



Government of **Western Australia**  
Department of **Commerce**

## Guidelines and criteria

for accreditation of  
introductory training courses  
for safety and health representatives

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**commission  
for occupational  
safety and health**

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### 1. General information for applicants

#### 1.1 The legislation

The *Occupational Safety and Health Act 1984 (OSH Act)* and the *Mines Safety and Inspection Act 1994 (MSI Act)* (the legislation) outline the role of safety and health representatives and their required training. The *OSH Act* also describes the role of the Commission for Occupational Safety and Health (the Commission) in accrediting such training for safety and health representatives.

#### 1.2 Safety and health representatives

Safety and health representatives, as elected representatives of their work colleagues in matters of occupational safety and health, play an important role in fostering co-operation and consultation between employers and employees.

The workplace functions of safety and health representatives as set out in the legislation are to:

- carry out regular inspections of the workplace;
- immediately carry out an appropriate investigation of any accident, dangerous occurrence or risk of imminent and serious harm to any person;
- keep informed on safety and health information provided by the employer about the workplace;
- liaise as necessary with WorkSafe or Resources Safety and other Government or private bodies;
- consult and cooperate with the employer on all matters relating to safety and health at work;
- liaise with employees about matters concerning their safety and health at work; and
- report to the employer any hazard or any potential hazard to which a person is exposed or might be exposed at work.

The Commission has the jurisdiction to accredit two types of training courses for safety and health representatives:

- introductory training courses, and
- post introductory training courses.

These guidelines do not cover post introductory courses.

All elements of introductory training must reflect the functions of safety and health representatives set out in the legislation.

To be accredited by the Commission, introductory training courses for safety and health representatives must be designed to provide safety and health representatives with information and skills to enable them to effectively carry out their functions in the workplace they are elected to represent.

## 1. General information for applicants

### 1.3 Provisions in the legislation

The legislation provides for the Commission to accredit training courses in occupational safety and health.

### 1.4 Background to accreditation

Safety and health representative training courses are of fundamental importance to the achievement of the philosophy of the legislation, namely to:

- foster cooperation and consultation between employers and employees and associations representing employers and employees, and
- provide for the participation of these stakeholders in the formulation and implementation of safety and health standards and optimum working practices.

The purpose of accreditation is to enable the Commission to ensure training providers have appropriate skills and knowledge, and that learning methods are suitable. Once this is the case, the learning outcomes are more likely to be met and the service to be at an appropriate standard of quality.

The Commission assesses applications for accreditation against agreed criteria and will not accredit courses where relevant criteria have not been met.

In the first instance, a twelve month interim accreditation will be granted by WorkSafe. During this time an on-site assessment of delivery of the course may be conducted by WorkSafe. At the end of the twelve month interim period, once a provider has successfully met all requirements, formal accreditation will be granted for a period of three years.

Providers need to re-submit for accreditation within three months of their current accreditation's expiry.

Accreditation granted by the Commission is course specific and does not apply to an organisation, an individual trainer within the organisation or other courses offered by the organisation.

Courses accredited by the Commission do not lead to the award of a qualification to the participant but are designed to assist workplace parties to perform their roles.

Accordingly, only statements of attendance will be issued to participants, and the word "certificate" will not appear in the title of an accredited course.

### 1.5 How much will accreditation cost?

Accreditation by the Commission is free of charge.

## 1. General information for applicants

### 1.6 What does accreditation involve?

Accreditation of an introductory training course for safety and health representatives involves the evaluation of an application that addresses the accreditation criteria set out in Appendix 1 of this document.

Departmental staff evaluate introductory training courses for accreditation purposes.

### 1.7 How long will an accreditation process take?

Interim accreditation usually requires about two months from the date of lodgement of the application, depending on how well the application meets the accreditation criteria. This period allows sufficient time for an application to be assessed.

During the twelve month interim accreditation period, an on-site assessment may be undertaken by WorkSafe. Assuming the provider meets all the accreditation criteria, a recommendation for three year accreditation will be presented to the next meeting of the Commission.

The Commission meets on the first Wednesday of each month, excepting January.

### 1.8 Steps in the process of accreditation

The following steps describe the accreditation process:

- Step 1:** Apply these guidelines.
- Step 2:** Review Appendix 1, which includes explanatory notes for accreditation criteria.
- Step 3:** Complete the Accreditation Application Template (Appendix 2) based on the requirements set out in Appendix 1.
- Step 4:** Check the completed accreditation application against the checklist in the template in Appendix 2, and ensure all required information is included.
- Step 5:** Submit the accreditation application to the Commission Executive Officer.

### 1.9 What does a complete application consist of?

This guidelines document describes the information required in a completed accreditation application. A submission will consist of:

- (a) the completed application form
- (b) information on the qualifications/experience of training personnel
- (c) the following elements of the training package:

## 1. General information for applicants

For the total course:

- course timetable and delivery format (eg. block, days spread out, out-of-classroom)
- intended participants

For each segment of the course:

- topic/content areas
- duration
- skills and knowledge covered and assessment approaches
- trainer's notes (content, approach, duration of each activity)
- participant exercises/activities/case studies/role play etc.
- participant handouts
- overhead transparencies

In line with good training practices the application should show:

### **Customisation**

Providers need to demonstrate that the training course suits the needs of the intended target groups. This could include customisation for specific industry, enterprise, site or learner requirements. Appropriate case studies and resource materials should reflect this customisation. Liaison with relevant industry organisations will be expected.

### **Measures to promote access and participation**

Providers will need to demonstrate that strategies are in place to encourage open access to courses and encourage participation from groups with special needs, for example, those with low literacy levels or a non-English speaking background.

The curriculum and the promotion of the course should not limit participation on the basis of age, gender, social or educational background. Learning styles and assessment procedures should ensure that all individuals are treated fairly. Consideration should be given to support that may be required by particular groups of individuals wishing to undertake the course.

### **Adult learning principles**

Adults learn in different ways. However, there are some fairly widely accepted principles of adult learning. The incorporation of as many of these principles as possible into training will assist participants by stimulating their desire to learn and providing opportunities to maximise their involvement in the training.

Applications for accreditation of introductory training courses must also include one copy of all course notes and materials, one copy of the trainer's manual and one trainee's resource book. Applicants should include specific examples of materials to show where and how particular accreditation criteria have been addressed.

## 1. General information for applicants

### 1.10 The process after submission

Departmental staff review the application to ensure it addresses all aspects of the relevant accreditation criteria.

In evaluating the application, departmental staff may seek further information from an applicant. An interview may be sought with representatives of the applicant organisation to assist in deciding on interim accreditation.

If WorkSafe determines that an application does not adequately meet the relevant accreditation criteria, the applicant will be advised in writing of matters that should be addressed. Applicants may contact the Commission Executive Officer with any queries regarding such advice.

Applicants are expected to address the matters raised. However, they may choose to offer further explanation in writing if they believe changes are not warranted.

When the Commission Executive Officer is satisfied an application addresses all relevant criteria, interim accreditation will be approved and the provider advised in writing.

### 1.11 On-site provider assessment

During the twelve months of the interim accreditation period, WorkSafe staff may visit the provider during delivery of a course in order to conduct an on-site assessment. The on-site assessment will be used to confirm the undertakings given by the provider as part of the initial accreditation application.

If WorkSafe determines that the on-site delivery and/or conditions do not adequately meet the relevant accreditation criteria, the provider will be advised in writing of matters that should be addressed. Applicants may contact the Commission Executive Officer with any queries regarding such advice.

### 1.12 Recommendation to the Commission

When the Commission Executive Officer is satisfied that all accreditation criteria are met, a recommendation for approval of three year accreditation will be presented to the next meeting of the Commission.

The final decision on accreditation rests with the Commission. The Commission is not bound to accept the recommendations of Commission staff, and may call for additional information prior to reaching a decision.

A provider successfully meeting the requirements of both the interim and on-site assessments will be accredited for three years.

Accreditation will be subject to the Commission retaining the right to observe the conduct of any approved course, or part thereof, at any time.

### 1.13 Ongoing requirements

#### Annual Report

An annual report containing information specified by the Commission is to be provided.

An annual report covering the period 1 July to 30 June should be submitted to the Commission by 31 August. As a course may be accredited during any month of the year, the first annual report may cover only part of the twelve month period.

An annual report must also be included in any application for re-accreditation of a course. Further information is provided at Appendix 3.

#### Changes Introduced to an accredited course

The Commission is to be advised if any significant change is introduced into an accredited course. Examples of significant changes that should be discussed with the Commission include a change of trainer, changes to the structure of a course and considerable re-working of delivery or training materials.

#### Quality Control - Random Audit Process

The Commission may occasionally provide for an authorised person to attend an accredited course to monitor the course, and ensure the course continues to meet the relevant accreditation criteria. Course providers will not be provided with advance notice of the audit.

#### Evaluation requirements

Ongoing course evaluation must be undertaken by the training provider as a quality control measure to ensure learning outcomes specified are achieved. An evaluation report should be submitted when re-accreditation of a course is sought.

Course evaluation procedures have been developed by the Commission for use by accredited providers.

For introductory training courses, the evaluation focuses on determining the extent to which course participants are satisfied with the course for the key areas: Inspections and Investigations; Hazard Identification and Risk Management; Communication and Representation; Conflict Resolution and Provisional Improvement Notices.

Evaluation questions seek feedback from course participants in relation to key areas of the course on matters such as the content of and time allocation for each area, delivery of content and relevance of practical exercises.

This evaluation requirement does not limit training providers undertaking additional evaluation for their own purposes.

### 1.14 Application for re-accreditation

The period of accreditation is three years. Re-accreditation of courses is based on the accreditation criteria that apply at the time an application for re-accreditation is made, and is not automatic.



## 2. Course Information

After each three year period, training providers seeking re-accreditation of introductory training courses must address the accreditation criteria current at that time. The Accreditation Application Template must be used for applications for re-accreditation after each three year period.

As part of the re-submission process, providers will have to demonstrate procedures for ensuring the continuous improvement of accredited courses. Two important sources of information will be the evaluation responses from participants and consultation with industry. Feedback from these and other sources is to be incorporated by trainers to ensure that the course continues to meet the needs of the participants. Mechanisms must also exist to ensure that up-to-date information is included in course delivery and any course handouts.

### 1.15 Contact details

All applications should be addressed to:

The Executive Officer  
Commission for Occupational Safety and Health  
Locked Bag 14,  
CLOISTERS SQUARE WA 6850

The Commission Executive Officer (Tel. 6251 2271) should be contacted during normal office hours for further information on making an application for accreditation (or re-accreditation).

## 2. Course Information

### 2.1 Aims of the introductory course

With the ultimate aim of improving safety and health in Western Australian workplaces, the introductory course aims to give safety and health representatives, and, if appropriate, supervisors, managers and others, the basic knowledge and skills to perform their roles and functions under the legislation.

### 2.2 Training modules

Modules adopted by the Commission for introductory training courses for safety and health representatives are:

**Module 1:** Occupational safety and health legislation

**Module 2:** Inspections and investigations

**Module 3:** Hazard identification and risk management

**Module 4:** Communication and representation

**Module 5:** Conflict resolution and Provisional Improvement Notices (PINs)

Competencies have been developed by the Commission to cover these skill areas (see section 2.8).

The content and structure of Module 1: Occupational Safety and Health Legislation has been revised and developed as a complete package and approved by the Commission. It is a requirement of accreditation that this module, as an approved complete package, must be covered first. Applicants should particularly show that this module will be delivered using adult learning principles and interactive methods.

### 2.3 Training methods and course structure

All five competencies must be covered, however the structure of a course is not prescribed. The nominal structure for delivery of an introductory training course is in a block of 5 consecutive days. Delivery should take into account the needs of participants and encompass flexibility rather than sole reliance on block training in the classroom.

Providers can propose different ways of meeting course objectives, with the proviso that a course should be completed within an eight-week period. For example, a course could be:

- of five consecutive days;
- delivered in a modular format;
- one class per week spread over an eight-week maximum semester period;
- combinations of class contact time and out of classroom learning methods.

These flexible formats will allow the use of innovative and effective learning methods e.g. project work to support formal training on the prescribed topics.

A suggested time allocation is 20% per competency, however this is only a guide.

The Commission will consider different delivery methods, provided that the skill and knowledge requirements are met.

Some topic areas lend themselves to individual or on-site training activities should the provider wish to use these methods, particularly if off-site training is difficult to organise due to shifts, location, etc. If out-of-classroom methods are to be employed, the provider will need to submit details on:

- methods used;
- how the training is to be delivered and monitored;
- how participants will receive feedback;
- samples of training material (including notes, reading lists, graphics or videos, multiple choice questions, etc).

The modules are not self-sufficient – they are interdependent and should be appropriately linked throughout the course. Specific skill and knowledge requirements may be stated in more than one module so that learning is seen as a continuous building process.

### **2.4 Main topic/content areas**

How each competency is addressed is essentially up to the provider. However, the Commission requires providers to use adult learning methods that are suitable for the target group and which facilitate transfer of learning to the workplace, so that new skills and behaviours are maintained.

The provider will need to submit evidence as to how/where each of the following topic areas is to be covered in the program, and which sessions address particular objectives:

1. Introduction to safety and health and background to the legislation.
2. Critical areas of the legislation
3. Functions and roles of safety and health representatives, managers/supervisors, committees and inspectors
4. Hazard identification, risk assessment and control (including hierarchy of control)
5. Consultation and issue resolution
6. Communication and representation
7. Inspections
8. Investigations
9. Issuing PINs
10. Accessing information and basic record keeping
11. Committees

### **2.5 Prerequisites**

No prerequisites are required for course attendance.

The program would need to have a logical "flow", with each session building on skills and knowledge gained in previous sessions. It would therefore be counterproductive for participants to attend sessions at random (for example, attending a session on control measures without having attended a session on hazards and their effects).

### 2.6 Joint training/equivalent training for managers and supervisors

Introductory training courses are designed and conducted for elected safety and health representatives.

The Commission is supportive of joint training with managers and supervisors to ensure management representatives have an opportunity to gain equivalent competencies. Discussion of the different parties' perspectives on the issues could be beneficial to participant learning and to building more effective workplace relationships. However joint training should not take the place of role specific training for elected safety and health representatives.

To maximise learning opportunities it is important to ensure representatives feel comfortable and free to raise concerns during joint training. If a course is being delivered to a specific workplace or organisation, approval for joint training may be sought through the safety and health committee, where one exists, or through consultation with the elected safety and health representatives participating in the training course.

Alternatively, course providers may offer managers and supervisors equivalent training in the form of competency units from the *Certificate III in Work Health and Safety* or from higher level units in the *Certificate IV in Work Health and Safety*.

### 2.7 Assessment

Introductory safety and health representative training does not provide a qualification or formal assessment of competence e.g. pass or fail. However, it is underpinned by the general principles of competency based training, and seeks to provide safety and health representatives with skills and knowledge to enable them to carry out their representative functions effectively and with confidence.

As supervisors and managers have a responsibility for implementing the legislation commensurate with their position, safety and health is a component of their job. Where there is joint training or equivalent training that includes supervisors and managers, the performance criteria in the corresponding competency units from the *Certificate III in Work Health and Safety* or *Certificate IV in Work Health and Safety* could be used in appraisal or assessment of their performance in this capacity.

In contrast, the safety and health representative's position is not dependent on competencies being positively assessed. In that sense the skills and knowledge required by safety and health representatives are not treated as formal competencies in the introductory training, although the merits of competency based training as a training methodology are recognised.

### 2.8 Competencies/mapping to nationally endorsed competency units

At the end of the introductory training course safety and health representatives may formally request to be assessed against the corresponding competency units from the *Certificate III in Work Health and Safety*. Accredited training providers must offer course participants this opportunity. In addition, completion of the introductory safety and health representatives course together with a subsequent work-based project will give participants the option to have their training recognised as a full *Certificate III in Occupational Safety and Health*. Providers should discuss this option with course participants.

To help achieve consistent assessment standards between providers, WorkSafe has developed assessment guidelines for the key corresponding units of the *Certificate III in Work Health and Safety*. The assessment guidelines are available to those seeking accreditation and can be accessed at the bottom of the page at:

<http://institute.safetyline.wa.gov.au/mod/page/view.php?id=2024>

WorkSafe has also mapped elements of the *Certificate III in Work Health and Safety* to the Commission's accredited introductory training course for elected safety and health representatives, to assist course providers understand the relationship between the courses.

#### Mapping of Cert III units to introductory training course

The Certificate III qualification descriptor states that the '*qualification is suitable for people who take on work health and safety (WHS) responsibilities in addition to their main duties. They may provide technical advice and support to a team.*'

The key aim of introductory training is to ensure that representatives are able to undertake their functions in accordance with the Act and for this reason course elements were mapped to the functions of a representative. The results of the mapping show that five key Certificate III units map closely to the units in the Commission's Guidelines in addressing the functions of a representative.

Elements are mapped to the role of a representative to confirm that any representative formally requesting assessment will be able to achieve the required standards by undertaking their role in accordance with the Act.

**'Equivalent'** means that the element has the same outcome and any gaps are insignificant.

**'Partial equivalence'** means that there is some similarity in focus, scope and specifications but the identified gaps are significant.

The competencies shown in the following sections are provided to assist in the course design process and to show training providers how to assist safety and health representatives seeking skills recognition against the *Certificate III in Work Health and Safety*.

## 2. Course Information

<b>Keep up to date with workplace health and safety information</b> (function of elected representative)		
<b>BSBWHS302 Apply knowledge of WHS legislation in the workplace</b>	<b>Module 1 Apply knowledge of legislation in the role of a safety and health representative</b>	<b>Comment</b>
Element 1. Determine the legal framework for WHS in the workplace	Element 1: Access relevant safety and health legislation and information	<b>Equivalent.</b> It is considered that there is a close match between the elements.
Element 2: Contribute to activity that reflects WHS legislative requirements	Element 2: Apply relevant safety and health legislation and information	<b>Equivalent.</b> It is considered that there is a close match between the elements.
Element 3: Keep up-to-date with legislation and relevant publications	Element 1: Access relevant safety and health legislation and information	<b>Equivalent.</b> It is considered that there is a close match between the elements.

<p style="text-align: center;"><b>Consult and cooperate with the employer</b></p> <p style="text-align: center;"><b>Liaise with employer and employees about health and safety matters</b></p> <p style="text-align: center;"><b>Report hazards to the employer</b></p> <p style="text-align: center;"><b>Refer relevant matters to the health and safety committee, if there is one</b> (functions of elected representative)</p>		
<p><b>BSBWHS304 Participate effectively in WHS communication and consultation processes</b></p> <p><b>BSBWHS305 Contribute to WHS issue resolution</b></p> <p><b>BSBWHS302 Element 2</b></p>	<p style="text-align: center;"><b>Module 4</b> <b>Communicate on safety and health matters and represent employees</b></p> <p style="text-align: center;"><b>Module 5</b> <b>Resolve conflict and issue provisional improvement notices in the role of a safety and health representative</b></p>	<p style="text-align: center;"><b>Comment</b></p>
<p>304 Element 1: Contribute to establishing and running WHS consultation and participation processes</p> <p>304 Element 3: Contribute to obtaining and communicating information about WHS issues</p> <p>304 Element 2: Raise WHS issues with others</p> <p>305 Element 1: Prepare to contribute to the resolution of WHS issues</p> <p>305 Element 3: Effectively communicate outcomes of WHS issue-resolution process</p>	<p>Module 4 Element 2: Represent employees in safety and health matters</p> <p>Module 4 Element 1: Communicate on safety and health matters</p> <p>Module 5 Element 1. Investigate workplace safety and health issues where there is potential for conflict</p>	<p><b>Equivalent.</b> It is considered that there is a close match between the elements.</p>
<p>305 Element 2: Progress the resolution of WHS issues</p>	<p>Module 5 Element 3. Refer unresolved issues to appropriate parties</p>	<p><b>Equivalent.</b> It is considered that there is a close match between the elements.</p>
<p>302 Element 2: Contribute to activity that reflects WHS legislative requirements</p>	<p>Module 5 Element 2. Issue Provisional Improvement Notices (PINs) when appropriate</p>	<p><b>Equivalent.</b> It is considered that there is a close match between the elements.</p>

## 2. Course Information

<b>Inspect the workplace at agreed times and frequency</b> (function of elected representative)		
<b>BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control</b>	<b>Module 3 Conduct hazard identification and risk management associated with the role of a safety and health representative</b>	<b>Comment</b>
Element 1: Participate in workplace hazard identification  Element 2: Participate in WHS risk assessment  Element 3: Promote and support worker consultation and participation in hazard identification and risk assessment  Element 4: Participate in developing, selecting and implementing WHS risk controls  Element 5: Support effective worker consultation and participation in the risk control process	Module 3 Element 1: Identify workplace hazards  Module 3 Element 2: Assess workplace Risk  Module 3 Element 3: Identify control measures  Module 3 Element 4: Monitor control measures	<p><b>Equivalent.</b> It is considered that there is a close match between the elements</p> <p>Note that inspections are included in module 2 in the current guidelines.</p>



## 2. Course Information

<b>Investigate incidents</b> (function of elected representative)		
<b>BSBWHS406 Assist with responding to incidents</b>	<b>Module 2 Conduct workplace inspections and investigations as a safety and health representative</b>	<b>Comment</b>
<p>Element 1: Assist with identifying legislative and other requirements</p> <p>Element 2: Assist with implementing initial incident response procedures</p> <p>Element 3: Assist with collecting WHS information and data relevant to an investigation</p> <p>Element 4: Assist incident investigations</p> <p>Element 5: Assist in implementing recommended measures and actions arising from investigations</p>	<p>Element 2. Conduct workplace investigations into illness/injuries and incidents</p>	<p><b>Equivalent part from PC 2.2.</b> It is considered that there is a close match between the elements. However, 406A provides a better specification of the steps involved.</p> <p><b>Note: PC 2.1 Equivalent,</b> There is no requirement for first aid but it would include procedures such as contacting the internal first aid officers or the ambulance service, dealing with the injured and securing the scene to limit potential for any other person to be injured and to preserve evidence. However, RTOs may wish to also include these aspects in post course workbook activities.</p> <p><b>Note: PC 2.2 Partial equivalence with respect to documentation,</b> however, a representative would do this as a worker if they themselves were injured. However, RTOs may wish to include this aspect in post course workbook activities.</p>
	<p>Element 1. Carry out workplace Inspections</p>	<p><b>Equivalent.</b> In the Cert III, inspections are included under risk management, which is more appropriate as it is part of hazard identification.</p>

### **Number of units required for Cert III qualification = 10**

#### **Five units mapped above to the units in the Commission's Guidelines**

- BSBWHS302 Apply knowledge of WHS legislation in the workplace
- BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
- BSBWHS304 Participate effectively in WHS communication and consultation processes
- BSBWHS305 Contribute to WHS issue resolution
- BSBWHS406 Assist with responding to incidents

#### **Remaining core unit**

- PUAWER001 Identify, prevent and report potential workplace emergency situations

**It is suggested that providers select four of the following Cert III electives that appear particularly suitable for post course co-assessment, perhaps as part of workbook activities to be undertaken at the workplace.**

- BSBCMM201 Communicate in the workplace
- BSBWRT301 Write simple documents
- BSBDIV301 Work effectively with diversity
- BSBINN201 Contribute to workplace innovation
- HLTF311 Apply first aid
- PUAWER004 Respond to workplace emergencies

#### **Other possible electives as listed in the Cert III**

- BSBINM301 Organise workplace information
- BSBFLM303 Contribute to effective workplace relationships
- BSBSUS301 Implement and monitor environmentally sustainable work practices
- BSBWOR301 Organise personal work priorities and development
- BSBWOR401 Establish effective workplace relationships
- CPPWMT3044 Identify wastes and hazards
- HLTF302 Provide first aid in remote situation

**COMPETENCY: APPLY KNOWLEDGE OF LEGISLATION IN THE ROLE OF A SAFETY AND HEALTH REPRESENTATIVE**

**Descriptor** This competency describes the actions necessary for a Safety and Health Representative to access required workplace safety and health legislation and related information, and to use this information in carrying out the role.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.
<b>1. Access relevant safety and health legislation and information</b>	<p>1.1 <i>Current legislation and related documentation relevant to safety and health</i> and the organisation's operations is accessed</p> <p>1.2 Knowledge of the relationship between OSH acts, regulations, codes of practice, associated standards and guidance material is demonstrated in carrying out the Safety and Health Representative role</p> <p>1.3 <i>Responsibilities and requirements</i> under legislation are demonstrated</p>
<b>2. Apply relevant safety and health legislation and information</b>	<p>2.1 Safety and health issues in the workplace are raised and dealt with</p> <p>2.2 Interests of employees are represented in discussions with management</p> <p>2.3 All safety and health activity is consistent with the <i>functions of a Safety and Health Representative</i> as defined in the legislation</p>

### Range Statement

The Range Statement adds definition to the unit by elaborating on significant aspects of the performance requirements of the unit. The Range Statement establishes the range of applications of these requirements in different operating contexts and conditions. The specific aspects that require elaboration are identified by the use of italics in the Performance Criteria.

<i>Current legislation and related documentation relevant to safety and health</i> includes:	<ul style="list-style-type: none"> <li>• current Commonwealth and relevant State/Territory OSH legislation and related regulations</li> <li>• codes of practice, associated standards and guidance material relevant to the Safety and Health Representative's organisation</li> <li>• Introductory Safety and Health Representative training program materials that refer to and summarise the relevant legislation</li> </ul>
<i>Responsibilities and requirements</i> may include legal obligations under relevant legislation for the following persons:	<ul style="list-style-type: none"> <li>• employers</li> <li>• self-employed persons</li> <li>• persons in control of workplaces</li> <li>• contractors</li> <li>• designers, manufacturers, importers, suppliers of plant</li> <li>• erectors and installers of certain plant</li> <li>• manufacturers, importers, suppliers of substances</li> <li>• employees</li> <li>• Safety and Health Committees</li> <li>• Safety and Health Representatives</li> </ul>
<i>Functions of a Safety and Health Representative</i> as defined in the legislation include:	<ul style="list-style-type: none"> <li>• carry out regular inspections of the workplace</li> <li>• immediately carry out an appropriate investigation of any accident, dangerous occurrence or risk of imminent and serious harm to any person</li> <li>• keep informed on safety and health information provided by the employer about the workplace</li> <li>• liaise as necessary with WorkSafe or the Department of Industry and Resources and other Government or private bodies</li> <li>• consult and cooperate with the employer on all matters relating to safety and health at work</li> <li>• liaise with employees about matters concerning their safety and health at work</li> <li>• report to the employer any hazard or any potential hazard to which a person is exposed or might be exposed at work</li> </ul>

### Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies specific aspects of evidence that will need to be addressed in determining competence.

<p><b>Required knowledge includes:</b></p> <ul style="list-style-type: none"> <li>• relevant sections of the Occupational Safety &amp; Health Act as amended from time to time</li> <li>• relevant codes of practice, regulations, guidance notes, standards</li> <li>• role of safety &amp; health representative, manager/supervisor and inspector</li> <li>• responsibilities of employers and employees</li> <li>• functions of a safety and health committee</li> <li>• responsibilities around issuing Provisional Improvement Notices (PINs)</li> </ul>	<p><b>Required skills include:</b></p> <ul style="list-style-type: none"> <li>• access and interpret the Act and relevant regulations, codes of practice, standards etc</li> <li>• communicate the meaning of the Act and relevant regulations, codes of practice, standards etc</li> <li>• observe the workplace tasks and activities of the group represented and take steps to ensure the Act and its related documents are followed</li> </ul>
<p><b>Products that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• written action plans</li> <li>• written records of incidents, investigations, etc</li> <li>• meeting minutes or notes</li> <li>• documents used to inform and report to others in the organisation</li> <li>• emails and other records of processes undertaken on safety and health related issues</li> </ul>	<p><b>Processes that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• processes for accessing legislation and related documentation relevant to safety and health</li> <li>• processes for gathering information on safety and health matters relevant to the organisation</li> <li>• utilising relevant sources of information</li> <li>• processes for addressing safety and health issues as they arise, and the links between the actions taken and relevant legislative provisions</li> </ul>

### Assessment questions

The following questions may be asked during an assessment. The issues identified are key learning points. Additional questioning is encouraged, to ensure the required underpinning knowledge is covered.

- Identify relevant safety and health legislation and related documentation, and explain the structure and purpose of each
- Identify relevant sources of safety and health information
- Explain the major sources of information to which an employer should provide safety and health representatives with access
- Explain the responsibilities of the various parties under the legislation
- Explain the functions of a Safety and Health Representative as defined in the legislation
- Explain how the interests of employees can be met by a Safety and Health Representative in the course of his/her duties

**COMPETENCY: CONDUCT WORKPLACE INSPECTIONS AND INVESTIGATIONS AS A SAFETY AND HEALTH REPRESENTATIVE**

**Descriptor** This competency describes the actions necessary for a Safety and Health Representative to carry out workplace inspections and to investigate workplace safety and health issues to resolution.

Element	Performance criteria
Elements define the critical outcomes of a unit of competency	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.
<b>1. Carry out workplace inspections</b>	1.1 Regular inspections of relevant areas of the workplace are carried out, using a checklist 1.2 <i>Information relevant to the workplace inspection</i> is accessed from the employer 1.3 <i>Workplace procedures</i> for recording, actioning and following up on findings of inspections are developed and implemented 1.4 <i>Illness/injuries and incidents</i> are notified to the employer
<b>2. Conduct workplace investigations into illness/injuries and incidents</b>	2.1 <i>Workplace procedures</i> for incident and accident <i>investigations</i> are developed and implemented appropriate to the functions of a safety and health representative 2.2 <i>Appropriate information</i> is accessed, including information from the employer 2.3 Information gathered as part of the investigation is evaluated 2.4 Investigations focus on causes rather than allocating blame 2.5 <i>Preventive measures</i> are proposed 2.6 Remedial action is followed up and monitored

### Range statement

The Range Statement adds definition to the unit by elaborating on significant aspects of the performance requirements of the unit. The Range Statement establishes the range of applications of these requirements in different operating contexts and conditions. The specific aspects that require elaboration are identified by the use of italics in the Performance Criteria.

*Information relevant to the workplace inspection* may include:

- Relevant legislation, regulations, codes of practice, associated standards and guidance material
- Material safety data sheets
- Emergency procedures
- Enterprise quality assurance procedures
- Manufacturer's documentation and handbooks
- Organisational Safety Management System information
- Relevant management systems, policies and procedures
- Operations manuals
- Standard Operating Procedures (SOPs)

*Workplace procedures* for recording, actioning and following up on inspections and investigations may include:

- Interviews
- Statements
- Audio recording
- Photographs
- Scale diagrams
- Reconstruction of events
- Risk register entries
- Safety management system changes
- Toolbox meeting agendas
- Safety and Health Committee agendas

## 2. Course Information

<i>Illness/injuries and incidents may include:</i>	<ul style="list-style-type: none"> <li>• Reportable illness/injuries/incidents under legislation</li> <li>• Near misses</li> <li>• Target illness/injuries/incidents under site-specific safety programs</li> </ul>
<i>Investigations may cover:</i>	<ul style="list-style-type: none"> <li>• Accidents, incidents or near misses</li> <li>• Safety and health systems and issues</li> <li>• Safety aspects of technical processes and procedures</li> <li>• Safety aspects of equipment specifications and performance definition</li> <li>•</li> </ul>
<i>Preventive measures may cover:</i>	<ul style="list-style-type: none"> <li>• Safety management systems</li> <li>• Administrative systems</li> <li>• Process and procedures</li> <li>• Behaviours</li> <li>• Equipment and materials</li> <li>• Work environment</li> </ul>

### Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies specific aspects of evidence that will need to be addressed in determining competence.

<p><b>Required knowledge includes:</b></p> <ul style="list-style-type: none"> <li>• Injury, illness, and incident investigation methods</li> <li>• Reporting methods</li> <li>• Risk management principles and methods</li> <li>• Legislation and related legislative instruments</li> <li>• Roles of the key players and groups under the legislation</li> </ul>	<p><b>Required skills include:</b></p> <ul style="list-style-type: none"> <li>• Development and use of an inspection checklist</li> <li>• Investigation techniques: <ul style="list-style-type: none"> <li>- Accessing information</li> <li>- Observation and analysis</li> <li>- Interviewing – questioning and listening</li> <li>- Note taking</li> </ul> </li> <li>• Risk management techniques</li> <li>• Verbal communication</li> <li>• Follow up to ensure implementation of findings</li> </ul>
<p><b>Products that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• Inspection checklists</li> <li>• Notes from an investigation</li> </ul>	<p><b>Processes that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• How a procedure for ensuring findings of inspections are acted upon, recorded and monitored is followed</li> <li>• Demonstrating the basic skills required to conduct an inspection</li> <li>• Utilising an incident/accident reporting procedure</li> <li>• Utilising an investigation procedure</li> <li>• Utilising relevant sources of information</li> <li>• Utilising key external contacts</li> </ul>

### Assessment Questions

The following questions may be asked during an assessment. The issues identified are key learning points. Additional questioning is encouraged, to ensure the required underpinning knowledge is covered.

- Identify the reasons that workplace inspections may occur
- Explain the purpose for carrying out accident/incident investigations
- Explain the importance of near misses and incidents

## 2. Course Information

- Explain the difference between immediate causes and underlying causes of incidents/accidents
- Identify who should be on an investigation team
- Explain the main investigation tools
- Explain the major sources of information to which an employer should provide safety and health representatives with access
- Identify relevant sources of information
- Identify key external contacts

**COMPETENCY: CONDUCT HAZARD IDENTIFICATION AND RISK MANAGEMENT ASSOCIATED WITH THE ROLE OF A SAFETY AND HEALTH REPRESENTATIVE**

**Descriptor** This competency describes the actions necessary for a Safety and Health Representative to identify, assess and control risks present in the workplace to a level appropriate for the role.

Element	Performance Criteria*
Elements define the critical outcomes of a unit of competency	The Performance Criteria specify the level of performance required to demonstrate achievement of the element.
<b>1. Identify workplace hazards</b>	1.1 Job tasks and conditions are analysed to recognise potential <i>hazards</i> 1.2 <i>Details of workplace hazards</i> are established and confirmed 1.3 Information on workplace changes is analysed to ensure potential hazards are identified 1.4 Relevant <i>workplace safety information</i> is accessed to assist with identifying hazards
<b>2. Assess workplace risk</b>	2.1 <i>Risk</i> levels are considered and determined 2.2 Criteria for deciding the unacceptability of workplace risks are applied 2.3 <i>Risk is assessed</i> against criteria either for action or referral
<b>3. Identify control measures</b>	3.1 <i>Range of actions/controls</i> which may eliminate or minimise the risk are identified 3.2 Most appropriate control measure for dealing with a situation is selected 3.3 Safety information and procedures are accessed and applied throughout the operations
<b>4. Monitor control measures</b>	4.1 Compliance with new procedures as part of risk control measures is monitored through discussions with employees and the employer 4.2 The <i>effectiveness of risk control measures</i> is monitored 4.3 Areas for further improvement are identified

**\*Note:** All the performance criteria relate to performance appropriate to the functions of a Safety and Health Representative. Representatives are not expected to have the technical OSH skills and knowledge of a specialist OSH advisor, nor do they have any duty or responsibility for OSH management. Their role is one of *representation*.



### Range Statement

The Range Statement adds definition to the unit by elaborating on significant aspects of the performance requirements of the unit. The Range Statement establishes the range of applications of these requirements in different operating contexts and conditions. The specific aspects that require elaboration are identified by the use of italics in the Performance Criteria.

<i>A hazard:</i>	<ul style="list-style-type: none"> <li>in relation to a person, means anything that may result in—               <ul style="list-style-type: none"> <li>(a) injury to the person; or</li> <li>(b) harm to the health of the person<sup>1</sup></li> </ul> </li> <li>OR</li> <li>is a source of potential harm or a situation with potential to cause loss<sup>2</sup></li> </ul>
<i>Details of workplace hazards may be included in:</i>	<ul style="list-style-type: none"> <li>Hazard Register</li> <li>Job Safety Analysis records</li> <li>Material Safety Data Sheets (MSDS)</li> <li>hazardous material or dangerous goods registers</li> </ul>
<i>Workplace safety information may include:</i>	<ul style="list-style-type: none"> <li>regulations, codes of practice, standards, guidance material</li> <li>organisational safety records</li> <li>inspection reports</li> <li>incident investigation reports</li> <li>results of safety audits</li> <li>minutes from Safety and Health Committee meetings, other safety meetings and toolbox meetings</li> <li>manufacturers' manuals</li> </ul>
<i>Risk:</i>	<ul style="list-style-type: none"> <li>in relation to any injury or harm, means the probability of that injury or harm occurring<sup>3</sup></li> <li>OR</li> <li>is the chance of something happening that will have an impact upon objectives. It is measured in terms of consequences and likelihood<sup>4</sup></li> </ul>
<i>Risk is assessed using</i>	<ul style="list-style-type: none"> <li>qualitative methods</li> <li>quantitative methods, where such statistics are available</li> <li>semi-quantitative methods such as risk ranking</li> <li>expert input when required</li> </ul>
<i>Range of actions/controls cover:</i>	<ul style="list-style-type: none"> <li>the hierarchy of controls, that is:           <ul style="list-style-type: none"> <li>elimination</li> <li>substitution</li> <li>isolation</li> <li>engineering controls</li> <li>administrative controls</li> <li>personal protective equipment (PPE)</li> </ul> </li> </ul>
<i>Effectiveness of risk control measures may be affected by:</i>	<ul style="list-style-type: none"> <li>poor implementation</li> <li>communication problems</li> <li>lack of consultation across shifts</li> <li>lack of proper training in new procedures</li> <li>deterioration of systems over time and/or distance</li> <li>lack of commitment to new procedures</li> </ul>

<sup>1</sup> OSH Act

<sup>2</sup> AS/NZS 4360:1999

<sup>3</sup> OSH Act

<sup>4</sup> AS/NZS 4360:1999

### Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies specific aspects of evidence that will need to be addressed in determining competence.

<p><b>Required knowledge includes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the provisions in the Act and related instruments for identifying hazards, assessing risk and controlling hazards</li> <li>• Knowledge of hazards and their effect on the body</li> <li>• Knowledge of hierarchy of control and control methods</li> <li>• Responsibilities of the workplace parties for hazard identification and control</li> <li>• Knowledge of hazard identification and risk assessment methods</li> </ul>	<p><b>Required skills include:</b></p> <ul style="list-style-type: none"> <li>• Accessing, interpreting and disseminating information</li> <li>• Workplace and task observation, and attention to detail</li> <li>• Inspection skills and the use of checklists</li> <li>• Questioning and listening</li> <li>• Problem solving</li> <li>• Risk assessment – basic methods and techniques</li> <li>• Follow up hazard identification and risk assessment activities to ensure appropriate controls are put in place and monitored</li> </ul>
<p><b>Products that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• written reports on workplace hazards</li> <li>• presentations to workplace meetings or safety and Health Committees on workplace hazards</li> <li>• evidence of suggested control measures to address workplace risks</li> <li>• reports on the effectiveness of risk control measures</li> <li>• completed Job Safety Analysis sheets</li> </ul>	<p><b>Processes that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• utilisation of a Job Safety Analysis or similar hazard identification process</li> <li>• reporting of workplace hazards to a workplace meeting such as a Safety and Health Committee</li> <li>• workplace risk assessment exercises</li> <li>• how a procedure for ensuring risk control measures are implemented and used, is followed</li> </ul>

### Assessment Questions

The following questions may be asked during an assessment. The issues identified are key learning points. Additional questioning is encouraged, to ensure the required underpinning knowledge is covered.

- Explain the legislative approach to risk management
- Define hazard as per the OSH Act
- Identify the types of workplace hazards found in the organisation
- Discuss the sort of workplace safety information that can be used to assist in identifying hazards
- Define the concept of risk
- Explain how risk levels are determined
- Explain what action is taken when a risk level is not clear
- Describe the hierarchy of control and give examples of each type of control measure
- Explain the concept of “reasonably practicable” in relation to controlling risk, and relate it to a specific example
- Explain the need for ongoing monitoring and maintenance of control measures

**COMPETENCY: COMMUNICATE ON SAFETY AND HEALTH MATTERS AND REPRESENT EMPLOYEES**

**Descriptor** This competency covers the actions necessary for a Safety and Health Representative to effectively communicate with the workplace parties on safety and health matters, and to capably represent employees' views on these matters.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.
<b>1. Communicate on safety and health matters</b>	1.1 External information is accessed as appropriate 1.2 The purpose of <i>safety and health communication</i> , either <i>oral or written</i> , is established and clear messages given 1.3 Liaison with external organisations such as Government agencies is undertaken 1.4 <i>Preparations</i> are made for participation in Safety and Health Committee and all other safety related meetings, and appropriate contributions made to their discussions and decision-making
<b>2. Represent employees in safety and health matters</b>	2.1 Matters concerning employees' safety and health at work are <i>canvassed with employees</i> , and appropriate <i>representations</i> are made to the employer 2.2 Consultation is undertaken co-operatively with the employer on matters relating to the safety and health of employees in the workplace 2.3 Requirements of <i>particular groups of employees</i> are recognised and addressed

**Range Statement**

The Range Statement adds definition to the unit by elaborating on significant aspects of the performance requirements of the unit. The Range Statement establishes the range of applications of these requirements in different operating contexts and conditions. The specific aspects that require elaboration are identified by the use of italics in the Performance Criteria.

<i>Safety and health communication</i> can be with:	<ul style="list-style-type: none"> <li>• workers</li> <li>• supervisors</li> <li>• managers</li> <li>• Safety and Health Committee members</li> <li>• consultants</li> <li>• specialists</li> <li>• government inspectors</li> <li>• other Safety and Health Representatives</li> <li>• unions</li> </ul>
<i>Oral or written</i> communication can be:	<ul style="list-style-type: none"> <li>• emails</li> <li>• letters</li> <li>• reports</li> <li>• memos</li> <li>• face to face</li> <li>• by telephone</li> <li>• group presentations</li> <li>• formal or informal</li> </ul>

## 2. Course Information

<i>Preparations may include:</i>	<ul style="list-style-type: none"> <li>• writing reports to be presented</li> <li>• canvassing of employees' views</li> <li>• background research into safety and health matters</li> <li>• liaison with external parties to gather information</li> <li>• developing presentations to be made</li> <li>• administrative arrangements to be finalised, such as venue, meeting notices, agenda papers, speakers, room set-up, meeting aids, etc</li> </ul>
Workplace safety and health matters may be <i>canvassed with employees</i> , whilst having regard to operational and safety requirements:	<ul style="list-style-type: none"> <li>• at toolbox meetings</li> <li>• at shift meetings</li> <li>• during shift changeovers</li> <li>• on the shop floor if appropriate</li> <li>• at safety meetings</li> <li>• individually or in groups</li> </ul>
<i>Representations may cover:</i>	<ul style="list-style-type: none"> <li>• groups of employees' views on safety and health matters</li> <li>• individual employee views on safety and health matters</li> <li>• issues that have been raised with the Safety and Health Representative by an employee or some employees</li> <li>• safety and health matters that the individual Safety and Health Representative has become aware of</li> <li>• issues raised with a supervisor/manager or at a Safety and Health Committee meeting</li> </ul>
<i>Particular groups of employees may include:</i>	<ul style="list-style-type: none"> <li>• particular shifts</li> <li>• certain trades or occupations</li> <li>• groups of employees in particular locations or for whom regular contact may be difficult</li> <li>• disadvantaged groups such as those with low levels of numeracy and literacy skills, or those with low levels of representation in a workplace</li> </ul>

### Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies specific aspects of evidence that will need to be addressed in determining competence.

<p><b>Required knowledge includes:</b></p> <ul style="list-style-type: none"> <li>• Consultative processes</li> <li>• Effective meeting processes</li> <li>• Needs of special groups in the workplace</li> <li>• Issue resolution procedures as per legislation</li> <li>• Function, make up and roles of a Safety and Health Committee</li> <li>• Workplace records a Safety and Health Representative should keep</li> </ul>	<p><b>Required skills include:</b></p> <ul style="list-style-type: none"> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities</li> <li>• Interpersonal skills, including questioning and listening</li> <li>• Representation of employees and establishment of effective two way information flows</li> <li>• Effective meeting skills</li> <li>• Group presentation skills</li> </ul>
<p><b>Products that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• Safety and health information sourced externally</li> <li>• Copies of presentations made on safety and health matters</li> <li>• Copies of reports written on safety and health matters</li> <li>• Agenda papers developed for Safety and Health Committee meetings</li> <li>• Copies of written communications on safety and health matters, such as emails, memos</li> </ul>	<p><b>Processes that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• Utilising communication skills and strategies in a range of probable workplace situations</li> <li>• Utilising relevant sources of information</li> <li>• Utilising key external contacts</li> <li>• Demonstrating strategies for addressing the communication needs of special groups in the workplace</li> <li>• Demonstrating the key skills required by a Safety and Health Representative to effectively participate in committee meetings</li> <li>• Methods of ascertaining employees' on safety and health matters for representation to the employer</li> </ul>

### Assessment Questions

The following questions may be asked during an assessment. The issues identified are key learning points. Additional questioning is encouraged, to ensure the required underpinning knowledge is covered.

- Identify the key Government agencies that have or may have a role in workplace safety and health matters
- Explain the importance of effective communication
- Identify relevant sources of safety and health expertise and information
- Identify key external contacts
- Describe the functions, make up and roles of a Safety and Health Committee
- Describe the types of preparations that may be needed for a Safety and Health Committee meeting
- Explain different ways that employees' views on workplace safety and health matters may be gathered
- Nominate some particular groups of employees in the workplace, and explain how their representational needs may be met
- Explain a Safety and Health Representative's role with respect to an employer

**COMPETENCY: RESOLVE CONFLICT AND ISSUE PROVISIONAL IMPROVEMENT NOTICES IN THE ROLE OF A SAFETY AND HEALTH REPRESENTATIVE**

**Descriptor**

This competency addresses the conflict resolution role of a Safety and Health Representative. The starting premise is the need for thorough investigation and prompt resolution. If this is not possible and improvement action is seen to be necessary, a Provisional Improvement Notice (PIN) may be required. Where for whatever reasons this is not appropriate, issue resolution procedures may need to be followed which involve additional parties.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.
<b>1. Investigate workplace safety and health issues where there is potential for conflict</b>	<p>1.1 Input to the development and implementation of consultative <i>workplace safety and health issue resolution procedures</i> is made</p> <p>1.2 Factors relevant to a <i>workplace safety and health issue</i> are clarified, and options for resolution are identified</p> <p>Actions to resolve the workplace issue are implemented, and outcomes monitored</p> <p><i>Appropriate records</i> are kept</p>
<b>2. Issue Provisional Improvement Notices (PINs) when appropriate</b>	<p>2.1 Workplace safety and health issues that may require the issuing of a Provisional Improvement Notice (PIN) are investigated with a view to resolution</p> <p>2.2 <i>Legislative procedures for issuing a PIN</i> are followed in the context of the particular workplace circumstances and the authority of the Safety and Health Representative</p> <p>2.3 The workplace situation is monitored after the issuing of a PIN, and suitable consultation is maintained with the recipient of the PIN and the employer</p>
<b>3. Refer unresolved issues to appropriate parties</b>	<p>3.1 Agreed workplace issue resolution procedures, or in their absence <i>legislative issue resolution procedures</i>, are followed where agreement at the employer-Safety and Health Representative level is not achieved and <i>circumstances</i> are not considered suitable for a PIN to be issued</p> <p>3.2 <i>Appropriate records</i> are kept</p>

**Range Statement**

The Range Statement adds definition to the unit by elaborating on significant aspects of the performance requirements of the unit. The Range Statement establishes the range of applications of these requirements in different operating contexts and conditions. The specific aspects that require elaboration are identified by the use of italics in the Performance Criteria.

<i>Workplace safety and health issue resolution procedures:</i>	<ul style="list-style-type: none"> <li>• may be developed by the workplace parties to meet the needs of the workplace, the employer and the employees</li> <li>• can be made more specific than the legislative issue resolution procedures in the regulations</li> <li>• take into account the particular circumstances in a workplace e.g. how particular hazards might be addressed and to whom safety and health issues might be referred</li> <li>• streamline the process by specifying the levels of management responsible for dealing with particular issues</li> <li>• identify the means by which an issue can be resolved effectively</li> </ul>
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## 2. Course Information

<p><i>Workplace safety and health issue resolution procedures:</i></p>	<ul style="list-style-type: none"> <li>• assist representatives and employees in resolving safety and health issues, by setting down a procedure where each party knows in advance the method for dealing with issues as they arise</li> <li>• provide, particularly where issues are not able to be resolved immediately, that the progress of the issue should be regularly reported back to the employee(s) affected</li> <li>• facilitate access to agreed sources of information and expertise</li> <li>• provide access to someone with decision making authority</li> </ul>
<p><i>A workplace safety and health issue:</i></p>	<ul style="list-style-type: none"> <li>• exists where there is a difference of opinion between the employer and one or more employees relating to safety or health at the workplace</li> <li>• does not necessarily mean a dispute</li> <li>• may include any item in the general duty section of the Act, any hazard or potential hazard, or any procedural issue relating to safety and health</li> </ul>
<p><i>Appropriate records may be:</i></p>	<ul style="list-style-type: none"> <li>• formal or informal</li> <li>• records of meeting resolutions or group decisions/ recommendations</li> <li>• minutes of meetings</li> <li>• copies of correspondence (such as emails, memos)</li> <li>• written incident histories</li> </ul>
<p><i>Legislative procedures for issuing a PIN will need to be thoroughly covered in training. These procedures:</i></p>	<ul style="list-style-type: none"> <li>• are as set out in the legislation and must be strictly followed. They include:             <ul style="list-style-type: none"> <li>– qualifications required by a Safety and Health Representative (SHR) before s/he can issue a PIN</li> <li>– specify section of the Act</li> <li>– the SHR is to be of the opinion that a contravention of the Act is occurring or has occurred and is likely to continue or be repeated.</li> <li>– consultation with another SHR where practicable</li> <li>– PIN is limited to the workplace for which the SHR is elected; or where the SHR is elected for a group of employees, in respect of any workplace at which any member of the group works. (This refers to the 'scheme arrangement')</li> <li>– SHR to consult with the recipient to whom the Notice is to be issued</li> <li>– where a Notice is issued to an employee, the employee must, as soon as practicable, give a copy of the Notice to their employer</li> <li>– contents and directions required for the purposes of PINs may be included in the Notice</li> <li>– PINs can be reviewed by an inspector if requested by the recipient or where the recipient is an employee, the recipient's employer.</li> <li>– More than 7 days being given to the recipient to comply, it being an offence not to comply.</li> <li>– procedures where there is failure to comply with the Notice</li> </ul> </li> </ul>
<p><i>Legislative issue resolution procedures:</i></p>	<ul style="list-style-type: none"> <li>• are described generally in the legislation, but may be more fully described in a guidance note</li> </ul>

### Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies specific aspects of evidence that will need to be addressed in determining competence.

<p><b>Required knowledge includes:</b></p> <ul style="list-style-type: none"> <li>• Investigation methods</li> <li>• Risk management principles and methods</li> <li>• Legislation and related legislative instruments</li> <li>• Roles of the key players and groups under the legislation, including the responsibilities of safety and health representatives with respect to:             <ul style="list-style-type: none"> <li>– issuing PINs</li> <li>– issue resolution procedures</li> <li>– employee refusal to work</li> <li>– calling an inspector</li> </ul> </li> <li>• Legislative procedures and preconditions for issuing PINs</li> <li>• Issue resolution procedures in the particular workplace, or in their absence legislative issue resolution procedures</li> </ul>	<p><b>Required skills include:</b></p> <ul style="list-style-type: none"> <li>• Communication (questioning and listening) skills</li> <li>• Record keeping skills</li> <li>• Risk assessment – basic methods and techniques</li> <li>• Negotiation skills</li> <li>• Conflict resolution skills and strategies, including analysing options for action</li> <li>• Use of procedures for resolving safety and health issues in the workplace</li> <li>• Problem solving</li> </ul>
<p><b>Products that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• Written records of resolved workplace safety and health matters</li> <li>• Completed PINs, some with directions, and their outcomes</li> <li>• Written workplace issue resolution procedures the Safety and Health Representative helped to develop</li> <li>• Written records of workplace safety and health matters that involved an inspector's intervention</li> </ul>	<p><b>Processes that could be used as evidence include:</b></p> <ul style="list-style-type: none"> <li>• Utilising conflict resolution skills and strategies</li> <li>• Description of a workplace safety and health matter worked through to resolution by the Safety and Health Representative</li> <li>• Attendance at an interview between the employer and an employee over safety and health matters, where requested</li> <li>• Description of the Safety and Health Representative's involvement in a PIN review request</li> </ul>

### Assessment Questions

The following questions may be asked during an assessment. The issues identified are key learning points. Additional questioning is encouraged, to ensure the required underpinning knowledge is covered.

- Explain in detail the legislative procedures by which a Safety and Health Representative issues a Provisional Improvement Notice (PIN)
- Describe the necessary preconditions for a Safety and Health Representative to issue a PIN
- Describe the legislative procedures when a PIN recipient requests a review
- Describe the process to be followed, as set out in the legislation, when employees refuse to work because of a safety and health issue
- Explain the circumstances in which a safety and health representative may call an inspector
- Identify the main administrative issues a safety and health representative and the employer need to agree when the safety and health representative commences in the role
- Describe some examples of workplace records a safety and health representative should keep
- Explain the circumstances in which a safety and health representative may be disqualified



## Appendix 1: Criteria for course accreditation

**Applications for accreditation of introductory courses must address the provider criteria and course criteria that follow.**

The Commission requires that all course accreditation submissions provide evidence of the ability of a particular provider to deliver a particular course. To this end, the accreditation criteria ask for both provider and course criteria.

These explanatory notes are included to assist prospective providers in completing an application. Further queries regarding the requirements for any criteria should be directed to the Executive Officer of the Commission.

### Provider Criteria

#### 1. Trainers/presenters are suitably qualified and experienced

- 1.1 The competencies in occupational safety and health required for trainers are the same as those operating for Registered Training Organisations. Training must be delivered by a person who has vocational competencies at least to the level of those being delivered.

A statement of occupational safety and health training and workplace experience for each trainer should be provided along with copies of resumes for each proposed trainer including details of any formal occupational safety and health qualifications and practical experience. The resume should include a detailed description of OSH-related workplace experience including any specific involvement in workplace OSH consultation.

- 1.2 The competencies in training required for trainers are the same as those operating for Registered Training Organisations. Training must be delivered by a person who holds the Certificate IV in Training and Assessment from the Training and Assessment Training Package, or is able to demonstrate equivalent competencies, or is under the direct supervision of a person who has the competencies.
- 1.3 Certified copies of each proposed trainer's training qualifications are required and must be signed as a true copy by a suitable person.

#### 2. Organisations presenting the course must be an RTO

- 2.1 To ensure suitable facilities and administrative processes are in place, organisations applying for accreditation or renewal of accreditation to deliver the introductory training course for safety and health representatives must be a Registered Training Organisation.
- 2.2 To facilitate formal skills recognition, the equivalent Certificate III in Work Health and Safety units must be within the scope of the Registered Training Organisation.

### Course Criteria

#### 1. Identification of intended participants

##### 1.1 Intended participants are identified in course literature.

A brochure or information sheet should be developed and provided with the submission. It should clearly state the intended audience for the course, and why these parties should attend (i.e. what are the benefits of safety and health representatives and managers/supervisors undertaking the training, in the context of the legislation).

#### 2. Open access and participation

##### 2.1 Training material contains gender neutral terms where appropriate.

The language used throughout the course should take a balanced view of the role of males and females in the workplace and not show bias.

##### 2.2 Training material reflects gender balance and multi-cultural society.

Examples used throughout the course should be tailored to the likely audience and reflect the fact that workplaces have participants with varied backgrounds.

##### 2.3 Training material and assessment procedures encourage participation.

The course materials should include activities that are suited to a broad range of participants e.g. not all participants are comfortable speaking to a group; some may prefer written rather than verbal input. There needs to be a variety of tasks and activities incorporated into the course that will enable all participants to contribute and to be assessed by means that enable them to demonstrate their understanding of the content i.e. not just by their input to group discussion or individual presentation (bearing in mind that this is not a pass/fail assessment and should only be used to identify possible areas for improvement).

Written tests are not considered appropriate in the context of this course.

##### 2.4 Course promotion strategy encourages participation from special needs groups.

Applicants must provide a brochure or information sheet explaining the purpose of the course and its relevance to the intended participants. This information should also make it clear that the course delivery and content does not assume gender, ethnicity or language skills.

Providers should provide a comfortable learning environment where people of all backgrounds are accommodated and the course and supporting activities are structured to ensure that all participants have the opportunity to participate and contribute.

### 3. Overview of course content and structure

#### 3.1 Outline the course structure showing session plans, sequencing, duration and coverage of skill and knowledge requirements.

Outline the course structure including:

- Sequencing of training within the course.
- Session or lesson plans that include details of where the required skills and knowledge have been covered in the course.
- Time plan for the training.

A detailed timetable for the course must be provided. The timetable must indicate the duration of each component of the course i.e. lectures/information sessions, activities, feedback, workplace-based activities, etc. This enables the assessors to see 'at a glance' the amount of time devoted to the different learning methodologies and also to see the total time spent covering the individual skill and knowledge requirements.

Provide a clear explanation of, and justification for, the chosen delivery strategy. Each application to vary the "normal" delivery will be considered on its individual merits.

#### 3.2 Course content is consistent with the philosophy of the legislation.

Show evidence the proposed course content is based on a firm understanding of the representative role of safety and health representatives.

The focus of the course should be on how the material effectively addresses the competencies. The philosophy of the legislation needs to be clearly reflected in all course content and delivery.

The course content and supporting activities should focus on the development of sound skills in communication, negotiation and issue resolution, and the role and functions of safety and health representatives.

It is expected that activities which provide opportunities to practise communication skills be included, for example in underpinning the process of issue resolution, issuing a PIN, or negotiating the introduction of a particular control measure to eliminate or minimise a risk.

### 4. Training methods, including adult learning principles

#### 4.1 The training curriculum and timetable contain review sessions at appropriate stages during the training.

The course material and timetable should indicate what provision is made to enable participants to review and discuss what has been learnt. The most effective way to achieve this is to have a review of the previous day's material at the beginning of the following training day. This gives participants the opportunity to consolidate their thinking, provides a platform for the new session, and means that the review is not taking place at the end of the day when participants are tired and have not had any time to reflect on what they have learnt.

### 4.2 Training materials contain examples relevant to the target industry/group.

All activities, case studies, role plays, etc incorporated into the course should be relevant to the participants. For example, it would be inappropriate to include examples drawn from retail trade for a course where the participants are engineers. While a core set of standard activities can be presented as part of an application for accreditation, an explanation of how materials would be customised to suit particular audiences should be included.

An effective way of gauging the experience/background and interests of the participants is to provide them or their employer with a short questionnaire prior to conducting a course, seeking information that would assist the trainer to source and utilise appropriate case studies or modify core activities to suit the needs of the participants on a particular course.

### 4.3 Mechanisms exist for the trainees to obtain feedback on their performance.

All activities included in the course should enable participants to receive relevant and immediate feedback on how well they have understood and applied the concepts in a particular scenario e.g. in issue resolution or issuing a PIN. The trainer's notes should also clearly indicate the requirements for this feedback to be provided relative to the outcomes to be achieved for each of the activities.

### 4.4 Opportunities exist for trainees to exercise what they are being taught.

A fundamental principle of adult learning is that numerous and varied activities be included in the course to supplement the information presented to participants. This ensures that participants have the opportunity to experience the practical application of concepts and key legislative requirements.

## 5. Training resources and materials

### 5.1 Existence of detailed trainer's notes or session plans to accompany each segment of the course.

Detailed trainer's notes/lesson plans should be provided. These should include for each topic/session covered:

- skill and knowledge requirements
- key messages for participants (the 'must knows')
- activities and their purpose and desired outcomes (what are they and why are the participants doing them?)
- overhead transparencies, videos, slides, and other tools to be used (plus when and how)
- how assessment is to be undertaken throughout the activities (observation, feedback, discussion, etc.)

- 5.2 Course handouts/exercises/activities/case studies/overheads etc. are written in plain English and presented in a suitable format.

The materials for a course should be appropriate to the target audience. Safety and health representatives are elected to represent their work colleagues, not to be experts in OSH. Therefore the materials used throughout the course need to be clear and concise, and form a suitable 'ready reference' for a safety and health representative once the course is completed.

Activities and case studies should effectively illustrate the points to be achieved, and be relevant to the participants. Particular attention should be paid to ensuring that overheads are not too wordy or numerous and include suitable graphics, and simple and concise dot points. The intention of overheads is to supplement the activities, not to form the core of the course content. A 'contents' page is also necessary in any workbook or handouts provided to participants.

### **6. Customisation of the training material**

- 6.1 Evidence of verbal or written consultation to develop relevant course material.

A key requirement for accreditation is that course materials be customised to suit the needs of the particular audience. The Commission requires an explanation of how these needs are determined, how course materials other than core content (i.e. case studies, activities, role plays, etc.) are identified, and how these are applied to particular groups.

Where organisations train participants from a diverse range of backgrounds or industries, an effective way to achieve this is via the provision of a pre-course survey or questionnaire to ascertain the environments in which participants work. This survey could be provided either to participants or their manager/supervisor. A selection of training resources should be available that can be adapted to suit the audience based on the information received. This material should be constantly updated and the 'customisation' of materials should be done for each course to be conducted.

Alternatively, where training is always delivered to participants from the same or very similar backgrounds/industries, an explanation of how the supplementary course materials were developed, who was consulted in their development, and how they are kept current, must be provided.

- 6.2 Handouts/case studies/exercises etc as submitted contain industry/group/site/individual specific material.

The course materials submitted must be customised to suit the backgrounds of the participants. The previous point is about explaining how this can be achieved, and mechanisms for keeping these current, while this point requires provision of examples to support the claims made above.

### 7. Assessment

Evidence of how the training organisation is going to monitor and assess its own effectiveness in developing the required skills and knowledge in participants.

Because the training will not include any pass or fail assessment of participants, assessment can instead be used to measure the training provider's performance in teaching the skills and knowledge required by the participating safety and health representatives. Evidence of assessment activities planned for the course must be included in materials submitted in the accreditation application.

### 8. On-going monitoring and evaluation

#### 8.1 Evidence of mechanisms to keep up-to-date with changes in occupational safety and health.

Evidence should be provided of memberships, affiliations, etc. of professional bodies, ongoing professional development activities, regular research to ensure currency of information and resources (internet, library, subscriptions, etc.).

#### 8.2 Timetable allows for course questionnaire seeking feedback from participants on the course and its delivery to be administered.

The Commission has developed a course feedback questionnaire that includes questions on course content, delivery, relevance/applicability of the topics and materials covered, areas for improvement, and what participants believe they gained from the course.

The course timetable should include time for the questionnaire to be administered.

### 9. Copyright

The accreditation application should confirm that none of the material used in delivering and supporting the training breaches copyright, and that, where appropriate, material has been used with permission of the copyright owner and has been suitably referenced.

## Appendix 2: Accreditation application template and checklist

This template is to be used by organisations seeking Commission accreditation or re-accreditation of an introductory training course for safety and health representatives.

The template has been designed to assist organisations prepare their application by providing the framework, order and headings for the application document, and including a checklist of important issues to address in completing the application template.

Applications for accreditation and accompanying documents should be typed or printed and should be based on the order and headings in this template.

### Accreditation application template

Part A – Training provider details
<p><b>Name of organisation:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Address:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>Check:</i> Postal address, phone number, fax number, email address and location of above organisation.</p>
<p><b>Contact details:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>Note:</i> Primary contact person within organisation.</p>

## Appendix 2: Accreditation application template and checklist

### Type of application:

.....  
.....  
.....

#### Check:

Application could be for:

- Initial accreditation
- Re-accreditation.

For a re-accreditation application, attach information detailing course changes resulting from participant feedback and industry consultation.

### Organisation's Registered Training Organisation status:

.....  
.....

*Note:* Evidence of current Registered Training Organisation (RTO) status required.  
The equivalent *Cert III in Work Health and Safety* units must be within the scope of the RTO applying for accreditation or reaccreditation.

### Qualifications and experience of trainers:

#### Check:

- Information on the occupational safety and health training and experience for each trainer, by way of resume copies.
- Certified copies of relevant trainer qualifications,

### Facilities and administration:

RTOs need not provide this information.



### Part B – Course Details

#### **Identification of intended participants**

*Check:*

- A brochure or information sheet should be provided with the application which states the intended audience for the course, and why these parties should attend.
- The information should also state the entitlement of safety and health representatives to have time off with pay to attend an accredited course.

#### **Open access and participation:**

*Check:*

- Training materials submitted should highlight gender neutral terminology and a balanced view of the role of males and females in the workplace.
- Course materials should highlight activities suited to a broad range of participants.
- Course promotional material included with the application encourages participation from special needs groups.
- Application highlights that the course and supporting activities are structured to ensure all participants can participate and contribute.

#### **Overview of course content and structure:**

*Check:*

- Documentation includes an outline of the course structure showing session plans, sequencing, duration and coverage of required skills and knowledge.
- Provide a clear explanation of, and justification for, the chosen delivery strategy where this is different from the nominal five consecutive day course. Each application to vary delivery will be considered on its individual merits.
- Information should enable Commission staff to see 'at a glance' the amount of time devoted to different learning methods and to the individual skill and knowledge requirements.
- Show that the course is consistent with the philosophy of the legislation.
- Show evidence the proposed course content is based on a firm understanding of the representation role of safety and health representatives. (The course should not contain material that implies that safety and health representatives have any duty or responsibility for OSH management, it must be clear that the representative's role is one of *representation*.)
- Where a course will jointly train safety and health representatives and supervisors/managers, show that the material effectively addresses the separate skill and knowledge requirements of the two groups.
- Given the important role of safety and health representatives in issuing PINs, show how the training material and activities will address this skill.

### **Training methods, including adult learning principles:**

*Check:*

- Provide evidence of interactive learning through case studies, group exercises, role plays, simulations, and use of real workplace examples.
- Show that there is a continuous process of providing information, applying it, checking it and reviewing it.
- The timetable contains a review session at least once each separate training day.
- Mechanisms exist for the trainees to obtain feedback on their performance.
- Opportunities exist for trainees to exercise what they are being taught.
- Provide specific examples from course materials.

### **Training resources and materials**

*Check:*

- Detailed trainer's notes/lesson plans should be provided, showing:
  - coverage of the skill and knowledge requirements
  - key messages
  - activities and desired outcomes
  - materials such as overhead transparencies, video, slides, and others
  - assessment materials
- Course handouts/exercises/activities/case studies/overheads etc. are written in plain English and in a suitable format.

### **Customisation of the training material:**

*Check:*

- provide evidence of verbal or written consultation to develop course material which meets particular industry/participants needs e.g. a pre-course survey
- Where training is always delivered to participants from the same or very similar backgrounds/industries, explain how supplementary course materials were developed.
- Show that handouts/case studies/exercises etc as submitted contain industry/group/site/individual specific material.

### **Assessment:**

*Check:*

- Provide evidence of the assessment processes to be used during the course.
- Show how the training organisation is going to monitor and assess its own effectiveness in developing the required skills and knowledge in participants during delivery of the course.

[Note: Training should not include any pass or fail assessment of participants, or any assessment that identifies individual participants.]

## Appendix 2: Accreditation application template and checklist

### Ongoing Monitoring and Evaluation:

*Check:*

- Evidence of mechanisms to keep up-to-date with changes in occupational safety and health.
- Evidence of time for the administration of the evaluation questionnaire seeking feedback from participants on the course and its delivery.

*Note:* If seeking re-accreditation, provide evaluation report and show how evaluation feedback has been used to amend and improve the training.

### Copyright

*Check:*

- An officer from the applicant organisation with suitable authority should sign the application to confirm that copyright has not been breached in the proposed delivery and support materials.

### Appendix 3: Annual report

The Commission for Occupational Safety and Health requires each accredited training provider to submit an annual report. The report will be about the delivery of courses for the preceding year, ending on 30 June. The first annual report may cover only part of the twelve-month period because a course may be accredited in any month.

The information given in the annual report provides a profile of safety and health representative participation by industry and occupation.

The information required in the annual report is to be collected from course participants (i.e. elected safety and health representatives). For this reason, two proformas are provided. Proforma A is to be completed by the course provider and proforma B is to be completed by each safety and health representative. Course providers need only count the responses to complete the participant information for the annual report. Particulars such as the name of the participant, employer and contact details are included for the course provider's information and use. This information is not required for the annual report.

The annual report should be submitted before 31 August to:

The Executive Officer  
Commission for Occupational Safety and Health  
Locked Bag 14,  
CLOISTERS SQUARE WA 6850

# PROFORMA A. To be completed by accredited course provider

**1. Name of course provider**

.....  
.....  
.....

**2. Name of accredited course**

.....  
.....  
.....

**3. Target group**

.....  
.....  
.....

**4. Period covered by this report**

From ..... to .....

**5. How many safety and health representatives were trained in the period covered by this report?**

.....  
.....  
.....

**Gender number**

Male ..... Female ..... Not Stated .....

**Total**.....

6. How many safety and health representatives were trained, from each of the following industry sectors?

INDUSTRY	NUMBER
Accommodation and food services	
Agriculture, forestry and fishing	
Arts and recreational services	
Construction	
Education and training	
Electricity, gas, water and waste services	
Financial and insurance services	
Health care and social assistance	
Information media and telecommunications	
Manufacturing	
Mining - Onshore (Resources Safety)	
Professional, scientific and technical services	
Public administration and safety	
Administrative and support services	
Other services	
Rental, hiring and real estate services	
Retail trade	
Transport, postal and warehousing	
Wholesale trade	
NOPSEMA	
Seafarers	
<b>TOTAL</b>	

7. How many safety and health representatives were trained, in each of the following occupational categories?

OCCUPATIONAL CATEGORY	NUMBER
<b>Managers and Administrators</b>	
Including School Principals, Directors, Mine Managers, Farm Managers, Managing Supervisors, Commissioned Police Officers, Chief Executives, Trade Union Secretaries	
<b>Professionals</b> Including Chemists, Teachers, Architects, Accountants, Engineers, Registered Nurses, Geologists, Metallurgists, Journalists, Actors, Librarians, Public, Relations Officers	
<b>Para-Professionals</b> Including Technicians, Police Officers, Ships Captains, Welfare Officers, Safety Inspectors, Prison Officers	
<b>Tradespersons</b> Including Fitters, Welders, Tilers, Hairdressers, Chefs, Tailors, Mechanics, Gardeners, Apprentices	
<b>Clerks</b> Including Typists, Secretaries, Messengers, Computer Operators, Bookkeepers, Telephonists, Teachers Aids, Law Clerks	
<b>Salespersons and Personal Service Workers</b> Including Travel Agents, Enrolled Nurses, Dental Nurses, Waiters, Insurance Brokers, Sales Representatives, Tellers, Cashiers, Beauty Therapists	
<b>Plant and Machine Operators</b> Including Bus Drivers, Forklift Drivers, Crane Operators, Press Operators, Processing Machine Operators, Treatment Plant Operators, Mining Equipment Operators	
<b>Labourers and Related Workers</b> Including Trades Assistants, Factory Hands, Cleaners, Farm Hands, Meat Packers, Process Workers, Scaffolders, Riggers, Security Officers, Fishing Workers, Deckhands, Labourers, Miners	
<b>Not stated</b>	
<b>TOTAL</b>	

8. Of the safety and health representatives trained, how many are from metropolitan or from non-metropolitan regions in the period covered in this report?

REGIONAL AREA	NUMBER
Metropolitan	
Non-metropolitan	
<b>TOTAL</b>	

9. How many courses were conducted in the following regions in the period covered in this report?

REGIONAL AREA	NUMBER
Metropolitan	
Non-metropolitan	
<b>TOTAL</b>	



## PROFORMA B. To be completed by the safety and health representative participant

1. Name \_\_\_\_\_

2. Occupation \_\_\_\_\_

2. Please tick the category, which best describes the industry of your employer.

- Accommodation and food services
- Agriculture, forestry and fishing
- Arts and recreational services
- Construction
- Education and training
- Electricity, gas, water and waste services
- Financial and insurance services
- Health care and social assistance
- Information media and telecommunications
- Manufacturing
- Mining – Onshore (Resources Safety)
- Professional, scientific and technical services
- Public administration and safety
- Administrative and support services
- Other services
- Rental, hiring and real estate services
- Retail trade
- Transport, postal and warehousing
- Wholesale trade
- NOPSEMA
- Seafarers

**4. Please tick the occupational category in which you work.** **Managers and Administrators**

Including School Principals, Directors, Mine Managers, Farm, Managers, Managing Supervisors, Commissioned Police Officers, Chief Executives, Trade Union Secretaries

 **Professionals**

Including Chemists, Teachers, Architects, Accountants, Engineers, Geologists, Metallurgists, Journalists, Actors, Librarians, Public Relations Officers, Registered Nurses

 **Para-Professionals**

Including Technicians, Police Officers, Ships Captains, Welfare Officers, Safety Inspectors, Prison Officers

 **Tradespersons**

Including Fitters, Welders, Tilers, Hairdressers, Chefs, Tailors, Mechanics, Gardeners, Apprentices

 **Clerks**

Including Typist, Secretaries, Messengers, Computer Operators, Bookkeepers, Telephonists, Teachers Aids, Law Clerks

 **Salespersons and Personal Service Workers**

Including Travel Agents, Enrolled Nurses, Dental Nurses, Waiters, Insurance Brokers, Sales Representatives, Tellers, Cashiers, Beauty Therapists

 **Plant and Machine Operators**

Including Bus Drivers, Forklift Drivers, Crane Operators, Press Operators, Processing Machine Operators, Treatment Plant Operators, Mining Equipment Operators

 **Labourers and Related Workers**

Including Trades Assistants, Factory Hands and Cleaners, Farm Hands, Meat Packers, Process Workers, Scaffolders, Riggers, Security Officers, Fishing Workers, Deckhands, Labourers, Miners

 **Not stated**

**5. Where do you usually work (in your current job)?**

Metropolitan  Non-metropolitan

**6. Please tick your age group**

15 - 19   45 - 49   
20 - 24   50 - 54 .   
25 - 29   55 - 59 .   
30 - 34   60 - 64   
35 - 39 .   65 +   
40 - 44 .

**7. Are you (please tick appropriate box)**

Male  Female.

A6743088