

PROFESSIONAL DEVELOPMENT MODULES FOR ASSESSORS AND WORKPLACE TRAINERS

MODULE 6

OHS IN TRAINING

OVERVIEW

This module covers how to apply occupational health and safety (OHS) requirements, including legal requirements and the basic steps of risk management, to the training system. This includes:

- training small groups;
- planning and promoting a training program;
- planning, delivering and reviewing training sessions;
- analysing competency requirements;
- designing, establishing, managing and evaluating the training system; and
- designing training courses.

Different activities address the OHS aspects of the different units from the Training Package for Assessment and Workplace Training.

The module will be relevant for trainers who are familiar with the principles of risk management, particularly the hierarchy of control, and have completed Module 2 or have achieved equivalent competence.

LEARNING OUTCOMES

By completing this module, participants will be able to:

- ensure that OHS requirements of the training environment are maintained in the relevant training contexts (eg training small groups; planning, delivering and reviewing training sessions);
- ensure that OHS competencies required by learners are addressed in the relevant training contexts;
- identify and address OHS issues associated with undertaking relevant activities; and
- deal with employers about OHS requirements for workplace training environments.

ASSESSMENT CRITERIA

This module has been successfully completed if participants can demonstrate that they are able to apply OHS requirements, such as legal requirements and the steps of risk management, in all of the relevant training contexts within which they work. This includes the relevant industries, specific

occupations or levels, and actual workplaces and enterprises at the appropriate stages of assessment. Demonstration may be by a combination of:

- observation in actual training environment;
- question and answer;
- simulation or role play; and/or
- written session outline of what is covered in specific training programs.

MATERIALS NEEDED

- Copies of relevant occupational health and safety (OHS) law eg: the New South Wales OHS Act 2000; OHS Regulation 2001 and relevant codes of practice;
- Copies of the registered training organisation (RTO) policies, programs and procedures;
- Copies of any relevant workplace policies, programs and procedures;
- Copies of or access to information about hazards and risk control measures relevant to the industries or workplaces in which trainers are working (see list of resources at the end of the module that could be used as a handout);
- A copy of *How to Get Workplace Health and Safety Information*, WorkCover NSW, December 1999, Catalogue No. 101, for each participant;
- Copies of training packages within the scope of registration of the RTO; and
- Handout of *Critical incident technique*.

ACTIVITIES TO DELIVER

THE MODULE

The following activities are provided as a range of options for delivering training to achieve the specified learning outcomes. You should identify which activities will be necessary to meet the learning needs of trainers involved in the professional development (PD) program and plan your program to meet these needs.

1. Introduction

Outline the learning outcomes of the module to trainers.

2. Identifying OHS requirements relevant to the training environment

This activity could be done individually, in pairs or in smaller groups such as action learning sets.

Ask trainers to identify and gain access to legislation, codes of practice and RTO policies, programs and procedures relevant to the training context of the trainer (eg industry, workplace, whether training small groups or designing a training course). From these documents, ask trainers to determine:

- the hazards which exist in the training environment; and
- the requirements for risk management needed for these hazards, either from legislation or RTO policies.

Present a report to the whole group.

3. Maintaining OHS requirements

This activity could be done individually, in pairs or in smaller groups such as action learning sets.

For each risk or group of risks identified in the previous exercise, ask trainers to use the relevant procedures to determine whether the requirements are met in the relevant training contexts. Ask them to prepare a report on the control of these risks for the RTO's OHS committee. This report should cover as a minimum:

- whether the existing risk control measures control the risks to the level required by relevant legislation and workplace or industry requirements;
- whether the control measures are in accordance with the hierarchy of control and how higher order controls could be used; and
- whether existing resources are adequate and, if not, what resources are needed.

Once completed, the reports should be presented to the whole group and feedback given about how the report could be improved to support more effective control of the main risks. The specific training contexts should be considered in the report (eg whether training small groups or designing training courses).

4. Addressing the required OHS competencies

Ask trainers to examine the Training Packages or specified learning outcomes relevant to their training context to identify OHS aspects of competency to be addressed by the training. These will be found throughout the standards – in separate units, as performance criteria in other units and in range of variables and evidence guides. This activity could be done individually, in pairs or in smaller groups such as action learning sets.

Ask trainers to prepare appropriate training materials to address the OHS aspects of competency. The following are suggestions for activities relevant to each of the training units from the Training Package. The activities suggested presume that the trainer has access to peer groups to present their work for feedback and review.

BSZ404A Train small groups

a) Prepare appropriate training materials to deliver identified OHS competencies in small groups for presentation either as a role play or in a real training session.

b) Identify the OHS issues that need to be taken into consideration when delivering training to small groups in workplaces for the following examples. What would you need to arrange with the employer? How would you do it?

Textiles, Clothing and Footwear

Delivering training on how to operate an overlocker.

Hospitality and Tourism

Delivering training on how to set up a bar.

Primary Industry

Delivering training on how to clean out stables.

Retail and Wholesale Trade

Delivering training on how to wrap and pack goods.

Construction

Delivering training on how to check power tools.

Health and Community Services

Delivering training on how to feed a disabled child.

BSZ405A Plan and promote a training program

Plan an appropriate training strategy to deliver the identified OHS competencies and prepare a promotional strategy for this plan. This should be presented to the rest of the group for feedback. It could deal with a real or imaginary situation.

BSZ406A Plan a series of training sessions

Develop training resources for use in a series of training sessions that deliver the identified OHS competencies. At least two sessions should be prepared:

- one which addresses OHS competencies directly (eg a session on manual handling); and
- one which includes OHS aspects of an operational competency (eg plant safety within a session on machinery operation).

These should be presented to the group for feedback or used as part of a real training program.

BSZ407A Deliver training sessions

a) Using training resources developed to deliver the identified OHS competencies (either as an exercise for Unit BSZ406A or previously), deliver OHS training sessions in either a role play or in a real training program. At least two sessions should be delivered:

- one which addresses OHS competencies directly (eg a session on manual handling); and
- one which includes OHS aspects of an operational competency (eg plant safety within a session on machinery operation).

b) Identify the OHS issues that need to be taken into consideration when delivering training in the workplace for the following examples. What would you need to arrange with the employer? How would you do it?

Textiles, Clothing and Footwear

Delivering training on how to prepare fabric for marking up and cutting out.

Hospitality and Tourism

Delivering training on how to set up and maintain a cellar.

Primary Industry

Delivering training on how to set up a farm maintenance workshop.

Retail and Wholesale Trade

Delivering training on how to minimise theft.

Construction

Delivering training on how to install glazing.

Health and Community Services

Delivering training on how to deal with traumatic events, such as the death of a client or patient.

BSZ408A Review training

Prepare a review of how effectively OHS needs have been addressed in a real training situation or in an imaginary example (eg the activities prepared for Unit BSZ407A). Include a

discussion about why or why not OHS specialists should be involved in the review. This review should be presented to the group for feedback and, if a real example is used, the recommendations implemented as appropriate.

BSZ501A Analyse competency requirements

On the basis of a particular training package and using a specific client as an example, analyse the client's OHS competency requirements by answering the following questions.

- What specific OHS competency needs exist?
- What OHS competency needs are of a higher priority, on the basis of:
 - legislative requirements;
 - the nature of the industry and workplace hazards and risks;
 - OHS management plans of the client?
- Validate these competencies using critical incident technique (attached to the module).

Prepare a report describing the identified OHS competencies, the priorities determined and reasons for the priorities. Present it to the group for feedback.

BSZ502A Design and establish the training system

On the basis of a particular training package and the needs of a specific client, prepare a report on how the required OHS competencies should be addressed in the design and establishment of the training system. Present the report to the group for feedback.

BSZ504A Manage the training and assessment system

On the basis of a particular training package and the needs of a specific client, prepare a report on how the required OHS competencies should be addressed in the management of the training system. Ensure that you cover the incorporation of OHS in the quality assurance and record keeping procedures. Present the report to the group for feedback.

BSZ505A Evaluate the training and assessment system

Identify appropriate criteria for evaluating how effectively a training system delivers required OHS competencies. Apply these to a real or imaginary example and prepare recommendations for how the training system could more effectively deliver required OHS competencies. Present the criteria and the recommendations to the group for feedback.

BSZ508A Design training courses

Prepare a report on how OHS has been addressed in the design of a training course that has been completed by the trainer. How could the course design be improved to more effectively meet the OHS competency needs of the target audience? Present the report to the group for feedback.

ASSESSMENT ACTIVITIES

Trainers should report on how they have actually applied OHS requirements, including legal requirements and the basic steps of risk management, to the training system. Ensure that this demonstrates application of the RTO's procedures, legal requirements and the hierarchy of control and that all relevant OHS competencies required by learners are addressed in the relevant training contexts.

Relevant acts, regulations, Codes of Practice and WorkCover Guides

These documents are current at time of printing but you should check the WorkCover website for current versions and any changes.

Full text is available from the website: <http://www.workcover.nsw.gov.au>

All industries

- Occupational Health and Safety Act 2000
- OHS Regulation 2001
- Dangerous Goods Act 1975
- Code of Practice: Manual Handling 1991
- Code of Practice for Workplace Injury and Disease Recording 1991
- Code of Practice: Safe Handling and Storage of Enzymatic Detergent Powders and Liquids 1994
- Code of Practice for the Prevention of Occupational Overuse Syndrome 1996
- Code of Practice: HIV and other Blood-Borne Pathogens in the Workplace 1996
- Code of Practice for the Control of Workplace Hazardous Substances 1996
- Code of Practice for the Preparation of Material Safety Data Sheets 1996
- Code of Practice for the Labelling of Workplace Substances 1996
- Code of Practice for Noise Management and Protection of Hearing at Work 1997
- Code of Practice for the safe use and storage of pesticides including herbicides in non-agricultural workplaces 1998

Construction

- Code of Practice: Electrical Practices for Construction Work 1991
- Code of Practice for Tunnels under Construction 1991
- Code of Practice for the Safe Handling of Timber Preservatives and Treated Timber 1991
- Code of Practice for Facade Retention 1992
- Code of Practice for the Safe Use of Synthetic Mineral Fibres 1993
- Code of Practice: Mono-Strand Post-Tensioning of Concrete Buildings 1993
- Code of Practice: Safe Work on Roofs Part 1: Commercial and Industrial Buildings 1993
- Code of Practice: Construction and Testing of Concrete Pumps 1994
- Code of Practice: Pumping Concrete 1994
- Code of Practice: Overhead Protective Structures 1995
- Code of Practice: Safety Line Systems 1995
- Code of Practice: Safe Work on Roofs Part 2: Residential Buildings 1997
- Code of Practice: Cutting and Drilling Concrete and other Masonry Products 1997
- Code of Practice: Amenities for Construction Work 1997
- Code of Practice: occupational health and safety induction training for construction work 1998

Primary industry

- Code of Practice: Safety Aspects in the Design, Manufacture and Installation of On-Farm Silos and Field Bins 1991
- Code of Practice for the Safe Handling of Timber Preservatives and Treated Timber 1991
- Code of Practice for the safe use and storage of chemicals (including pesticides and herbicides) in agriculture 1998.

WorkCover Guides

- Summary of the OHS Act 2000
- Summary of the OHS Regulation 2001
- Duty of care in OHS: Six Steps to Occupational Health and Safety
- Due Diligence at Work
- Short Guide to Working with Asbestos

- Workcover Guide to Synthetic Mineral Fibres
- Hierarchy of Hazard Controls
- Open File: Case Studies of Prosecutions
- Case Studies of Successful OHS Management
- Workcover NSW – Information and Contacts
- Picture Safety Signs for the Workplace

Note: WorkCover guides and codes of practice are currently being revised to reflect changes to the legislation. Information on these documents will appear shortly.

SOURCES OF INFORMATION ABOUT HAZARDS AND RISK CONTROL MEASURES IN SPECIFIC INDUSTRIES

General

Butrej, P. and Douglas, G. (1995), *Hazards at Work: Health, Safety and Welfare in the Australian Workplace*, WorkCover NSW, Catalogue No. 1003.

Mathews, J. (1993), *Health and Safety at Work: Australian Trade Union Safety Representatives Handbook*, Pluto Press.

WorkCover NSW, *Six Steps to Occupational Health and Safety*, WorkCover NSW.

WorkCover NSW, *Hazpak: Making Your Workplace Safer*, WorkCover NSW.

Worksafe Australia (1993), *OHS: Everyone's Business - Information Manual*, Worksafe Australia.

Textiles, Clothing and Footwear (TCF)

WorkCover NSW Website: <http://www.workcover.nsw.gov.au>

↳ Focus on Industry

↳ *Best Plant* page provides access to detailed information on the use of plant in the TCF industry.

A risk management workbook for the manufacturing industry is available from the following site: <http://www.dtir.qld.gov.au/hs/bmt/smallbus/risk/risk.htm>

Construction

WorkCover NSW Website: <http://www.workcover.nsw.gov.au>

↳ Focus on Industry

↳ *SafeWork 2000* page provides detailed materials about industry hazards and risk control measures.

↳ *Memorandum of Understanding* describes the industry's agreed approach to OHS management.

Business Entry Point describes basic hazards and risk control measures for the construction industry: <http://www.business.gov.au>

Primary Industry

WorkCover NSW Website: <http://www.workcover.nsw.gov.au>

↳ Focus on Industry

↳ *Sheep Handling* describes how to identify the hazards and control the risks associated with sheep handling (eg shearing, crutching).

Farmsafe Australia Inc, *Managing Farm Safety*, the manual accompanying Farmsafe's Managing Farm Safety Training Course.

Health and Community Services

NSW Nurses' Association and NSW WorkCover (1998), *Manual Handling Guide for Nurses*, NSW Nurses' Association.

Business Entry Point describes basic hazards and risk control measures for the health industry:
<http://www.business.gov.au>

Retail and Wholesale Trade

Business Entry Point describes basic hazards and risk control measures for the retail and wholesale trade industry: <http://www.business.gov.au>

A risk management workbook for the retail and wholesale trade industry is available from the following site: <http://www.dtir.qld.gov.au/hs/bmt/smallbus/risk/risk.htm>

Hospitality and Tourism

WorkCover NSW Website: <http://www.workcover.nsw.gov.au>

↳ Focus on Industry

↳ *Memorandum of Understanding* describes the industry's agreed approach to OHS management.

Business Entry Point describes basic hazards and risk control measures for the hospitality and tourism industry: <http://www.business.gov.au>

A risk management workbook for the hospitality and tourism industry is available from the following site: <http://www.dtir.qld.gov.au/hs/bmt/smallbus/risk/risk.htm>

The following website contains an exercise in identifying hazards and controlling risks in this industry: <http://www.dtir.qld.gov.au/hs/cafeonline/index.html>

CRITICAL INCIDENT TECHNIQUE

Purpose

To identify critical aspects of OHS competence using the experience of a group of workers. It is particularly effective in identifying the contingency management aspect to OHS competence, which is especially important in OHS.

Equipment needs

- flipchart and pens (at least three different colours)
- whiteboard
- relevant OHS competencies on an OHT, if desired.

Outline

1. Introduce the process - it's to investigate what people really need to be able to do here for OHS.
2. Ask for examples of things which have gone wrong with OHS – eg an accident which has occurred, a time when you needed information and couldn't get it. List the examples (eg a staff member incurring a back injury lifting something too heavy on their own).

3. Choose one of the examples with which everyone in the group is familiar or at least understands enough to discuss.

4. Ask the person who raised the incident to tell the story.

- Who was involved? (List by job title, not name of individual).
- What did they do?
- Why did they do it?
- In what environment did they do it? (Physical, organisational, personal)
- What organisational systems came into play? (List)
- What went wrong to cause the problem?

You will know that you have enough information to analyse the incident when you have a list of underlying organisational causes (ie, not just “they didn’t follow procedures”, but why, eg “the procedure is very complicated”, “we were short staffed that day”, “nobody ever follows the procedure”). You could record this on the flipchart so that it can be visible later, or on the whiteboard if this is easier.

5. When you have enough information, ask: “what should each of the people involved been able to do to prevent the problem?” Against each player’s title, write down what they should have been able to do. This could be tasks, knowledge, skills, etc. Don’t worry if the identified ‘things’ are not consistently worded, so long as it is clear what they mean. Record this on the flipchart, drawn up as below:

Job title	What should they have been able to do?
Manager	
Supervisor	
Job 1	
Job 2	
And so forth	

6. Now, move to a good example - a time when OHS went well. Ask for a positive example - it could be when a hazard was identified and controlled before anyone was hurt, an especially good example of consultation about OHS, a time when OHS was properly integrated into management decision-making (eg over purchasing a machine). Again, choose one of the examples with which everyone in the group is familiar or at least understands enough to discuss.

7. Ask the person who raised the incident to tell the story.

- Who was involved? (List by job title, not name).
- What did they do?
- Why did they do it?
- In what environment did they do it? (Physical, organisational, personal)
- What organisational systems were involved? (List)
- Why was this a good example?

You will know that you have enough information to analyse the story when you have a list of underlying organisational causes (ie, not just “they followed procedures”, but why, eg “the procedure was developed by the people who were going to do the work”, “we were consulted early enough for our views to be heard”). You could record this on the flipchart so that it can be visible later, or on the whiteboard if this is easier.

8. When you have enough information, ask: “what did each of the people involved do to make this such a good example?” Against each player’s title, write down what they were able to do. This could be tasks, knowledge, skills, etc. Don’t worry if the identified ‘things’ are not consistently worded, so long as it is clear what they mean. Record this on the flipchart, drawn up as below:

Job title	What were they able to do?
Manager	
Supervisor	
Job 1	
Job 2	
And so forth	

9. If you want to continue to check the competencies of those in the group, you could then ask them to identify which of the two lists they can do, which they’re really good at and which they need training to be able to do. If you only need proportions and there is no need to identify individuals, you could get them to put a different coloured dot against each item, where, eg, red = I can’t do it; blue = I can do it; and green = I’m really good at this. If you do need to identify individuals, you should ask people in smaller groups to record their names on sheets of paper drawn up as below:

Item	I am really good at this	I can do this	I need training to do this
Give a number to each item on the lists of what people could and couldn’t do.	Get them to record names in the appropriate columns.		