



Australian Government

Comcare

Guidelines – Health and Safety Representatives training in the Commonwealth jurisdiction

AS APPROVED BY THE SAFETY, REHABILITATION AND COMPENSATION COMMISSION – APRIL 2010

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Part 1: Introduction

1.1 Introduction

Health and Safety Representatives (HSRs) play a key role in improving health and safety in the workplace by ensuring that occupational health and safety (OHS) issues concerning members of the designated work group (DWG) they represent, are communicated to the appropriate person for resolution.

The role and powers of HSRs and the requirement for them to undertake a course of training relating to OHS are outlined in the *Occupational Health and Safety Act 1991* (the Act). The Act provides that the training must be provided through a course that is accredited by the Safety Rehabilitation and Compensation Commission (the SRCC).

To assist training providers developing HSR training courses for submission for accreditation, the SRCC developed the *Guidelines for Accreditation of Occupational Health and Safety training courses for Health and Safety Representatives under the Occupational Health and Safety Act* (the guidelines) which were last revised in 2007.

As part of its commitment to continuous improvement, the SRCC has revised its guidelines to take into account the findings of a review of the Comcare Health and Safety Representatives Training Course Accreditation Program (the review). A copy of the review report can be found on the Comcare website.

The review found that stakeholders were supportive of the accreditation process being streamlined and modified to place greater clarity and expansion on some of the existing guidelines content and requirements. The most notable changes to the new guidelines include:

- The SRCC's framework for monitoring accredited courses has been strengthened in response to the review finding that stakeholders wanted a more effective, open and transparent administrative process.
- Learning outcomes for each of the four training objectives have been included, as a way of encouraging and facilitating an instructional shift from teaching to learning. This change has been introduced in response to a review recommendation that the SRCC provide further guidance on content with a focus on learner centered outcomes.

1.2 The guidelines

The guidelines are designed to provide guidance to individuals and organisations in developing HSR training courses to be submitted for accreditation by the SRCC.

The guidelines comprises four parts:

- Part 1 Introduction - guidelines framework and stakeholder responsibilities
- Part 2 Preparing HSRs for their role – training approach: goals of the HSR training, HSR training needs, training options for HSRs, methodology for course development and delivery.
- Part 3 Preparing HSRs for their role – course syllabus: course structure, mandatory skills development activities, training objectives and learning outcomes detailed.
- Part 4 Appendices: Attachment A – *HSR course submission requirements*, Attachment B - *HSR training course submission checklist* and Attachment C – *HSR training course assessment criteria*.

An expected outcome of the revised guidelines is that HSRs experiencing a learner centered environment that is focused on developing their knowledge, skills and competence will be able to carry out their role confidently, effectively and responsibly.

1.3 Definitions

In these guidelines:

Accreditation	means official recognition by the SRCC that a training course for HSRs satisfies the course accreditation framework endorsed by the SRCC. It only applies to a course that is conducted by (or on behalf of) the provider/s who submitted the course.
DWG	means a Designated Work Group established under section 24 of the Act.
Employee	has the meaning given under section 9 of the Act.
Employer	has the meaning given under section 5 of the Act.
Guidelines	means the ' <i>Guidelines – Health and Safety Representatives training in the Commonwealth jurisdiction</i> in force.
HSC	means a health and safety committee established under section 34 of the Act.
HSR Training	means training provided to a HSR under section 27 of the Act.
HSR	means a person selected as a health and safety representative (HSR) under section 25 of the Act.
HSR Handbook	means <i>Health and Safety Representative Handbook – A Guide for HSRs in the Commonwealth jurisdiction</i> in force.
Improvement action plan	means an action plan determined by the SRCC or its delegate to address deficiencies identified as a result on an on-site evaluation/compliance visit by Comcare or its agent.
The Act	means the <i>Occupational Health and Safety Act 1991</i> .
The SRCC	means the Safety, Rehabilitation and Compensation Commission.
The panel	means the SRCC established tripartite accreditation panel, the Occupational Health and Safety Training Panel.
The program	means the Comcare program for administering the accreditation of training courses for HSRs under s27 of the Act.
Training provider	means a person (including a partnership or company) who has successfully submitted a training course for accreditation under section 27 of the Act.
Curriculum	is the set of courses, course work, and content requirements for a specific learning program. A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be included and understood to satisfy the SRCC's four training objectives.
Syllabus	is an outline and summary of topics to be covered in a HSR Training Course being submitted for accreditation by the SRCC. The syllabus is descriptive (unlike the prescriptive or specific curricula). In the Guidelines the syllabus is set out in the four training objectives, the mandatory practical skills development and the adult learning requirements.
Learning outcome	is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course.
Training objective	a training objective is an indication of the general content, direction and intentions behind the training from the trainer's viewpoint (curriculum coverage).
PIN	means a Provisional improvement notice under section 29 of the Act.

1.4 Commencement

The guidelines will apply on and from April 30, 2010

1.5 Enforcement

The SRCC has delegated to Comcare under s12 (1) (f) of the Act, its power to accredit courses. The Comcare program for the management of accreditation of training courses under s27 of the Act encompasses; provision of advice to all stakeholders, administration of the accreditation of training courses for HSRs, the OHS Training Panel and the monitoring and enforcement of the SRCC's guidelines.

To monitor the quality of courses, their delivery and compliance with the guidelines requirements, the SRCC or its delegate may arrange for Comcare or an agent to:

- undertake an initial assessment of a course to determine its suitability for accreditation
- undertake a reassessment of the course to evaluate its currency and suitability, compliance with the requirements of the guidelines
- in response to an issue or complaint by a stakeholder
 - attend a training session to ensure that the course continues to meet the guidelines requirements (at no cost)
 - discuss training activities with trainers and participants
 - review completed evaluation forms
- undertake an evaluation through any of the above as part of a schedule of monitoring activity.

At the completion of monitoring and evaluation activities, Comcare will provide a copy of the evaluation/assessment report to the relevant training provider. This report may be accompanied by an improvement action plan (IAP) listing any deficiencies requiring attention.

Failure by a provider to attend to the issues outlined in the IAP may result in the suspension or revocation of their course accreditation, until such time as the SRCC or its delegate is satisfied that the deficiencies have been appropriately addressed.

1.6 Intellectual property

Comcare acknowledges that the intellectual property rights in a training course and associated materials submitted for accreditation by the SRCC, vest in the training provider. The SRCC, the panel, Comcare and its agents will only use the training materials for the purposes of assessing a course for accreditation and in any associated monitoring activities. The training provider grants the SRCC and Comcare an irrevocable, royalty and licence fee free, non-exclusive licence to use the course and associated materials in the course of assessing and making a grant of accreditation, including subsequent monitoring of the accredited course of training.

1.7 Continuous improvement

The SRCC is committed to the principle of continuous improvement therefore these guidelines will be reviewed annually.

Stakeholders should also note that the proposed Model Work Health and Safety Bill and associated Regulations may introduce changes to the role and powers of HSRs including training requirements. The SRCC will provide ongoing advice on the potential impact they will have on the current training requirements for HSRs and training providers of accredited courses in the Commonwealth jurisdiction.

1.8 OHS Training Panel

The SRCC has established a tripartite accreditation advisory panel, the Occupational Health and Safety Training Panel (the panel), consisting of Comcare, an employer and an employee representative. The panel assesses courses submitted for accreditation and has an advisory role to the SRCC or its delegate on whether a course satisfies the requirements outlined in these Guidelines including the mandatory skill development activities, training objectives and learning outcomes.

1.9 Fact sheets

The SRCC or its delegate may from time to time approve the issue of a fact sheet to further explain the practical application of the guidelines and core conditions of accreditation.

1.10 Conditions of accreditation

In addition to the core conditions which apply to all providers, the SRCC or Comcare delegate may impose additional conditions of accreditation on a particular course or training provider should they deem it appropriate. Core conditions of accreditation applying to all courses accredited by the SRCC include:

- Providers of HSR training accredited by the SRCC must attend the Comcare orientation training for providers of HSR training prior to conducting accredited HSR training.
- All training of HSRs under s27 of the Act must be conducted by, or on behalf of the training provider who submitted a course for accreditation by the SRCC.
- All training materials (including supporting materials such as handouts, video clips, etc) used when conducting training for HSRs under s27(1) of the Act, must be submitted for accreditation by the SRCC (including material developed post accreditation).
- Updates/amendments: during the period of accreditation training providers are required to:
 - make any necessary amendments to the course to ensure that it remains current with Commonwealth OHS legislation
 - submit all updates/amendments to Comcare
 - advise Comcare in writing of any proposed significant changes to the course (including supporting material) during the accreditation period
 - if requested by the SRCC or its delegate, provide a hard copy of the amended course for reassessment.

- Reporting requirements: providers are to submit the following information to Comcare in writing by July 31 each year:
 - the number and type of courses run per year
 - participant numbers per course
 - participant details: name and organisation.

1.11 HSR Trainers competency requirements

Trainers wanting to conduct HSR training accredited by the SRCC must meet the following competency requirements for trainers; a minimum of Certificate IV in Workplace Training and Assessment and two years' experience working in workplace health and safety.

1.12 Responsibilities – general

Compliance with the guidelines is mandatory for all parties involved in or in relation to the provision of training services for HSRs under section 27 of the Act.

Employers

Employers have the following responsibilities regarding the training of HSRs within their organisation:

- to ensure that as soon as practicable after their selection, HSRs attend an accredited training course, and that HSRs undertake the training within three months of their appointment
- where an employer does not have its own accredited training course, to allow HSRs to attend the training course of their choice, provided the course is accredited under section 27 (1) of the Act
- to ensure that HSRs employed by their organisation, are not required to pay any costs associated with attending HSR training. This may include transport, accommodation, additional child care or personal protective equipment or clothing for field trips. These costs are to be paid by the employer
- to ensure that HSRs are not expected to complete HSR training activities during their own time
- to ensure that where HSRs are attending training involving workplace activities, there is a system in place to provide the HSR with the on the job time and resources to complete the required work, whether it is a pre-course questionnaire or mid or post course project work
- to ensure that any persons engaged to deliver HSR training under section 27 of the Act, satisfy the guidelines competency requirements and are provided with any specific organisational OHS requirements (i.e. on site induction prior to a workplace inspection) information/documentation prior to commencing training
- to make available to Comcare on request, all documentation to demonstrate ongoing compliance with these responsibilities.

Note: See, sections 27 and 30 of the Act, and the SRCC's *Guide for Employers, Training for Health and Safety Representatives*.

Training providers

Providers have the following responsibilities:

- to ensure that training courses submitted for accreditation under s27 of the Act, by the SRCC meet the requirements of these guidelines
- to comply with the requirements of the guidelines, including conditions of accreditation, when undertaking training activities related to section 27 of the Act
- to ensure that the marketing of their training services are accurate, reflect the accreditation conditions of the courses they are marketing and maintain the integrity of the guidelines
- to ensure that all persons employed by them are fit for purpose and are appropriately qualified and competent to conduct the training in compliance with the guidelines requirements in a manner that will enable the participant to achieve the SRCC's goal of the training
- to ensure that all services they deliver under s27 of the Act are conducted in locations with the capacity to provide safe, accessible, and appropriate learning environments that are based on equitable practices that respect and encourage adult learning principles
- to confirm at the commencement of training that all participants are attending the appropriate course, identify any participants attending the wrong course, inform the participant of their finding, provide them the opportunity to consult with their employer, and notify them of the consequences of either continuing or leaving the training
- must, as a condition of their accreditation, complete the IAP within the stipulated timeframe
- comply with the Comcare reporting requirements for HSR training
- to make available to Comcare on request, all documentation to demonstrate ongoing compliance with the requirements of the guidelines.

HSRs

HSRs have the following responsibilities with regard to HSR training:

- to make arrangements with their employer to attend appropriate training as soon as practicable after their selection
- to comply with their employer and training providers training requirements about attendance, appropriate behaviour, participation in the mandatory skills development activities, feedback and evaluation requirements of the course.

See section 27 of the Act.

Comcare

Comcare has the following responsibilities with regard to HSR training:

- to assist the SRCC and its delegate in determining whether to accredit training courses
- to assist the SRCC or its delegate in implementing a program for the effective and efficient administration and monitoring of training provided under section 27 of the Act
- to ensure that the program is managed in a timely, transparent and effective manner.

Part 2: Preparing HSRs for their role: training approach

2.1 Introduction

Part 2 of the guidelines do not prescribe a set curriculum for the training of HSRs, but rather sets out a number of factors to be addressed when developing courses for accreditation.

The SRCC's training objectives, expected learning outcomes and the mandatory practical skill development activities to be included in all courses submitted for accreditation are contained in Part 3 of the guidelines.

2.2 Goal of HSR training

The SRCC's goal for the training HSRs is that each participant experiences a safe and inclusive learning environment where they will be provided with the opportunity to gain the knowledge, skills and experience to exercise their powers effectively and responsibly when representing members of their DWG.

2.3 The role of the HSR

HSRs are valuable partners between employers and employees in addressing important health and safety issues affecting their DWG. HSRs have a key role in the prevention of risks to their members' health and safety and promoting good OHS practice. HSRs must be adequately trained, supported and encouraged if they are to be effective in their role.

2.4 HSR training needs

Under sections 28 and 29 of the Act, HSRs are entitled to undertake a number of functions and exercise certain powers as part of their role. In summary these powers include:

- representing members of their DWG
- inspecting the workplace
- requesting an investigation
- accompanying an investigator during an investigation
- investigating complaints by members of the DWG
- accompanying members of the DWG at certain interviews
- examining records relating to members of the DWG
- accessing OHS information relating to members of the DWG
- issuing provisional improvement notices
- consulting, communicating, promoting and monitoring OHS activities with members of their DWG within the broader context of the workplace and organisation.

To enable HSRs to exercise their powers competently, the course of training, at a minimum, must provide HSRs with:

- an understanding of the objectives of the Act and their role under the Act
- knowledge of their powers under the Act and how to effectively exercise them
- skills in representing the members of their DWG including consulting and negotiating on OHS matters with their employer
- skills in investigating complaints made by members of the DWG
- skills in inspecting, identifying and reporting common workplace hazards and knowledge of the mechanisms for working with an employer to control and rectify hazards
- practical examples of health and safety issues relevant to their DWG
- knowledge of where and how to obtain information and assistance in dealing with hazards and risk to health and safety
- an understanding of the role of the HSR in the workplace in the prevention of accidents, injury and disease.

2.5 Learner centred approach to HSR training

The learner centred approach adopted in these guidelines aims to clarify the expected take home learning that a HSR, members of the HSR's DWG, or the HSRs employer can expect from the HSR attending the training.

A brief explanation of a learner centred approach is that training objectives are written in terms of training intention and indicate the general content, direction and intentions behind the module from the trainers' viewpoint (curriculum coverage). Learning outcomes, on the other hand, are descriptions of what the participant is expected to know and be able to demonstrate after completing a particular training course. In summary, learning outcomes are concerned with the achievements of the participant rather than the intentions of the trainer.

2.6 Training options for HSRs

The SRCC has made a number of decisions regarding training options for HSRs and has set out specific conditions for each. These are:

- full courses – all newly selected HSRs must attend specific training accredited by the SRCC unless they meet the criteria for attending a bridging course
- bridging courses – only HSRs from self insurer organisations first entering the Commonwealth jurisdiction may complete a bridging course provided they meet the following requirements:
 - The HSR must have completed a state/territory approved/accredited HSR training course within the last two years prior to the date of the organisation joining the Commonwealth jurisdiction
 - The state/territory HSR course must cover all the generic non-Commonwealth elements of the full training course
- Training providers accepting nominations from self insurer organisations for their HSRs to attend a bridging course must obtain a copy of:
 - the certificate of attendance of the relevant state/territory HSR training course. The certificate must include a date, name of training provider and jurisdiction identifier (e.g NSW)
 - a print out (with logo of state/territory agency) listing all of the elements of the HSR training course attended by the nominee
 - retain copies of these documents and make them available to Comcare on request
- refresher training – the SRCC recommends that employers consider additional training for HSRs who have been/will be in the role for more than one term. Additional training may take the form of refresher training, seminars, attendance at information sessions or other developmental opportunities that enable the HSR to update their skills and knowledge
- training of deputy HSRs – deputy HSRs can exercise the powers of the HSR when, for absence or any other reason, the HSR is unable to exercise their powers. The SRCC recommends that employers support deputy HSRs in undertaking accredited training without loss of remuneration or entitlements, so as to enable them to effectively undertake the role of the HSR when required.

2.7 Deciding on which course to attend

HSRs are selected by members of their DWG. They have legislative powers to undertake that role within that DWG. The SRCC supports an employer discussing the choice of courses with the HSR and allowing a HSR to attend the accredited course of training of the HSR's choice.

HSRs may have a preference concerning which accredited HSR course they attend. This may be based on individual learning styles, availability of accredited courses, locations of the course, previous experience with the training provider or the ability or willingness of the HSR to travel.

HSRs should attend accredited training as soon as practicable within three months of being elected/selected. The Comcare website provides details on all accredited HSR training Programs.

2.8 Organisational specific accredited training

The Commission supports the accreditation of a broad range of training solutions for HSRs that address organisational specific requirements. HSRs working in organisations with an accredited HSR training course specific to that organisation, can decide to either attend that organisation's course or choose to attend a different course. It is not appropriate for HSRs from other organisations to attend an organisational specific course if they are not a HSR from within that organisation.

2.9 Methodology for course development/delivery

Participants attending HSR training come from a variety of working environments, where daily work life experiences find them making decisions, problem-solving, communicating and negotiating on matters related to their work activities. An effective adult educational course seeks ways to introduce these experiences into the learning environment.

Evidence of adult learning principles must be incorporated into all training materials as part of meeting accreditation requirements. Key adult learning principles include, but are not limited to:

- adults like to have some control over how they learn, therefore the training should have the capacity for participants to be involved in planning some of the activities

For example, discuss and negotiate with participants how some of the mandatory practical skills development activities might be made more specific to the groups needs/styles

- adults learn better if they are actively involved rather than passively observing, they appreciate a collaborative learning environment

For example, build into the course plenty of opportunities for the participants to debate, explore and challenge ideas and theories. This will also keep them interested and involved

- adults like to see the relevance of what they are learning to their work and life.

For example provide opportunities to explore how the learning can be applied and repeat key points to reinforce learning and understanding.

2.10 Length of training

Employers, union representatives, HSRs and training providers have expressed concerns that a number of courses of varying lengths have been accredited, and that the length of the training, not its suitability or content, is often the factor determining which course a HSR will attend. Unless special circumstances can be established, it is the desire of the SRCC that the duration of a course of training for HSRs should be consistent and standardised amongst providers.

In determining the appropriate length of time for a course of training, the SRCC has considered the need to ensure that HSRs are provided with ample opportunity for group/peer learning and networking and knowledge and practical skills development opportunities. This includes ample time for questioning, challenging, reflecting, clarifying and interacting with other participants.

Full courses

Full courses should comprise a minimum of 35 hours face to face training over a minimum of five days, with some flexible options available to accommodate the needs of the HSR. Providing that flexible arrangements offer the minimum of 35 hours of face to face training and include the mandatory practical skills development activities.

Flexible options could include one block of five consecutive days, two days plus three days or one day per week over five weeks, and that once commenced, the training must be completed within a six week period.

Bridging courses

Bridging courses should comprise a minimum 14 hours face to face training over a minimum of two days and include the mandatory practical skills development activities.

Comcare will, as part of its monitoring activities, monitor training courses to ensure that these times are being complied with.

2.11 Payment of training costs

HSR training is a mandatory requirement for those selected as a HSR. All costs, such as transport, accommodation or additional childcare, personal protective equipment or clothing for field trips associated with the HSR attending an accredited HSR training course, must be met by the employer. HSRs should not be expected to meet any costs associated with fulfilling a work related role.

Part 3: Preparing HSRs for their role – training syllabus

3.1 Course structure

It is not the role of these guidelines to determine how each course will be structured. Training providers developing courses are best placed to make that decision. All components of each training objectives must be adequately addressed and the course must contain evidence of its capacity to deliver the expected learning outcomes. Allowing adequate time for discussion and practical skill development opportunities, the following tables give an indication, of the expected timings, to cover some key topics comprehensively.

Full

The following table is only a guide on the minimum expected timing for covering these key topics. Other training objectives topics must also be adequately covered in addition to these.

Table 1

Topic	Time
Legislation - objectives, broad framework	3-4 hours
HSR powers and roles	3-4 hours
Risk management	2-3 hours
Workplace hazard identification and control	2-3 hours
Workplace visit and inspection	3 hours
Inspection report writing and action plans	3 hours
Negotiation/consultation	4 hours
Issuing a PIN – theory and practice	3 hours

Bridging

The following table is only a guide on the minimum expected time for covering these key topics. Other training objectives topics must also be adequately covered in addition to these.

Table 2

Topic	Time
Legislation – objectives, broad framework	3-4 hours
HSR powers and roles	3-4 hours
Issuing a PIN – theory and practice	3 hours

3.2 Mandatory practical skill development activities

The SRCC has determined that both courses should contain a number of practical skills development activities to reinforce how the learning can be applied. The mandatory activities are listed in Tables 3 and 4.

3.3 Training objectives and learning outcomes

The SRCC has approved training objectives for both courses. Courses submitted for accreditation must demonstrate they meet all training objective components, have the capacity to deliver the expected learning outcomes and include the practical and mandatory skill development activities. The following table is a guide.

Table 3 – Full courses

Full course	Mandatory skills development activity
Training objective 1	<ul style="list-style-type: none">• issuing a PIN• workplace inspection• consulting/negotiating with management
Training objective 2	
Training objective 3	
Training objective 4	

Table 4 – Bridging courses

Bridging course	Mandatory skills development activity
Training objective 1	<ul style="list-style-type: none">• issuing a PIN
Training objective 2	
Training objective 3 (bridging)	
Training objective 4 (bridging)	

3.4 Training objectives/learning outcomes – detailed components

The components to be covered in each of these training objectives are outlined in detail in this section. Expected learning outcomes for each training objective are also included.

Training objective 1

Understand the structure, purpose and key provisions of the *Occupational Health and Safety Act 1991 (the Act)*.

On completion of an accredited training course, HSRs should understand:

- a) the objectives of the Act and their importance to the health and safety of employees
- b) the duty of care and related provisions as they apply to employers and employees
- c) workplace arrangements including designated work groups, HSRs and HSCs
- d) the distinction between legislation, codes of practice, relevant industry standards and agency policy (or Health and Safety Management Arrangements (HSMAs)) and know their relationship to each other
- e) the duties of manufacturers, installers and suppliers within the context of the Act
- f) the links between OHS, workers compensation and rehabilitation of injured workers
- g) the role of trade unions, employee representatives and consultants in dealing with health and safety issues in the context of the Act
- h) the role of management in relation to the objectives of the Act.

Learning outcomes

It is expected that the HSR, on completion of this component of the training will be able to actively and confidently participate in a discussion on the structure, purpose and key provisions of the Act by:

- describing how the role of the HSR fits into the overall objectives of the Act;
- discussing how the objectives of the Act create opportunities for a cooperative consultative relationship between employers and employees, a relationship that values and seeks a preventative approach to health and safety
- a basic understanding of the concept of reasonable practicability in the context of the general duty provisions in Part 2 of the Act
- outlining ways the HSR can assist members of the DWG to understand the benefits and limitations of the Act
- articulating the larger role that trade unions have played and continue to play in pursuing the rights of all workers in the area of safe and healthy working environments and work practices
- distinguishing between an employer's accountability and a supervisors responsibilities under the Act
- summarising the difference between codes of practice, legislative instruments and the relationship they may have with the organisations HSMA
- distinguishing between OHS, workers compensation and rehabilitation and how these differences may relate to their role as a HSR.

Training objective 2

Understand the role, function and powers of a health and safety representative.

On completion of an accredited training course, HSRs should:

- a) know the legislative powers given to a HSR
- b) understand the purpose of workplace inspections and investigations
- c) understand the purpose and use of PINs and requirements for consultation
- d) know the procedures for ordering a cessation of work, including the process for consultation with the workplace supervisor
- e) know the provisions and procedures for requesting an investigation, working with a Comcare investigator and for appealing against an investigator's decision
- f) understand the role of consultants and how they can be used.

Learning outcomes

It is expected that the HSR, on completion of this component of the training, will be able to actively and confidently participate in a discussion on the role, function and powers of HSRs under the Act by:

- summarising the powers, including the limitations of those powers, bestowed on HSRs under the various sections of the Act
- discussing the difference between an inspection and an investigation, the HSRs powers in relation to each and the purposes each serves in ensuring safety and preventing injury, illness and disease
- explaining the role of PINs as a means of improving health and safety performance and for addressing immediate risks to health and safety
- outlining the extent of the powers of HSRs for ordering a cessation of work including the consultation requirements included in those powers
- explaining the various provisions in the Act for working with a Comcare investigator and for appealing against their decisions
- summarising the entitlements of HSRs to be assisted by consultants and the limitations of this entitlement.

Training objective 3

Develop the knowledge and skills necessary to carry out the role of a health and safety representative within their designated work group.

On completion of an accredited training course, HSRs should:

- a) understand the structure and function of HSCs and how they should operate
- b) have developed basic consultation and negotiation skills
- c) understand the basics of OHS risk management within the workplace
- d) be familiar with their own agency's OHS policy and agreement or HSMAs
- e) be able to determine which codes of practice apply to their designated work group (DWG)
- f) understand specific health and safety issues and the nature of the common hazards which may affect their DWG and the process by which the hazards should be eliminated or controlled
- g) know the types of information which must be gathered about accidents and dangerous occurrences
- h) know the types of information under the employer's control that relate to the risks to the health and safety of those employees within their DWG and how to access and use this information.

Learning outcomes

It is expected that the HSR, on completion of this component of the training, will be able to actively and confidently participate in a discussion on the role of the HSR within a DWG by:

- discussing the differences in the role of a HSR and HSC, contrast the difference between the two (micro vs. macro – different but complementary), confirming HSRs entitlement to examine HSCs records and perform some of the duties
- summarising the importance of basic HSR negotiation and consultation skills and making links to the objectives of the Act which emphasise resolution through consultation
- presenting a general understanding of the risk management process and the importance of this process to preventing injuries, illness and disease, and describing their role within that process
- clarifying the importance of HSMAs containing practical procedures which outline how the HSR may most effectively utilise their powers on a day to day basis
- summarise the work activities undertaken by members of their DWG, the hazards associated with those activities and the role a risk management process and codes of practice play in controlling those hazards
- distinguish between an accident and a dangerous occurrence and the types of information a HSR should gather about them. i.e. the what, how, when, why and the different ways a HSR could obtain this information
- outlining the different types of information that the employer might have that could be useful to the HSRs work in representing the OHS interests of members of the DWG, how a HSR may obtain that information and the limitations a HSR has in using/disclosing that information, including the employers rights to limit access to the information.

Training objective 4

Gain practical skills for implementing the health and safety representative role in the workplace.

On completion of an accredited training course, HSRs should be able to:

- a) represent the health and safety concerns of members of the DWG to supervisors and in consultative forums
- b) investigate complaints made by members of the DWG
- c) inspect a workplace, identify hazards and prepare a report of the inspection
- d) consult widely within their DWG on OHS issues
- e) research and prepare a case for consultation and/or negotiation with the employer/management
- f) consult and negotiate with the employer/management on resolving OHS issues
- g) issue a PIN.

Learning outcomes

It is expected that the HSR, on completion of the training, will have participated in discussions on the theoretical basis underpinning a number of practical skills. As a way of determining the HSRs ability to put theory into practice trainers should, prior to the completion of the training, satisfy themselves that the HSR is able to confidently and completely:

- apply a number of communication and negotiation skills to effectively represent the safety concerns of DWG members at a meeting with supervisors and/or in larger consultative forums such as HSC meetings. These skills should include, but are not limited to, interacting with other members of the group, leading discussions, collaborating with others to achieve an outcome, questioning, summarising and formalising the next step to a resolution of an issue relating to their DWG
- articulate their powers to investigate complaints made by members of the DWG, while using a number of communications skills demonstrating an understanding of the process, including but not limited to, listening and examining issues related to a complaint
- clarify their powers to inspect a workplace, demonstrate their ability to participate in a practical workplace inspection to identify hazards, communicating/consulting and interacting with the employees to obtain supporting information, assessing the risks associated with the identified hazards and producing a report that includes proposed solutions based on the hierarchy of controls
- demonstrate their ability to plan, organise, prepare and present a case on an issue relating to a DWG members concern for consultation and negotiation with management
- describe their powers to issue PINs including the limitations of those powers, clarifying the consultative requirements that must be undertaken as part of that process and demonstrating their ability to complete a blank PIN to the standard outlined in the HSR handbook.

The following training objectives are for bridging courses only

Training objective 3 (Bridging)

Develop the knowledge and skills necessary to carry out the role of a health and safety representative within their designated work group.

On completion of an accredited training course, HSRs should:

- a) understand the structure and function of HSCs and how they should operate
- b) know the types of information which must be gathered about accidents and dangerous occurrences
- c) know the types of information under the employer's control that relates to the risks to the health and safety of those employees within their DWG and how to access and use this information.

Learning outcomes

It is expected that the HSR, on completion of this component of the training, will be able to actively and confidently participate in a discussion on the role of the HSR within a DWG by:

- discussing the different roles of the HSR and HSC, contrasting the difference between the two (micro vs. macro – different but complementary), confirming HSRs entitlement to examine HSCs records and perform some of the duties
- summarising basic HSR negotiation/consultation/communication skills linking to the objectives of the Act which emphasise resolution through consultation
- presenting a general understanding of the risk management process and the importance of this process to preventing injuries, illness and disease and describing their role within that process
- clarifying the importance of HSMA's containing practical procedures which outline how the HSR enact their powers on a day to day basis and how these procedures could link into existing organisational procedures
- summarise the work activities undertaken by members of their DWG, the hazards associated with those activities and the role of a risk management process and codes of practice play in controlling those hazards
- distinguish between an accident and a dangerous occurrence and the types of information a HSR should gather about them. i.e. the what, how, when, why and the different ways a HSR could gather this information
- outlining the different types of information that the employer might control that might be useful to the HSRs work in representing the OHS interests of members of the DWG, how a HSR may obtain that information and the limitations a HSR has in using/disclosing that information including the employers rights to limit access to the information.

Training objective 4 (Bridging)

Gain practical skills for implementing the health and safety representative role in the workplace.

On completion of an accredited training course, HSRs should be able to:

- a) issue a valid PIN that satisfies the requirements of section 29 of the Act.

Learning outcome

On completion of the training, it is expected that the HSR will have participated in discussions on the theoretical basis underpinning the practical skills HSRs need to effectively represent members of their DWG. Prior to the completion of the training, as a way of determining the HSRs ability to put theory into practice, trainers should satisfy themselves that the HSR is able to confidently and completely:

- describe their powers to issue PINs, including the limitations of those powers
- clarify the consultative requirements they as the HSR must undertake as part of that process
- demonstrate their ability to complete a blank PIN to the standard outlined in the HSR handbook.

Part 4: Appendices

- Attachment A: *HSR course submission requirements* – a list of the material and information that must be included for reaccreditation or accreditation of a new course.
- Attachment B: *HSR training course submission checklist* – all the information to be included in a course submission.
- Attachment C: *HSR training course assessment criteria* – lists the criteria against which courses are assessed.

Attachment A: HSR course submission requirements

The following material and information must be provided with all courses that are submitted for accreditation or for reaccreditation:

1. Administrative information for all courses – initial accreditation and reassessment:

- 1.1. copy of the course evaluation form
- 1.2. copy of the overall timetable for the course
- 1.3. statement outlining the mode (e.g. face to face) and format of delivery (e.g. one block of five days) and details of any flexible learning arrangements
- 1.4. copy of method to be used to record participation/attendance
- 1.5. details on the proposed ratio of trainers to trainees
- 1.6. details of proposed trainers, including names, qualifications and relevant experience
- 1.7. statement that the course content is technically accurate and up to date
- 1.8. details of the locations the course will be run and special arrangements (if any) for training in remote areas
- 1.9. details of the facilities and equipment to be used
- 1.10. itemised list of training materials to be used throughout the training. e.g. articles, videos
- 1.11. statement that training will be conducted by the training provider that submitted the course
- 1.12. completed submission checklist (refer Attachment B).

2. Course materials for existing accredited courses:

- 2.1. three hard copies of all material to be used in each segment of the course including:
 - trainer's notes and exercises (content, approach and duration of activity)
 - participants' manual
 - handouts
 - overheads/powerpoint presentations
- 2.2. details of all current trainers, including name, competency and experience (Note the competency requirements for trainers are a minimum of Certificate IV in Workplace Training and Assessment and two years' experience working in workplace health and safety)
- 2.3. summary of compiled evaluation comments, and as a result of these, an outline of any course improvements
- 2.4. summary of key changes made to the course with page references.

3. Course materials for new courses:

- 3.1. in the first instance, a single hard copy of all materials to be used in each segment of the course (as identified above) for initial assessment by Comcare.
- 3.2. if advised by Comcare that the course is suitable for submission to the panel, three hard copies of the final version to be submitted to Comcare on request.

Note: If a course is resubmitted more than twice for review by the panel (i.e. has failed to meet the guidelines requirement twice), Comcare reserves the right to have the course reviewed and/or verified by a third party at the expense of the training provider.

Assessment activities will not commence on courses submitted for accreditation or reassessment until all of the above listed information has been provided.

Submissions and any other correspondence should be addressed to:

Attn: OHS Policy Section
Comcare
GPO Box 9905
Canberra ACT 2601

Attachment B: HSR training course submission checklist

This checklist should be used when preparing a course for submission for accreditation or reassessment by the SRCC. The completed checklist must be included in the submission.

Course submission requirement	Included Y/N on page no.	Comment
Trainers notes/manual		
Participants manual		
Participants additional handouts		
Powerpoint presentation		
All exercises (group/individual/role plays/ etc) full description/timings and answers		
Course timetable (full)		
Course evaluation form		
Record of participation/attendance method to be used		
A list of facilities and equipment to be used		
Details – location of training and any specific requirements. i.e. remote locations, disabilities, etc		
Details (name/date/timing/references) of all training materials (i.e. trainers manual, participants workbook, PowerPoint presentation, videos, DVDs)		
A statement detailing the training method/format to be used (i.e. face to face five day block)		
Details of all trainers to be used: names, qualifications, relevant experience		
Detail of proposed ratio of trainers to participants		
A quality assurance statement		
A statement that all training activities will be conducted under the conditions of accreditation of the training provider who submitted the course for accreditation		
Copy of participants statement of participation		
Detailed summary of the changes made to course (reassessment)		
A summary of evaluation comments and an outline of improvements made in response to comments (reassessment)		

Attachment C: HSR training course assessment criteria – summary

All courses submitted for accreditation or reassessment are assessed against the following criteria.

1. Course structure

- the course structure is good, for example:
 - it is internally consistent, including providing clear links between the trainers manual, participants manual and overheads, powerpoint presentations, etc
 - it is objective, relevant and sufficiently informative
 - course structure is sequenced in a way that provides a logical flow and smooth transitions between content segments
 - course activities and application exercises are well placed to reinforce learning points and support learning outcomes
 - the content is well set out, each page includes a footer (name of course/module/provider identity) and page number.

2. Course content

- there is evidence that the course content:
 - covers all the training objectives and components
 - has the capacity to deliver the learning objectives
 - incorporates all of the mandatory practical skills development activities
 - is based on adult learning principles and incorporates appropriate teaching and learning techniques to accommodate a variety of learning styles, including a number of practical exercises for skill development
 - has the capacity (instructions included in trainer's manual) to accommodate relevant agency specific policies and agreements/HSMA's when conducting the training for a specific organisation, or provide for such inclusion
 - is accurate and up to date, for example, in regard to legislative provisions and resources such as publications and websites
 - is based on current OHS knowledge and practice relevant to the Commonwealth jurisdiction
 - is supported by training materials footnoted for version control
 - includes activities and practical exercises which are outlined in adequate detail and the answers are provided in the trainer's manual. For example, a correctly completed PIN
 - displays where all references and quotes are sourced from (e.g. name, source, date of material)
 - uses language/terms that are free from technical jargon and meet all anti-discrimination requirements (e.g. is not sexist, ageist, racist, culturally bias, or homophobic) and is inclusive in design and nature.

3. Administrative requirements

- the course submitted for assessment or reassessment includes:
 - all information required is provided (Attachment B – Submission Checklist)
 - a one page timetable/course schedule
 - a copy of the course assessment, evaluation and feedback sheets
 - details of trainers' OHS and training qualifications/experience. Note: The competency requirements for trainers are a minimum of Certificate IV in Workplace Training and Assessment and two years' experience working in workplace health and safety.

