefit of authenticity. The assessments require candidates to perform a particular task according to specification or standards as a demonstration of their achievement. Performance-based assessments offer the assessor a direct source of evidence to evaluate the candidate's ability. Most of the vocational training adopts performance-based assessment, for example in nursing, performing arts, culinary, military, and technical, etc. By observing the candidates performing the real task, it is more reliable for the assessor to predict the candidate's ability to perform the same tasks in future. Some examples of performance-based assessment methods are highlighted in the sections below.

- **Workplace Performance**

  This is arguably the best method to collect reliable and authentic evidence of a candidate's actual work competencies. The fact that the assessment context is set under actual work conditions that require demonstration of actual occupational competencies maximizes the degree of realism in the assessment process. Consider the assessing of a candidate's process operating skills. What best way to administer this assessment other than to get his direct supervisor observes how he actually operates the process equipment and takes the required measurements? Due to the high-quality evidence that can be derived, workplace assessment should always be an assessor's primary source of evidence collection.

  In spite of the above, key considerations of this method include significant investment in resources, training of supervisors in conducting competency-based assessments and the availability of opportunities to assess the candidate across the full range of activities specified within the standards. In such cases, simulation of role-play should be considered as a supplementary means to collecting evidence.

- **Role-Play/ Simulation**

Role-playing or simulation provides an alternative for workplace performance. It can be seen as an orchestrated scenario that seeks to extract evidence of a candidate's competencies. Due to the evidence being drawn from 'false' or 'simulated' settings however, the quality of the evidence usually pales in comparison to those drawn from workplace performance. Nevertheless, it serves as a useful alternative to workplace performance in situations whereby certain conditions are required in order to extract evidence of particular competencies. For example, in preparing internal audit for WSHMS, the candidate may be required to develop an internal audit checklist as a tool to conduct WSHMS audit.

Under this method, a candidate would assume the role of a designated character that is required to perform a particular set of tasks (mostly similar to workplace activities) under simulated settings. To ensure that candidates understand their roles in relation to the simulation and the corresponding performance requirements, it is important that a detailed pre-assessment briefing is conducted to familiarise the candidate with the requirements.

3.1.2 Questioning Methods

- **Written Questioning**

Written forms of assessments offer wider variety of methods and it is more versatile in its design and use. The more commonly used types of written methods that are relevant to competency-based assessment are short answers, case study, portfolio, etc. However, TP may have the option to use MCQ in the assessment. The number of attempts a candidate is allowed to be assessed in the written assessment is ONE. The candidate certified "NOT YET COMPETENT" after the assessment, the candidate must be re-coursed. During the administration of the written assessment, there shall be an assessor to ensure the integrity of the assessment process. The trainer for the course is not permitted to be the assessor for the same course during the assessment. An invigilator can be appointed in place of the assessor, but the trainer for the course must be on standby to make clarification on the questions where needed.

- **Multiple Choice Questions (MCQs)**

MCQs require the candidate to recognize fine distinctions between correct and nearly-correct statements. They learn that these distinctions are not only of Recognition, but are distinctions that involve the thinking for Synthesis, Analysis, and Application.
Questions are focused on finding out fine distinctions between correct and nearly-correct statements. In this example below, the answer that is expected is the wrong content of the Risk Management Plans.

Example: What is NOT included in RM plan? a) Name list of RM team b) Previous WSH audit results ……

It is a closed-ended question and a specific response is expected. A set of answers should be provided to the assessor in order to assess the test consistently.

- **Written Assessment/Scenario-based**

Written assessment is a documented study of a specific real-life situation or imagined scenario. Learners are required to analyse prescribed cases and present their interpretations or solutions supported by the line of reasoning employed and assumptions made.

> Example:
> G-Tech Pte Ltd has developed their WSHMS procedures according to SS ISO 45001. The next step is to implement the WSHMS. You are assigned to develop …………..

However, being an open-ended question, there may be a variety of responses. A set of answers can be provided to the assessor in order to assess the test consistently.

- **Portfolio**

A portfolio refers to a collection of evidence assembled by the learner to demonstrate achievement. This may include evidence such as completed assignments with feedback from assessors, project reports, design/artwork, software, resumes, certificates of achievement and self-assessments. Learners may have completed some of the work as part of their course, while other materials might be generated outside of context. The main purpose of using a portfolio would be the collection of evidence to establish that the learner has met a set of prescribed performance statement/criteria. A key point to note is that evidence accumulated many years ago has to be in line with contemporary practices and standards.

A typical approach includes:

- Publishing performance statement/ standards;
- Learner collecting a portfolio of evidence of performance for each element of the standard;
- Assessor evaluating evidence against the performance standards, and
- Learner being declared competent or not-yet-competent for that element

Written methods provide a variety of assessment tools to collect evidence from the candidate. However, it is important to note that any form of written work would require certain level of language proficiency. The assessment designer must constantly remember that it is the real outcomes or competencies which are to be assessed. Candidates should not be disadvantaged by language proficiency. Written methods are more appropriate for competencies with higher level of cognitive skills.

3.1.3 Attitudinal evaluations

Attitude evaluations are approaches to the direct assessment of candidates' behaviour that can be used to make inferences about their attitudes. Attitudes are fairly consistent and stable ways that people think and feel, and are predisposed to think and feel in the presence of various stimuli. Evaluation of attitude is perha the most challenging aspect of competency-based assessment. Reason being while it is fairly easily to evaluate a candidate's psychomotor and cognitive competencies that are mainly overt, through methods such as practical demonstration and written/ oral tests, a person's attitude remains largely covert. This implies that he will be able to manipulate the display of the desired kind of attitude for the sake of passing assessments. A classic example would be assessing the attitudinal aspect for effective client service. Example is "Go the extra mile service", when the candidate is required to smile and maintain eye-contact throughout the interaction with the client. It is not difficult to 'put on a front' and display this set of desired attitude for passing the assessment. However, what happens henceforth at the workplace remains to be seen.

As attitudes are not directly observable, we can make inferences from the otherwise unobservable attitudes based on observable behaviour. Behaviour observation over a period of time via direct means, e.g. self or indirect means e.g. third party or during a significant event (or setting) e.g. mystery client, is the most commonly used method.

- **Observations**
  The assessor will design evaluation criteria based on a set of expected behaviour outcomes and use the assessment criteria to grade the candidate during observation. It involves observing the behaviour of learners, recording as much as possible, or whatever appears to be useful, important, or unusual. Once the data are recorded, the observers' task is to make sense and draw conclusions from it. By attending to all behaviour, important patterns or trends may have been overlooked. Observation requires preparation time. It is necessary to determine why you are observing, what you expect to see or think you might see and how you will record what you see.

This section provides an overview of common assessment methods. However the list is not exhaustive as illustrated above, it can be used as a planning guide for determining the appropriate assessment strategy for the respective Learning Outcome (Skill) and Learning Outcome (Knowledge) .

Generally, there is no such thing as one best assessment method. As illustrated above, there are constraints associated with each method and it is up to the assessor to study the pros and cons of each and decide how best to complement a method's weaknesses with another method's strengths to extract quality evidence. It is advisable to use a hybrid of methods to enhance reliability and authenticity of evidence collected. For example, a project used to assess task skills can be supplemented with oral questioning to assess application of knowledge. It also reaffirms the originality of the candidate's work.

In selecting assessment methods, factors such as the purpose, the structure and the timing of assessment should be considered. It is important to note that one can combine the assessment of relevant competency standards at one sitting rather than assessing one individual standard at a time, especially when a group of competencies are related. A typical example is the driving test where parking, reversing, signalling and driving are tested in one sitting since it emulates the actual process of driving. Such holistic assessment methods are generally more authentic in relation to the real workplace. While not always feasible, assessment at the workplace is generally preferred as it gives candidates opportunities to demonstrate his or her ability to perform in the work environment. As with any assessment, the competency-based assessment requires careful thought and planning if it is to be truly effective.

Industry Requirements

Currently there is no particular assessment method mandated by the industry. Training providers are encouraged to refer to the checklists such as those suggested in the Annexes (see Annex B to D) as tools for organising assessments for Learning Outcome (Skill) and Learning Outcome (Knowledge).

MOM/WSH Council officers shall conduct audits with or without notice on WSQ WSH TPs.

- To facilitate uploading of the assessment results, TPs shall install the Automated Marking System (AMS) and its associated hardware.

- The TP personnel who is authorised to use the AMS must also ensure that the assessment results are updated in SSG's TPGateway.
- TPs are to upload the test results to MOM/ WSH Council no later than 5 calendar days after completion of the courses. All errors must be rectified within 24 hours for re-submission of the affected results to MOM/ WSH Council via WSH TRS. This is in addition to the uploading of assessment results to SSG via TPGateway

3.2   Graded Assessment

NA

3.3   Assessment Instruments and Tools

General Guidelines on Conducting Competency-Based Assessment

As part of the preparation of courses for accreditation, training organisations are required to have an assessment plan for each programme. The advice which follows is provided to assist in the preparation of an assessment plan.

Samples and templates of these instruments and tools as suggested in Annex B to D that could be used for this Competency unit- **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4** are:

- An Evidence Sources Checklist to serve as a reporting snapshot of the types of evidence gathering that may be used.

- Checklist as an instrument for the recording of Learning Outcome (Skill)

- A Verbal Assessment Checklist to record answers to questions concerning Learning Outcome (Knowledge) if this is used as an alternative to written exercise.

- Written Assessment Checklists as an instrument for the recording of answers to questions concerning the Learning Outcome (Skill) and Learning Outcome (Knowledge)

- A Recording and Reporting Assessment Table Format as an instrument for the concise recording of competency and re-assessment information concerning the programme

- An Assessment Summary Record as an instrument for the recording of the Learning Outcome (Skill), assessment methods and assessment tools with the indication of the overall result (Competent or Not-Yet-Competent)

The Quality Assurance Division in SSG has set out the following general guidelines for conducting assessments, particularly competency-based assessment. While there are some points in the advice that follows which may need to be modified in the context of each programme, they represent a sound starting point for reference in developing an assessment plan.

3.3.1   Technical Principles of Assessment

Competency based assessment is the process of collecting evidence and making judgments on whether or not competency has been achieved. All assessment centres and training organisations

are required to demonstrate compliance with the following four technical principles of assessment which are: Validity, Reliability, Flexibility and Fairness.

These technical principles of assessment must be addressed in the development of assessment tools, conduct of assessment, and in the design, establishment and management of the assessment process.

(i) Validity

A valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

The principles of assessment therefore must take into account several factors:

- Assessment activities are reflective of the performance expectations of the unit/s covered
- Assessment against the competency unit/s must cover the broad range of skills and knowledge
- Assessment should integrate knowledge and skill with their practical application
- Evidence should, if possible, be gathered on a number of occasions and in a range of contexts, using different assessment methods

The validity of assessments can be enhanced when some or all of the factors below are applied:

- The assessment focuses on the appropriate areas of competence and skills
- A sufficient range of the performance of the person being assessed is sampled
- The assessment tasks resemble those encountered in the workplace. Where this is not possible (e.g. in a facilitated learning environment where participants come from different industries), scenarios and/or contexts which participants can easily relate to should be used.
- Evidence of performance is obtained after the assessment to support predictive validity
- The assessment procedure documents the links to workplace performance
- Multiple approaches to assessment are used
- The assessor can demonstrate how evidence of competency discriminates between different competencies and reinforces similar competencies

(ii) Reliability

Reliability refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability can only be achieved when assessors share a common interpretation of the unit/s being assessed.

Some or all of the following factors will contribute to reliability:

- The criteria for the judgement of competence must be stated clearly and adhered to
- Assessment practices in the assessment of candidates, need to be monitored and reviewed to facilitate consistency of judgement
- As a minimum requirement, assessors must meet the vocational competence requirements outlined in Part B of this Guide

Applying the following practices enhances reliability:

- Comparing the results of two or more assessors (moderation)
- Collecting evidence via a number of different assessment methods

- Collecting evidence across different locations and times
- Specifying clearly the competencies to be attained (documentation)
- Specifying clearly the instructions on how assessments should be undertaken and carried out
- Detailing clearly items on self / peer / supervisor assessment (documentation)
- Reviewing the training of assessors (systematic procedures)

Evidence of consistency can be obtained by assessing on multiple occasions and by using a number of methods of evidence gathering and in a range of contexts.

(iii) Flexibility

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations:

- Cover both on and off-the-job components of training where applicable
- Provide for the recognition of competencies no matter how, where or when they have been acquired
- Draw on a range of methods and be appropriate to the context, task and candidate
- Be made accessible to candidates so that they can proceed readily from one Competency Unit to another

Flexibility applies to the process – not the standard.

(iv) Fairness

A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. To maintain fairness:

- reasonable adjustments are made to assessment procedures depending on the characteristics of the person being assessed
- assessment procedures and the evidence (whether product or process) must be made clear
- a consultative approach to assessment of a competency against one or all of the units in the Standards is recommended
- persons being assessed against the Standards must have the opportunity for a review and an appeal of assessment decisions

To be fair, an assessment should:

- help the person being assessed understand clearly what is expected and what form the assessment will take
- be equitable to all grouLO(S) of people being assessed (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the person(s) being assessed)
- have criteria for judging performance that are made clear to all those seeking assessment
- involve a participatory approach to assessment that is agreed to by the assessor and the person being assessed
- provide opportunities that allow the person(s) being assessed to challenge assessments with provision for reassessments

    Sources: CU5 – Develop Competency-Based Assessment

    CU6 – Conduct Competency-Based Assessment

3.3.2 Collecting Evidence of Competency

Assessment of competency should involve demonstration of competence in all dimensions of competency (task skills, task management skills, contingency management skills, job role / environment skills and transferability). Evidence should involve a variety of evidence types, where possible.

At least one form of direct evidence should be considered to make a judgment on the practical performance component of the competencies, for example, observation of a simulated performance.

Supplementary and indirect forms of evidence should be used, where possible, in support of direct evidence to:

- extend on direct forms of evidence, for example, a range of situations, with different types of persons being assessed, or in conflict situations
- facilitate transferability of competencies to new situations and contexts
- assess underpinning or required knowledge and understanding
- provide information on possible performance in rarely occurring but critical situations, for example, theft, breakdown and industrial conflict

Third party reports are used only to verify and support evidence obtained using other methods, unless the third party is a qualified assessor and is familiar with the standards of the Competency Unit mentioned.

Self-assessment against the Competency Units can make the person being assessed aware of the standards they are expected to achieve, prepare them for formal assessment and/or contribute towards final assessment particularly as part of recognition of current competencies.

(a) Rules of evidence

Evidence of competence must be:

(i) Valid evidence

Evidence of competence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to ensure that the evidence meets the specified criteria of the standards. Evidence should also match or reflect the type of performance that is being assessed.

(ii) Sufficient evidence

This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the candidate is competent across all competency elements taking into account the contexts for application of the skills / knowledge required in performing the Competency Unit.

Evidence should be collected from multiple sources and at different time where possible.

(iii) Current evidence

An assessor needs to determine the currency of the evidence of competence.

(iv) Authentic evidence

Assessors need to be sure that the evidence is the candidate's own work. To determine authenticity, validation of the evidence by a third party may be necessary.

3.3.3. Code of Practice for Assessors

Conflict of interest sometimes arises for assessors. Under these circumstances, the conflict should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- a pre-established, personal relationship between the assessor and the person being assessed
- financial implications for the assessor
- employment opportunities for the assessor
- power opportunities for the assessor

Referrals for opinions to other internal assessor/s or to an external assessor/s can help to establish fair practice. The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two.

Care must be taken to conduct assessment practices that do not perpetrate possible workplace discriminatory practices. As well, assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from the person/s being assessed or potential client groups.

Personal or interpersonal factors (biases) not related to the assessment decision or process may include the characteristics of the person being assessed and/or the assessor - for example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin colour, social class and/or ethnic background. Such biases are always to be avoided.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education i.e. NCME). The Code of Practice below is based on the international standards:

- The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate(s) are protected during and after the assessment
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- Results are only released with the written permission of the candidate(s)
- The assessment results are used consistently with the purposes explained to the candidate
- Self-assessments are periodically conducted to compare current competencies against the Advanced Certificate in Generic Manufacturing competencies
- Professional development opportunities are identified and sought
- Opportunities for networking amongst assessors are created and maintained
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes

    Sources: CU5 – Develop Competency-Based Assessment
    CU6 – Conduct Competency-Based Assessment

3.3.4. Purposes and Key Features of an Assessment Plan

While the guidelines for conducting assessments set out in the preceding section provide a valuable framework of ideas and practices, there are some adaptations which may need to be made. For example, to strengthen validity and reliability, if more than one assessment is used to assess a particular performance statement or criteria, that assessment should be spaced over time, location and so on. It needs to be remembered that these guidelines were written for the entire WSQ industry sector, and some programmes may be considerably longer and more diversified than others.

Some programmes are relatively short – they may be less than 24 hours in duration and during this period there is limited time for complex and multiple cross-referencing of assessment.

Trainers are advised to take a balanced approach, using the principles to maximise validity, reliability, flexibility and fairness of the assessment process. However, assessment should not dominate the contact time with participants or to distort the broader purposes of the training.

It could also be the case that in some programmes, there are substantial components which are difficult to assess in pure 'competency' terms as they involve changes in 'mindset' and development of personal attributes. These are often difficult to validly assess on the basis of observed performance of specific competencies as they relate in large part to development of knowledge and attitudes.

Different methods of assessment – group discussions and personal observations of the trainee on how they approach particular challenges as well as knowledge assessment may be used with effectiveness. Assessment strategies should reflect a clear understanding of diverse learning styles.

3.3.5 Purposes of the Assessment Plan

The purpose of the assessment plan is to:

    a.   set out how the course will be assessed and to detail the assessment events, processes and instruments that will be used. The end result of the assessment process is a determination of Competent / Not Yet Competent

    b.   set out the course accreditation submission the way in which the course will be assessed against the relevant units and the performance expectations for the programme

    c.   serve as a guide to trainers in their delivery and assessment of the course. This is particularly important if there are several trainers undertaking the delivery of the course

    d.   serve as the basis upon which to develop advice for trainees as to how the course will be assessed and what they will have to do to be assessed as 'Competent'. (The assessment plan should not be provided in full to trainees but a suitable summary of the assessment programme should be provided)

    e.   clarify for trainers, trainees, auditors and clients (companies, employers) what a competent person can do and how we establish that these criteria have been met. It also allows us to clearly advise unsuccessful trainees as to where they did not meet assessment requirements

    f.   provide a safeguard to show that the assessment is based upon, closely connected to, and structured around the Competency Units – in other words, that it is competency-based

3.3.6 Key Features of the Assessment Plan

The overriding criteria for a good assessment plan should include the following:

    a.   fair, valid, reliable and flexible

    b.   links to the units and competency elements and the performance criteria set out in the Competency Unit

    c.   covering the assessment of Learning Outcome (Knowledge)

    d.   including assessment instruments and events which are 'performance based'. This means the assessor is able to make a direct assessment of whether the trainee can perform the competency to the required skill level as set out in the performance criteria – through workplace demonstrations, simulated workplace demonstrations and practical tasks or other performance-based processes

    e.   be practical and 'doable'. This means there is a reasonable balance of course time taken up with training and assessment (the demands of assessment should not overwhelm the trainers' time dedicated to course instruction). Assessment should not impose unreasonable burdens on the participant nor should the criteria be set so high that trainees find it unreasonably difficult to succeed

    f.   where possible, assessment should be fun. Clever and authentic assessment should tap upon the natural enthusiasm of the learner to learn and the satisfaction which comes with demonstrating a skill or ability

    g.   be holistic and avoid being 'atomistic' – multiple small, unconnected assessment events which are time consuming and may mean little on their own. Often the key to 'competence' is to be able to combine a set of discrete skills into a meaningful job related process

h. have coherency and, where possible, clustered around a few more comprehensive assessment events which can collectively assess several specific elements and performance criteria in a connected way

i. the weightings of the assessment events and processes should be documented – and whether they are essential for an assessment of competence or not essential should be made clear to participants (in other words, the specific skill or competent behaviour can and would be assessed in multiple ways during the course)

j. detail and justify how an assessment of 'Competent' is reached, for example how the knowledge assessment is integrated into the overall assessment, whether there is a threshold requirement on this assessment, how 'failed' attempts may be repeated and what are the essential elements of competence in the assessment. It should be stressed that there is no such thing as 80% 'Competent' - a candidate is either 'Competent' or 'Not Yet Competent'. This means the definition of 'competent' and how competence is met needs to be clearly stated in the assessment plan

k. avoidance of multiple choice and true / false objective testing unless for the most basic cognitive recall elements of Learning Outcome (Knowledge). If these methods are used, new item sets should be constructed for each class or group as otherwise over time these tasks lose their reliability. Generally we only recommend using such approaches if a training organisation has the capability to develop and validate a substantial item bank

l. for the knowledge component short written or oral answers to authentic work-related questions or situations are a more suitable approach; other techniques can include longer written reports, presentations and longer written tests

m. it is useful and recommended that the assessment plan be set out in descriptive tabular form showing how the assessment covers the various elements of competence:

- This is sometimes referred to as a 'Table of Specifications' for the assessment programme. There are several ways this can be done. One approach is to list all the Learning Outcome (Skill) and set out in the table how each will be assessed, the instrument, time taken and so on – refer to **Annex A**. This however can lead to rather more atomistic checklist approaches

- Another way is to set out the key comprehensive assessment events (as suggested in item h) and against them – which Learning Outcomes (Skill) are assessed during the assessment event. This technique thus begins not with a large list of LO(S)s but rather a small set of coherent larger assessment events in which many LO(S) assessments are integrated – refer to **Annex B**. This is likely to result in a more interesting, less fragmented and less intrusive assessment programme. Care must be taken however to ensure that all the Learning Outcome (Skill) are its related range of application are assessed. If necessary, some specific assessments may be needed to ensure full coverage.

- A summary of evidence sources and evidence expectations are a useful adjunct to the assessment plan. By way of explanation a sample of **Annex C** is append.

- Avoiding, whenever possible, assessment events or conditions which are finite and irredeemable, especially early in the course. (If you fail this event – you have failed the course.) Trainees should be given the opportunity to be re-assessed on critical assessments, to have a second chance and to have the opportunity to address particular assessment requirements in alternative ways

- Overall, while the assessment is important, a balance should be struck between training and assessment, and the trainee should feel that the assessment and instructional programme were well connected and integrated in the training experience

3.3.7 Assessing Learning Outcome (Knowledge)

In each of the Competency Units there is an elaboration of the Learning Outcome (Knowledge) for the course. This reflects what a competent person needs to know to be competent and also what he or she must know and understand to practise the competency effectively and in the right context.

To some extent Learning Outcome (Knowledge) is implicit in the performance of the competency (for example, the worker will put on personal protective clothing or equipment before commencing work activities) but nevertheless the Learning Outcome (Knowledge) should be separately assessed (to ensure that the worker knows the reason of doing this and the health and safety involved).

After demonstrating competent performance, one way to determine if the learner understands the principles underpinning their performance is to use verbal questioning. A verbal assessment template is shown in **Annex D**. When creating a set of verbal questions, the assessor/trainer should regard their prepared questions as a guide only. By way of implementing a flexible assessment plan, the trainer/assessor will adapt the verbal questioning according to the assessment environment and learner response.

If the Competency Units are relatively short, there may not be time for trainees to write reports, journals and undertake sizable projects and so the assessment plan should set out how this will be undertaken in a balanced way, and in the knowledge component.

One approach is to identify the Learning Outcome (Knowledge) which is essential for competence and to ensure that the trainee has this knowledge, if necessary, through an opportunity to repeat those critical parts of the knowledge assessment in which he or she was unsuccessful.

Ultimately the trainer / assessor must be clear about the criteria being set for assessment of the knowledge component and show these in the assessment plan.

3.3.8 Assessment Requirements

The assessment may be sequenced with or follow other programmes that deal with similar or related subject matter in order for the candidate to draw from previous experience for this assessment.

This assessment context is the candidate's current place of work and job role. A judgment of competence denotes that the candidate is able to produce the desired outcomes reflected in the competency element within the requirements of the work role and environment. The assessment would therefore be limited to the scope and circumstances defined by the following elements:

- the range of activities, tasks, roles and responsibilities found in the workplace
- relevant industry code of practice
- occupational safety and health regulations for the industry
- legal or ethical issues that the participant may have to deal with in the workplace

Assessment may be undertaken on-the-job and or off-the-job. When on-the-job assessment is not feasible, alternatives may be discussed between the assessor and the candidate. The essential reference for the collection of evidence is the proposed evidence sources in the Competency Unit. The assessment plan may include the following assessment methods:

- Project
- Oral test
- Case study
- Work observation
- Written activities / reports
- Interview
- Review of relevant documents which include training records, personal statement/resume, journal/diary, testimonials
- Others

3.3.9 Suggested Assessment Strategies

With reference to the assessment requirements in above the assessment strategies suggested for this programme may include:

(a) Work Observation – Real work situations or simulation

Where real work situation is used for the assessment and where all evidence cannot be gathered in a one-time assessment, they can be gathered over a reasonable period of time (maybe within a week) as determined and agreed by the candidate and assessor. The assessment duration in this case will not apply. However, candidate should complete the assessment within the time frame stipulated in the job sheet or work instruction.

Where it is not possible to assess the learner using real work situations, simulation will be used as an alternative method. Assessor is advised to study the candidate's work situation very carefully to determine the most appropriate method/s to use for assessment. Simulation may also be used to gather all or part of the evidence. Where simulation is used to gather all the evidence, the assessment duration specified in the Assessment Plan will apply. Where simulation is used to gather part of the evidence, the assessor will need to determine the assessment duration and inform the candidate accordingly.

Where evidence cannot be gathered during the practical performance, supplementary questions will be asked to ascertain candidate's competency.

(b) Questioning

Written and or oral questioning is used to assess Learning Outcome (Knowledge) and performance expectations that are not observable during practical performance. Written test could be done through electronic means or question paper.

Where candidates are unable to express a response during oral questioning, other means of response could be used, such as writing, drawing or demonstrating. In situation where

knowledge can be demonstrated or implied through practical performance, questions need not be asked.

(c) Documentary Review

Documentary evidence can be recent work or current work completed by the candidate during the practical performance, which may includes working in team to implement improvement to work processes or products.

Where evidence is lacking from the documentary evidence, assessor will use supplementary questions to gather evidence during an interview with the candidate or gather the evidence from the candidate's supervisor.

In addition, the assessment instruments and tools for the conduct of the assessment planned that may be relevant to this programme include:

- **Practical Performance Checklists** to serve as reporting mechanism for several Learning Outcome (Skill) that may be achieved through the use of different assessment methods

- **An Evidence Sources Checklist** to serve as a reporting snapshot of the types of evidence gathering that may be used.

- **An Evidence Plan Checklist** to serve as a reporting instrument to record a plan of expected evidence materials.

- **A Verbal /Knowledge Assessment Checklist** to record answers to questions concerning Learning Outcome (Knowledge) if this is used as an alternative to written exercise

In summary, the range of assessment tools utilised in assessing the performance can include work-related performances, projects, work related portfolio, case studies or practical tasks. The knowledge-based test may be written or oral, based on the Learning Outcome (Knowledge) specified in the evidence guide in the appropriate units of competency.

Other Assessment Advice

a. Collecting Evidence

Evidence must be gathered from a range of contexts that will enable a fair and reliable judgment about the participant's competence. The assessment process and collection of evidence must be valid, reliable, flexible, and fair while the evidence collected must also be valid, sufficient, current and authentic.

Evidence gathering methods should be culturally inclusive and take into account the language, literacy and numeracy skills of the participant.

Reasonable adjustments may be considered for participants with physical and/or sensory disabilities or learning difficulties that may require support to undertake assessment. Such support could include physical, mechanical or technical aids, extra time for assessment or specially devised or adapted methods of assessment. For example, participants who do not have opportunities to be observed conducting live meetings or briefings may be assessed through interviews or simulations.

Evidence of competency must include occupational safety and health and other legislative aspects of the job.

b. Recording and Reporting Assessment

The candidate should be given specific and constructive feedback on the assessment outcome. Information to be captured in an assessment record includes the Competency Unit and elements, the assessor name, assessment date, candidate name, the assessment evaluation, and any subsequent appeal and outcome. A suggested format is given in **Annex E**.

c. Recognition of Prior Learning

An individual who has acquired skills and knowledge relevant to this unit through previous learning or work experience may be assessed for recognition of prior learning. Where skills and knowledge have been gained through experience, the applicant will need to provide evidence of competence. Documentary evidence of formal assessment should be provided by the applicant such as certification obtained under National Skills Recognition System (NSRS) Competency Units or other recognised certification bodies.

d. Workplace Safety and Health Requirements

This programme should be delivered and assessed in accordance with Workplace Safety and Health (WSH) regulations of Singapore. Candidates should only be required to undertake instruction and assessments in environments that comply with WSH regulations of Singapore so as to ensure that everyone associated with learning in this programme commits to maintaining a safe environment. The following outlines where people can obtain more information and advice on the type of control measures used in the training programme to eliminate WSH risks are also addressed. Some suggested strategies that could apply to this training programme are:

- establish policies for safety and health policies
- establish roles and responsibilities with respect to safety and health
- specify procedures for safety and health
- communicate safety and health instructions to trainers, assessors, participants and administrative staff
- maintain safety and health records

There should be an emphasis on the interaction between everyone involved in the learning process. Mutual consultation should cover all aspects of the learning process. Trainers and assessors should make the participants aware of the WSH issues throughout the programme in theoretical and practical situations. For more information on WSH regulations of Singapore please access www.mom.gov.sg.

Issuance of "Safety Pass" and the "Certificate of Successful Completion"
Safety Pass/Card is to be issued, in accordance with the format shown in Annex G. Safety Pass and/or Certificate of Course Completion is to be issued, to candidate who is assessed "Competent" in this Competency Unit.

Certificate of Successful Completion is to be issued, in accordance with the format shown in Annex H. This is in addition to the Statement of Attainment (SOA) issued by SSG for WSQ courses.

CHAPTER 4: ADULT EDUCATOR REQUIREMENTS

4.1   Trainer/Facilitator Requirements

Trainer Requirements

The trainer must be able to demonstrate current competency in the programmes delivered. Current competency will usually be demonstrated by the completion of a relevant technical or vocational qualification, or relevant work experience within the industry, it is recommended that the trainer hold a qualification higher than the level of qualification being delivered. In the nutshell, a trainer of the programme must:

- have demonstrated competency for the programme to be delivered
- have at least three (3) years of relevant industry experience at supervisory or managerial level, including evidence of maintaining currency, for example, through recent work in the industry as supervisor, consultant or trainer, or professional development or active membership of a professional association

- be certified competent in Advanced Certificate in Training and Assessment (ACTA) or Advanced Certificate in Learning and Performance (ACLP) or Diploma in Adult Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP).

  All trainers/adult educators are required to attain 10 hours (minimum) annually by attending Continuing Professional and Development (CPD) courses conducted by appointed training providers. For more details, refer to Train-the-Trainer (T^3) Programme in WSH Council website (www.wshc.sg)

At least 80% of the trainers within a training provider shall meet the above qualifications requirements. Failure to meet the qualifications requirements may result in a lapse of the training provider status

4.2   Training Provider / Developer Requirements

Training Provider Requirements

Training Providers are expected to fulfill the following requirements:
- ISO 29993 certification;
- bizSAFE Level 3 certification;
- Blended learning
  a. Able to conduct synchronous online training and assessment for the theory contents of courses, or have developed an SOP to conduct online training and assessment when required to do so.
- Principal/Director and 1 full time approved facilitator/trainer for each WSH course

- For each WSH course, the Training Provider must have at least:
  a. 1 full time Principal/Director;
  b. 1 full time WSH Approved Adult Educator/ Trainer/Facilitators for each WSH course1; and
  c. 2 approved full time/associate Adult Educator/ Trainer/Facilitators for each of the language

Training Providers are to inform the WSH Council when they withdraw their training provider status for any WSH course(s), or have their status suspended or terminated by any authority.

Training Providers are to comply with the instruction by either (i) SkillsFuture Singapore (SSG), Ministry of Manpower (MOM) or the WSH Council to stop conducting any WSH Course(s) when an investigation is ongoing, or a non-compliance is being verified. Further actions would be taken when fraudulent acts or significant non-compliances are established.

Developer Requirements

- AE should be competent in the WSQ technical or vocational qualification, at an equivalent WSQ level or higher. This should also include any mandatory or legal certification or qualification. Alternatively, a qualified and experienced developer can work in consultation with an SME in developing a courseware.
- AE should possess at least 5 years of domain work experience within the sector.
- AE must have at least 3 years of experience in developing adult learning curriculums
- With effect from 1 October 2015, a Diploma in Adult Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP) is required.

100% of the training provider's developers must meet the above requirements. Failure to meet the qualifications requirements may result in a lapse of the training provider status

4.3   Assessor Requirements

- The assessment is to be carried out by approved assessors who meet the assessor requirements for this unit.

- Assessors must:

  - Have demonstrated competency under this competency unit.

  - Have at least three (3) years of relevant industry experience at supervisory or managerial level, including evidence of maintaining currency, for example, through recent work in the industry as supervisor, consultant or trainer, or professional development or active membership of a professional association.

  - Be certified competent in the planning and conducting of competency-based assessments or relevant National Trainer Competency Standards certification such as: Advanced Certificate in Training and Assessment (ACTA) or Advanced Certificate in Learning and Performance (ACLP) qualification or equivalent.

At least 80% of the trainers within a training provider shall meet the above qualifications requirements. Failure to meet the qualifications requirements may result in a lapse of the training provider status

Assessors must follow the assessment guidelines and are expected to carry out the assessment activities which include a pre-assessment briefing, careful evaluation of the evidence, feedback to the candidate and recording the assessment outcome.

4.4   Facilities, Equipment and Tools Information

Identify the required and / or recommended facilities, equipment, and tools needed for the training and assessment. Special attention should be paid to facilities, equipment, and tools for learners with disabilities or special needs. For example but not limited to,

- Room with tables and chairs
- Flip-chart/whiteboard
- Audio/visual aids (video, digital camera, camcorder)
- Office stationery (pens, markers, writing materials, graph paper, etc)
- Application software pertaining to data collection.

CHAPTER 5: SUMMARY OF MANDATORY SECTIONS / INFORMATION

This chapter summarizes all the mandatory sections and required information, for easy reference. Training providers / Adult Educators are expected to note the information indicated in the following Sections and to comply with the stated requirements, where appropriate:

Section	Title
1.3	Recommended Learning Hours (RLH)
1.4	Recommended Class Size and Trainer-Trainee Ratio
1.5	Recommended Assessor to Candidate Ratio
2.1	Content Coverage On percentage of items under Range and Application and Evidence Sources to be covered
4.1	Trainer Requirements
4.2	Developer Requirements
4.3	Assessor Requirements

CHAPTER 6: RESOURCE INFORMATION

The various literatures, journals, articles and researched information on Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4 programme are listed below

Simon W. Pain. (2010). Safety, Health, and Environmental Auditing: A Practical Guide. Talyor & Francis Group.

Stephen Asbury and Peter Ashwell. (2007). Health and Safety, Environment and Quality Audit. Elsevier Ltd.

Geneva. (2001). Guidelines on occupational safety and health management systems, ILO-OSH 2001. International Labour Office.

Thomas P. Houck, CPA. (2003). Why and How Audits Must Change: Practical Guidance To Improve Your Audits. John Wiley & Sons, Inc.

Kase, D.W., et al. (1996). Safety auditing: a management tool. John Wiley & Sons Inc.

Singapore Standards and Codes of Practices:

SS ISO 45001 (2018): Occupational Health and Safety Management systems — Requirements with guidance for use
Code of Practice on WSH Risk Management

6.1 TN Review Processes

The Curriculum, Training, and Assessment Guide should include the process for a regular review of the continuing relevance and quality of the document. A review should take place when there are changes such as industry developments, new technologies, work processes and legislation where applicable, or in response to feedback. Information on the feedback channel should be provided.

Glossary of Terms

This section presents the list of terms and abbreviations used in this document as well as terms frequently encountered in the training and assessment.

Glossary Terms	Description
Competency-based Assessment	Judging the degree to which a candidate has met predetermined criteria; candidates must show that they can do certain tasks in a prescribed way and that they know the context of the task and why it must be performed in certain ways.
Assessment Criteria	The standards against which assessments are judged; they must be explicit before the assessment is agreed and undertaken.
Assessment Instruments	The range of questionnaires, tests, checklists, and other materials used to assess specific skills, knowledge, qualities, or understanding; for example, there are tests designed to pick out weaknesses in processing of sales order, or tell us how confident we are; Learning Outcome (Knowledge) can be tested through oral questioning and skills by using real or simulated work tasks.
Assessment Plan	An agreed statement between candidate and assessor, normally documented, of how the candidate will demonstrate competence; the plan cover the whole award and whole unit of competence; assessment plan specifies what will be assessed, the criteria for assessment, how the assessment will be undertaken and by whom, the time-scale involved and any special arrangements that need to be made: the assessment plan is usually for individuals but can also be for group(S).
Authentic	Authentic evidence can be established as being that of the candidate rather than that of another, or of a group; if group work is used as evidence, the candidate's contribution should be clearly identifiable. Determining whether performance evidence is authentic is straightforward if the assessor is observing the candidate actually doing something at work
Candidate	A person who is preparing to be assessed for a skills standard; the term is used in this document to indicate anyone who is presenting themselves for assessment in the workplace or training school; depending on the context, the candidate can be an employee/client.
Certification	The process of registration, assessment, recording results, completing documentation, applying for and receiving certificates.
Competency	The ability to perform within a work-related function or occupational area to national standards expected in employment; the ability to produce results that are valuable to the employer and that make the employer valuable to the customer or consumer, that someone is willing to pay; employers and the public will not pay for what someone knows or feels; knowledge and attitudes are only useful if they help the person produce some valuable product or service.
Certification Body	A Certification Body (CB) is an organization accredited by the Singapore Accreditation Council (SAC) to assess and certify a WSH Training Provider's compliance to ISO 29993:2017 and MOM/WSH Council requirements.

Glossary Terms	Description
Competency Unit	A group of elements of competence which together constitute a particular work role, duty or function, and which form the smallest grouping of competence able to be recognized separately for certification.
Currency	Refers to evidence which shows the candidate can competently perform at the time of the assessment; evidence less than two years old is usually required. For example, a candidate's evidence that he/she has worked in a retail store 15 years ago would not be considered current for a unit in retail nor would someone who has been out of work for the last two years qualify for a unit in retail. Generally, areas that deal primarily with people can use evidence that dates back over a greater number of years than occupational areas where rapid changes in technology are likely to make skills obsolete even those acquired only a few years before.
Evidence	Information from a variety of sources which proves competence or meeting the criteria.
Feedback	Reviewing a process and giving constructive oral or written comment to the candidate or candidates so that they understand the strengths and weaknesses of their performance / evidence and understand what to do as a consequence.
Practical Performance	Observation of performance at the actual workplace with real guests or clients to assess knowledge, skills and attitude.
Prior Experience	Experience acquired by the candidate before registering for an assessment which may provide evidence against units or elements of competence.
Prior Learning	Learning acquired by the candidate before registering for an assessment; this learning may or may not be certificated.
Qualification	A certificate legally provided which indicates that the holder has reached a necessary standard.
Quality Assurance	The methods by which standards are regularly checked and monitored to ensure that procedures are done in a certain way.
Reliability	The degree to which an assessment can be administered with the same results to others, the consistent ability of the assessment or the assessor to accurately distinguish between competent and non-competent performance.
Role Play	A realistic exercise to assess knowledge, skills and attitudes. It replicates a real work situation with the assessor and candidate taking on pre-defined roles according to instructions.
Simulation	A realistic exercise set up specifically to assess knowledge, skills or understanding; it should replicate a real work situation and should be used in circumstances where it would be difficult or costly to assess within the work context (e.g. dealing with complaints).
Skill	The ability to do a task or perform an activity.
Statement of Attainment (SOA)	Certificate testifying that the candidate has the competencies identified in the competency standard. It can be achieved through training and assessment, assessment only pathway and recognition of prior learning (i.e. current work competencies, work experiences and prior learning)

Glossary Terms	Description
Sufficiency	Evidence presented for accreditation is considered sufficient when they are enough to prove competence. Examples of insufficient evidence: letter from an employer which simply claims that the candidate is competent but does not say how that has been determined; documentation included in portfolio without any explanation as to why it is valid; only one observation of someone performing a task
Technical Notes (TN)	The TN is a document that provides training and assessment advice to achieve effective training and assessment.
Validity	An assessment process has validity if it measures what it is supposed to measure. Valid assessment implies that the method(s) used are the ones most likely to give an accurate picture of that individual's competence within a particular area. No evidence is automatically valid or not valid. It is the candidate's interpretation of that evidence and how they justify its relevance that makes it valid.

List of Acronyms

To provide a list of acronyms used to aid users. This glossary of used acronyms commonly encountered in the training and assessment.

Acronyms	Meaning
ABC	Association of Boards of Certification
ACTA	Advanced Certificate in Training and Assessment
ATO	Approved Training Organisation
AWWA	American Water Works Association
C	Competent
CBA	Competency-based Assessment
CE	Competency Element
CP	Code of Practice
CU	Competency Unit
EPA	US Environmental Protection Agency
NYC	Not-Yet-Competent
OJT	On-the-Job Training
PET	Pre-employment Training
PC	Performance Criteria
PI	Process Industry
LO(S)	Learning Outcome (Skill)
PUB	Public Utilities Board
RLH	Recommended Learning Hours
RPL	Recognition of Prior Learning
SDF	Skills Development Fund
SOA	Statement of Attainment
SSG	SkillsFuture Singapore
TN	Technical Notes
LO(K)	Learning Outcome (Knowledge)

Acronyms	Meaning
WSH	Workplace Safety and Health
WSQ	Singapore Workforce Skills Qualifications

Version Control Record

An example is given below:

Version	Amendment Date	Changes	Author	Approved
1.0	1 April 2021	First Official Issue	WSH Council	WSH Council

Annex A – Evidence Sources Checklist

Name of Candidate and Organisation	
Name of Assessor	
Date & Venue of Assessment	

Summary of evidence sources for the Competency Unit(s)			
Competency Unit(s):	Develop A Workplace Safety And Health Management System (WSHMS) Implementation Plan		
Learning Outcome (Skill) (LO(S)	Evidence Sources		
	Written Questioning	Written Assessment	Oral Questioning
LO(S) 1			
LO(S) 2			
LO(S) 3			
LO(S) 4			
LO(S) 5			
LO(S) 6			
LO(S) 7			
LO(S) 8			
LO(S) 9			
LO(S) 10			

LO(S) 11			
			42
LO(S) 12			
LO(S) 13			

Annex B – Performance Statement Checklist

Name of Candidate and Organisation	
Name of Assessor	
Date & Venue of Assessment	
Competency Unit(s)	**Develop A Workplace Safety And Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4**

Assessment Strategy		Learning Outcome (Skill) Assessed	Result		Remarks
			C	NYC	
1.	**Written Questioning**	**LO(S) 1**			
		LO(S) 2			
		LO(S) 3			
		LO(S) 4			
		LO(S) 5			
		LO(S) 6			
		LO(S) 7			
		LO(S) 8			
		LO(S) 9			
		LO(S)10			
		LO(S)11			
		LO(S)12			
		LO(S) 13	-	-	
2.	**Written Assessment**	**LO(S) 1**			
		LO(S) 2			
		LO(S) 3			
		LO(S) 4			
		LO(S) 5			
		LO(S) 6			
		LO(S) 7			
		LO(S) 8			
		LO(S) 9			

		LO(S) 10			
		LO(S) 11			
		LO(S) 12			
		LO(S) 13			
3.	**Oral Questioning**	**LO(S) 1**			
		LO(S) 2			
		LO(S) 3			
		LO(S) 4			
		LO(S) 5			
		LO(S) 6			
		LO(S) 7			
		LO(S) 8			
		LO(S) 9			
		LO(S) 10			
		LO(S) 11			
		LO(S) 12			
		LO(S) 13			

Annex C – Evidence Checklist

Evidence Plan		
Name of candidate & Organisation		
Name of assessor		
Competency Unit(s)		

Sources of Evidence	Expected Evidence	Received
Written Questioning		☐
Written Assessment		☐
Oral Questioning		☐

Skills development activities

Arrangements

Agreement
- ☐ **Evidence to be submitted by:**
- ☐ **Interview date:**
- ☐ **I agree to the evidence plan:**

    ☐ **Candidate** _____ **(name)** _____ **(signature)**

    ☐ **Assessor** _____ **(name)** _____ **(signature)**

Annex D – Oral Questioning Assessment Checklist

Candidate Name :			
NRIC/WP No:		Date of Assessment	

Learning Outcome (Knowledge)	Ticks		Comments
	C	NYC	
LO(K) 1 ISO45001 High-Level Structure and requirements relevant to context of organisation (Comprehension)			
LO(K) 2 SS ISO 45001 OH&S Management Systems requirements (Application)			
LO(K) 3 ISO45001 High-Level Structure and requirements relevant to context of organisation (Comprehension)			
LO(K) 4 SS ISO 45001 OH&S Management Systems requirements (Application)			
LO(K) 5 Determining context of organisation (Synthesis)			
LO(K) 6 Establishing the direction of OH&S management system (Synthesis)			
LO(K) 7 OH&S plan to address OH&S risks and opportunities (Application			
LO(K) 8 OH&S plan to set and achieve OH&S objectives (Application)			
LO(K) 9 Code of practice on WSH risk management (Comprehension)			
LO(K) 10 WSH legal and other requirements (Comprehension)			
LO(K) 11 Supports needed for OH&S management system (Comprehension)			
LO(K) 12 Hierarchy of control (Application)			

Learning Outcome (Knowledge)	Ticks		Comments
	C	NYC	
LO(K) 13 Types of emergency response plans (Comprehension)			
LO(K) 14 OHS performance and compliance evaluation (Evaluation)			
LO(K) 15 Types of internal audit programme (Comprehension)			
LO(K) 16 Inputs and outputs of management review of OH&S management systems (Application)			
LO(K) 17 Types of incidents (Comprehension)			
LO(K) 18 Investigation process for OH&S accident, incident, and non-conformance (Comprehension)			
LO(K) 19 Stakeholders of the OH&S management system (Comprehension)			

Remarks:

Assessor Signature:_____ Date: _____

Record of Interview Questions	
Name of Candidate & Organisation	
Name of assessor	
Date and Venue of Assessment	
Competency Unit(s)	Develop A Workplace Safety And Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4

Questions	Satisfactory Response		Remarks
	Yes	No	
Q1.	☐	☐	
Q2.	☐	☐	
Q3.	☐	☐	
Q4.	☐	☐	
Q5.	☐	☐	
Q6.	☐	☐	
Q7.	☐	☐	
Q8.	☐	☐	
Q9.	☐	☐	
Q10.	☐	☐	

The candidate's Learning Outcome (Knowledge) and understanding was:

Satisfactory ☐   Not satisfactory ☐

Signed by the candidate: _____ Date: _____

Signed by the assessor: _____ Date: _____

Feedback to candidate:

Annex E – Suggested Format for Assessment Summary Record

Competency Unit: **Develop a Workplace Safety and Health Management System (WSHMS) Implementation Plan, bizSAFE Level 4**
Assessment Duration: 2 hours

Approved Assessment Centre:				
Candidate's Name (as in NRIC/WP):	NRIC/WP Number:		Date of Assessment:	

Learning Outcome (Skill)	Assessment Method Indicate C or NYC			Overall Result Indicate C or NYC
	WA	WQ	OQ	
LO(S) 1 Determine the context of the organisation in line with the relevant SS ISO 45001 Occupational Health and Safety (OH&S) Management Systems high level structure and requirements.				
LO(S) 2 Establish the direction of OH&S management system with leadership commitment and worker participation in accordance with the SS ISO45001 OH&S management systems requirements.				
LO(S) 3 Develop the OH&S plan to address OH&S risks and opportunities, set and achieve the OH&S objectives in accordance with the requirements of SS ISO 45001 code of practice on workplace safety and health (WSH) risk management, OH&S Management Systems, and WSH legal requirements and other requirements.				
LO(S) 4 Determine the supports needed for the establishment, implementation maintenance and continual improvement of the SS ISO45001 OH&S Management System.				
LO(S) 5 Develop operational planning and controls to manage the OH&S risks to an acceptable level in consistent with hierarchy of controls and comply with applicable WSH legal and other requirements.				
LO(S) 6 Establish a framework for organisational emergency preparedness and response plans in				

accordance with WSH legal and other requirements.				
LO(S) 7 Evaluate OH&S performance and compliance in accordance with organisational safety and health needs and WSH legal requirements and other requirements.				
LO(S) 8 Establish an internal audit programme to evaluate the organisational OH&S management system conformance to SS ISO 45001 standard, and WSH legal requirements and other requirements.				
LO(S) 9 Organise the management review of OH&S management system to ensure its continuing stability, adequacy and effectiveness in accordance with SS ISO 45001 requirements and WSH legal requirements and other requirements.				
LO(S) 10 Establish processes for investigation, reporting and taking action for accident/incident and nonconformity based on WSH legal requirements and other requirements.				
LO(S) 11 Establish OH&S continual improvement programs to continually improve the suitability, adequacy and effectiveness of the management system.				
LO(S) 12 Establish the OH&S management system implementation plan based on the needed changes identified that fulfil SS ISO 45001 requirements and code of practice on WSH risk management.				
LO(S) 13 Establish a plan to present the developed OH&S management system implementation plan to the stakeholders for review in accordance with organisational procedures.				

WA: Written Assessment, OQ: Oral Questioning, WQ: Written Questioning

This candidate has been assessed as

☐ COMPETENT in the Competency Unit: Perform Distributed Control System (DCS) Database Generation

☐ NOT YET COMPETENT in the Competency Unit: Perform Distributed Control System (DCS) Database Generation

Candidate's Name
(As in NRIC/WP)   _____

Assessor's Name
_____

Candidate's
Signature   _____

Assessor's
Signature _____

Date: _____

Date: _____

By signing, the candidate is agreeing to accept the assessment
Outcome

By signing, the assessor is agreeing to have duly assessed the performance criteria and Learning Outcome (Knowledge) as required in the competency units

Feedback on outcome by Assessor/ Feedback by candidate:
(Feedback on the overall performance or in the case of NYC; any area of skills gap and improvement needed)

Annex F – Suggested Format for Recording and Reporting Assessment

Competency Unit(s)	Develop A Workplace Safety And Health Management System (WSHMS) Implementation Plan
Name of Candidate & Organisation	
Name of assessor	
Date and Venue of Assessment	

Assessment Criteria For…	Competent	Not Yet Competent
{ Learning Outcome (Skill) 1}		
{ Learning Outcome (Skill) 2}		
{ Learning Outcome (Skill) 3}		
{Learning Outcome (Knowledge) 1}		
{Learning Outcome (Knowledge) 2}		
Feedback to participant:		
Assessor's Signature :_____Date:_____		

Re-assessment information

Date of re-assessment _____ Item/s to be re-assessed	Competent	Not Yet Competent
Assessor's Signature :_____Date:_____		

Annex G - Format of Safety Pass

Safety Pass/Card is to be issued, in accordance with the format shown in Annex G. Safety Pass and/or Certificate of Course Completion is to be issued, to candidate who is assessed "Competent" in this Competency Unit.

Do note that the reference below is intended only to present the format of the pass and should not be used as an actual template for direct printing.

Guidelines for the credit card size pass for MOM WSH courses by TPs

3 ⅜ × 2 ⅛ inch (85.60 × 53.98 mm)

Front view

Generic
Safety Training

Course Title
(TSC Code)
NAME
ID
Issued Date

Genius Man
Director/Principal

Smart Man
Trainer
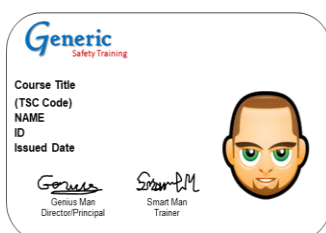
Font Type: Arial
Font size (Course title): Recommended 8pt or larger
Font size (Others): Recommended 6pt or larger
Photo size: 3.1cm X 2.4cm

•Pass should contain no less than the information depicted in the guide
•TP may use their own reference format for serial number
• Course Title should be the title as indicated in the WSQ Framework(CS/CTAG). The Technical Skills and Competency (TSC) Code and Title, should also be printed in parentheses ( ) aligned to the title reflected in either the Competency Standards (CS) or TSC. However, it is not required to print the TSC Course name if it is the same as the SC/CTAG title
•ID should be FIN, NRIC Passport Number or any unique official identifier
•Course Venue should reflect address of training centre (not business office, etc) which pass holder attended
•Trainer signature should reflect the trainer that conducted the course
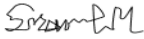
Back view

1. Use of card is governed by terms and conditions of < Name of Training Provider>
2. < Name of Training Providers> is a SkillsFuture Singapore Agency's Training Provider at the date of issuance of the pass
3. This card is not transferrable
4. The course is conducted @.< Course venue>
5. Holder of the card has been certified competent in the <Course Title> on the issued date as indicated in front.
6. This card will expire <xx> years from the date of issue.
7. This card is the property of < Name of Training Provider> and must be returned on request.
8. Card shall be retained if it has been tampered with, misused or replaced.
9. This card is issued by < Name of Training Provider>. If found, please return to < Name of Training Provider>. at <Address of < Name of Training Provider>..
10. For enquiries, please contact < Name of Training Provider. > at <hotline>

Font Type: Arial
Font size : Recommended 6pt or larger

Annex H – Certificate of Successful Completion

Certificate of Successful Completion is to be issued, in accordance with the format shown in Annex H. This is in addition to the Statement of Attainment (SOA) issued by SSG for WSQ courses.

- Certificate should contain no less than the information depicted in the guide

- TP may use their own reference format for serial number

- ID should be FIN, NRIC Passport Number or any unique official identifier

- For TP Course, Course Title should be the corresponding title as indicated in WSQ System Framework(CS/CTAG). The Technical Skills and Competency (TSC) Code and Title should be printed in parentheses ( ) aligned to the title reflected in either the Competency Standards (CS) or TSC. However, it is not required to print the TSC course name if it is the same as the CS/CTAG Title

- Course Venue should reflect address of training centre (not business office, etc) which pass holder attended

- Certificate should indicate that <<Name of TP>> is a Training Provider (TP) approved by SkillsFuture Singapore for <<Course Title of corresponding course>>

- Trainer signature should reflect the trainer that conducted the course

- Management of safety certificate should be in accordance to the requirements under TP scheme