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1. Purpose

This document provides line managers and supervisors a basic understanding of safety training. This covers competency, basic training technique, assessment and training needs analysis. Training is important tool for achieving safety and productivity in the workplace.

2. Occupational Health and Safety Act 2004

The OHS Act 2004 requires managers and supervisors to provide the information, training or supervision that enables their employees to undertake their work in a safe and risk-free manner (Section 21 (2) (e)) .

3. Supervisor Training and Coaching

Effective training and coaching by a supervisor should involve:

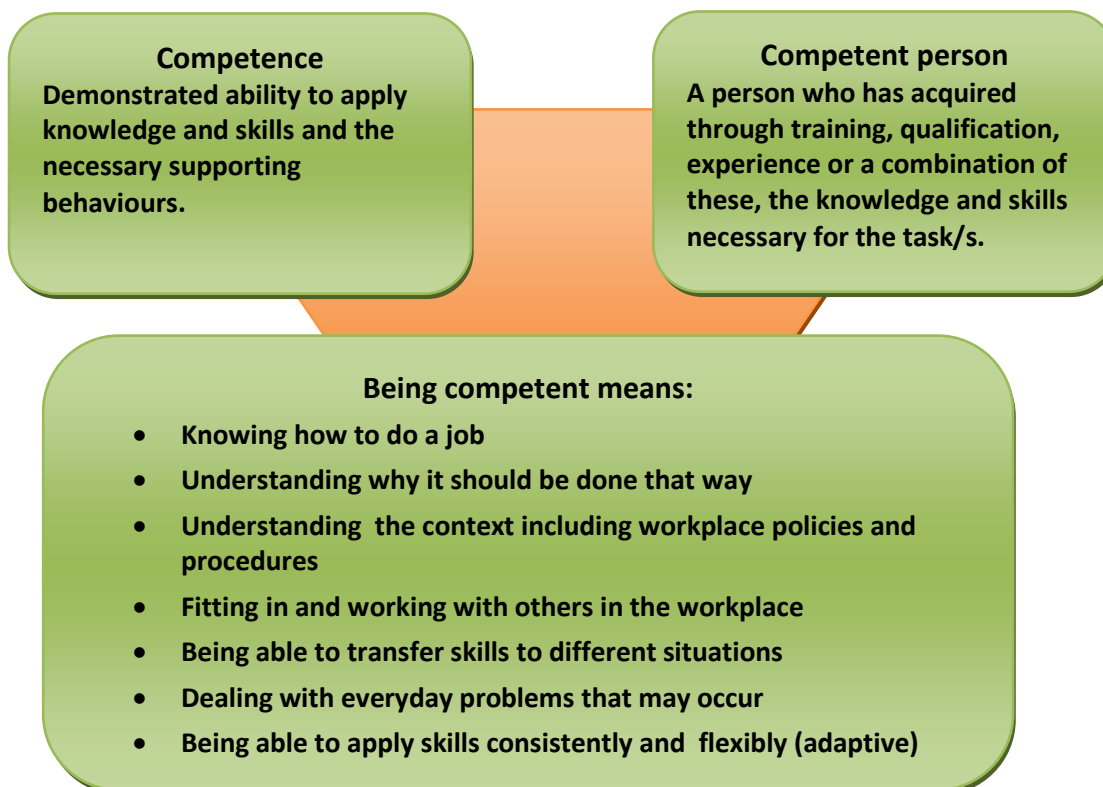
- Checking and recognising the staff member’s prior knowledge
- Explaining the task, its purpose and why it needs to be done in a particular way
- Where possible providing a choice of learning methods – everyone learns differently
- Testing or verifying the competency of the people trained.

On the Job Training		
	Trainer	Trainee
1	EXPLAINS a step and then PERFORMS a step. (Show + Tell)	OBSERVES each step and QUESTIONS the trainer.
2	EXPLAINS each step and RESPONDS to questions.	PERFORMS each step and QUESTIONS the trainee
3	Gives PERMISSION to carry out the process, OBSERVES and QUESTIONS	Learner: EXPLAINS each step and then DEMONSTRATES (Show + Prove)

Once the staff has completed their formal training or coaching, you need to ensure it is followed up and consolidated:

- Recognize accomplishment (competency)
- Provide sufficient opportunity for practice
- Reemphasize the importance of the work and the way it has to be done (procedure)
- Document training and seek feedback on its effectiveness
- Follow-up and verify the competence of the trainee.

4. Competence



The OHS competencies required for any position will depend on:

1. The level of responsibility attached to the position (e.g. staff member, supervisor, manager, senior manager etc.) – these are referred to as **Generic OHS Competencies**. For example, identifying OHS responsibilities.
2. The environment in which the person will be working (e.g. laboratory, animal house, office, workshop etc.) -these are referred to as **Hazard Specific Competencies**. For example, first aid, radiation safety, biosafety, working with hazardous substances.
3. The specific tasks and activities required to be undertaken – these are referred to as **Task Specific Competencies**. For example:
 - application of safe work procedures
 - the use of personal protective equipment
 - the use of hazardous substances (dependent upon risk assessment)
 - any activity or process which poses a risk to health and safety

5. Competency Assessment Techniques

Where task specific training is needed to achieve competency, there are a variety of methods available to undertake the assessment. The person assessing the competency should choose methods that are appropriate to the competency. The following table outlines the different types of assessments and when to use them:

Assessment Method	Description	Indications for use
Workplace Observation	In the workplace, the most widely used technique for assessing competency is observing actual work performance, complemented by oral or written questioning.	<ul style="list-style-type: none"> • The best method of determining competence as the candidate can demonstrate their competence by completing the task; • For high risk tasks, conduct a procedures assessment first to ensure safety in the training process;

Assessment Method	Description	Indications for use
Oral/written questions	Oral questions are the most commonly used in a task specific environment. Written-response questions aren't used as often, but can be useful as evidence of competence.	<ul style="list-style-type: none"> Useful for assessing underpinning knowledge required for competencies; Combined with practical demonstration, provides a good overall assessment of competency.
Practical demonstration	The trainee is required to complete a task to demonstrate their skills, or their selection and use of equipment.	<ul style="list-style-type: none"> Where the task can be completed in a controlled environment under test conditions. Where this is not possible – see “Workplace Observation”.
Procedures assessment	The trainee demonstrates to the assessor verbally and/or in writing, how to plan, organise and manage contingencies for an activity. The assessor uses a checklist to ensure that all relevant aspects are observed. Note: The trainee isn't required to complete the actual procedure with this method	<ul style="list-style-type: none"> Demonstrating generic competencies, for example those relating to risk assessment procedures; Where the actual process is not currently accessible; As a pre-test before allowing the trainee to conduct the actual activity; Where a simulation or scenario is possible, i.e. emergency procedures.
Written assignment	The trainee prepares a written assignment or test set by the assessor to prove their competence.	<ul style="list-style-type: none"> Where a trainee needs to present comprehensive information on workplace procedures that could be used to analyse existing procedures. A test or quiz may be used to determine a trainee's level of knowledge.
Oral presentation	An oral presentation to the assessor or a group can be used to assess the trainee's knowledge.	<ul style="list-style-type: none"> Where other methods of assessment are not applicable
Qualification/licence	The trainee demonstrates knowledge/skill from prior learning by providing a qualification(s) or licence as evidence.	<ul style="list-style-type: none"> Where activity types require a licence or qualification e.g. electrician, driving a forklift.

6. Duration of Competency

Competency must be maintained over time. This is demonstrated by undertaking the task or process according to the recognised standard or practice. Competency will need to be reviewed or retested where, for example:

- There is a failure to safely use and operate equipment;
- There is evidence that the standard procedure is not being followed in practice;
- There is an adverse incident involving the person performing the task;
- The licence, certification or qualification has a refresher or expiry date;
- The task/process or equipment has been changed and requires all persons involved will need to demonstrate their competency in the new context.

As such, the person may be deemed to be ‘not yet competent’ until competency can be demonstrated through the process of re-assessment. Reassessment can be undertaken immediately for some tasks but may require a minimum time period for others.

7. Training Needs Analysis

Training Needs Analysis (TNA) is the process of identifying and assessing the training requirements of an organisation (or individual).

TNA generally consists of determining:

- what is required to complete the work activity;
- the existing skill levels of the staff completing the work;
- the training gap (if any).

The TNA should consider the following:

- What is the gap that needs to be filled?
- Is training the best approach? (Training may not help if the basic problem is lack of clear procedures, behavioural issues, morale, insufficient resources, or unclear or conflicting goals)
- If you decide on training, is the proposed training appropriate and relevant to the identified gap?
- Who needs to be trained?
- Are existing procedures and processes consistent with the training?
- How will you consolidate or support the training?
- How will you measure and recognise competency and accomplishment?
- Who will provide the training and what resources are needed?
- How will you evaluate the quality and effectiveness of the training?

One simple way of planning training is to develop an OHS Training matrix. An extract is shown below:

Name												
	Generic OHS Training	Area	Provider	1	2	3	4	5	6	7	8	9
Central OHS Induction	All	On-line										
Local Area Induction	All	Manager										
Addressing Hazards and Risks in the Workplace	All	Manager										
Hazard & Incident Reporting	All	Manager										
OHS for Managers and Supervisors	All	HR										
OHS for Senior Managers	All	HR										
Health and Safety Representative	All	HR										
Health and Safety Representative Refresher	All	HR										
Risk Specific OHS Training												
Biosafety	Labs	DRes										
Building Warden	All	CS										
Campus Emergency Coordinator	All	CS										
Critical Incident Management	All	CS										
Contractor Management	AA	HR										
Basic Ergonomics in the Workplace	All	Manager										

AA = As Applicable, RTO = Registered Training Organisation, FW = Field Work

DOCUMENT HISTORY	
Name of document	<i>Safety Training and Competency Guideline</i>
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