Guidelines for Developing Local OHS Training

Purpose

This guideline has been prepared to assist areas in developing and providing locally delivered OHS training as described by the OHS Induction and Training Procedure. The extent to which training would be considered sufficient is based upon the:

- Degree of autonomy and their level of competency; and the
- Potential for exposure to health and safety risks resulting from the activity.

Activities that are anticipated to have high risks require high levels of worker autonomy may require extensive training.

The difference between Instruction and Training

Many tasks will require instruction, however instruction is differentiated from training in that it does not need to be listed as a control measure on a risk assessment. For example, a common stapler or binding machine would not typically warrant a risk assessment. However, workers may require instruction on their use. Instructions do not need to meet the requirements of locally delivered OHS training and may use steps outlined to enhance the delivery of instructions.

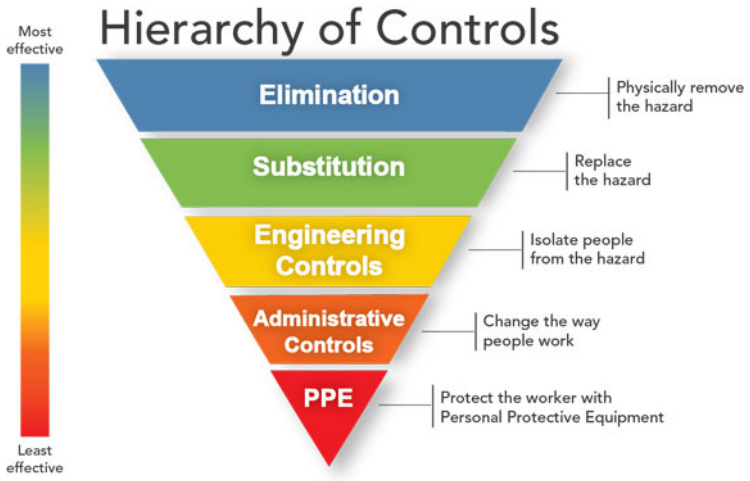
1. The steps in developing training

The following steps are useful in ensuring that any locally delivered OHS training has fulfilled the requirements of the OHS Induction and Training Procedure.

1.1. Identifying when locally delivered OHS training is required

1.1.1. Risk assessment

The requirements associated with OHS Risk Assessment are described in the OHS Risk Management Procedure and are covered in the OHS Risk Assessment Training (and Student Project Safety) available in myDevelopment. It is highly recommended that any staff who are developing and managing locally delivered OHS training attend this training (or the OHS for Managers and Supervisors if applicable).



It is important to remember that training is classed as an administrative control by using the Hierarchy of Controls. Like all administrative controls, training requires the worker to recall and adhere to the training and for this reason it should not be solely relied on as a control measure.

1.1.2. Legislative and other requirements

Where training has been identified as a control in the risk assessment process the steps in these guidelines will assist you with the development, delivery and review. It is a legislative requirement to provide training to workers, document training content and record completion of training.

In cases where training is required due to legislation or other requirements, these activities should still be documented using a risk assessment. It is a good idea to note the date that you accessed any documentation as this will become important when it is time to review the training.

1.2. Developing a learning package

1.2.1. What are the key learning outcomes?

To develop the key learning outcomes the risks associated with the procedure/process/task need to be identified for example ask yourself what are some of the things that could possibly go wrong? If the process is not followed correctly.

The first step is to identify what the risks to health and safety are, or put another way:

What sorts of things could go wrong?

This information should be available in the risk assessment that identified the need for training, but often warrants consultation with workers and subject matter experts (SMEs). Any additional risks identified that were not already outlined in the initial risk assessment update it immediately.

Once the risks are clear, the control measures should be also be identified. A useful way to frame this question is to ask:

What steps should be taken (or avoided) to ensure these issues don't occur?

In much the same way, workers and SMEs should be consulted with to identify the current control measures and, if additional control measures are proposed, these should also be added to the risk assessment.

Where workers are required rapidly respond to dynamic changes and especially react to hazardous and unpredictable situations, it can be important to evaluate what skills are required? Another way to frame this is:

What does the operator need to be able to do beyond simply following a procedure?

The key learning outcomes will be the set of risks, controls and skills a worker is expected to understand. These should be recorded.

1.2.2. What are the best ways to provide this information to the learner?

Each learner will be different, consideration should be given for how to ensure that each learning style has been catered for; visual, auditory, kinaesthetic. Does the trainer need to rely on only one learning style:

- *Are written cues such as slides used while explaining steps?*
- *Are there opportunities for the learner to physically attempt tasks under supervision?*
- *Can you give the learner pre-reading?*

Consideration should also be given for different levels of language, literacy and numeracy (LLN) levels:

- *Is English their preferred language?*
- *are we relying on level 5 English?*
- *Are steps requiring calculations simple to follow?*

1.2.3. How will you know that the learner has understood the training?

Consider different ways of the prompting the learner to demonstrate the required understanding and competency (e.g. Question and answer, practical task). Determine what is required before the trainer should sign-off on the learner's competency (e.g. examination, demonstrate skills, conduct on the job observation).

1.3. Facilitating training

1.3.1. Nominate your trainers

What steps are necessary to verify that a trainer is competent to deliver the learning package?

- What skills and knowledge should they possess?
- What availability is required?
- Has this been approved by the trainer's Performance Manager?

1.3.2. Ensure that users are directed to complete the training when necessary

What steps should be taken to ensure that all interested parties are aware that this training is available and the steps to receive it. This may warrant:

- Alerting any relevant Performance Managers of the need to complete training and the time required to do so. You can encourage them to update their respective Training Needs Analysis (TNA) forms.
- Putting up signage, or a Safe Work Instruction (SWI), on any affected equipment that clearly indicates the need for training before use.
- Update the risk assessment to specify the means of receiving the training and ensure that the control measure has been marked as completed.

1.3.3. Keep records

You can use the Proforma to ensure that locally delivered OHS training has been recorded in accordance with the OHS Records Management Procedure. There are also Digital Learning Management Systems that can be a good option but need to be assessed to ensure that all requirements are being adhered to.

It can be useful to conduct spot checks to ensure that training is being carried out before activities commence

1.4. Reviewing a learning package

1.4.1. Collect learner feedback

The best way to identifying areas of strength and room for improvement is to capture feedback from your learners. There are a few ways to do so such as:

- Sending learner's, a feedback form.
- Ask learners, and their supervisors, how they have found the task after completing the training.
- Conduct on the job observation to evaluate how well skills have been retained.

It is also a good idea to note any occasions where learners have had to receive retraining and investigate what might necessitated this.

1.4.2. Monitor OHSMS and other requirement changes

The Occupational Health and Safety Management System has several tools to monitor control efficacy, particularly:

- The Hazard and Incident Reports can highlight gaps in training.
- OHSMS Self-Assessment Tool.
- OHS Spot Checks

It is also important to ensure that the current requirements established by the OHSMS and arising from other requirements have been incorporated when necessary. The easiest way to accomplish this is to check the last date of review of any associated procedures, legislation or standards. You may wish to contact your Safety Officer or OHS Consultant for assistance in determining whether new requirements have emerged.