



Australian Government

**Seafarers Safety, Rehabilitation
and Compensation Authority**

Guidelines for the accreditation of health and safety representative (HSR) training courses

*Seafarers Rehabilitation and Compensation
Act 1992 and Occupational Health and Safety
(Maritime Industry) Act 1993*

AN INFORMATION PACKAGE FOR
APPLICANTS SEEKING ACCREDITATION
OF THEIR OHS TRAINING COURSE FOR
HSRs IN THE AUSTRALIAN MARITIME
INDUSTRY



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Part 1 Introduction

1.1 Seacare's Authority role in accreditation of HSR training courses

One of the functions of the Seafarers Safety, Rehabilitation and Compensation Authority (Seacare Authority) pursuant to section 104(f) of the *Seafarers Rehabilitation and Compensation Act 1992* (Seafarers Act) is to accredit occupational health and safety (OHS) training courses for health and safety representatives (HSRs). Section 47 of the *Occupational Health and Safety (Maritime Industry) Act 1993* (OHS (MI) Act) specifies that a HSR for a Designated Work Group (DWG) must undertake a course of training relating to OHS that is accredited by the Seacare Authority

1.2 The role of HSRs

A HSR is an employee who is selected or elected for this role, and represents the health and safety interests of employees within their DWG.

HSRs play a key role in improving health and safety in the workplace by ensuring that OHS issues concerning members of the 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 sections 47 and 48 of the OHS(MI) Act. For further information refer to the Seacare Authority's *HSR Handbook—A guide for HSRs in the Seacare jurisdiction*.

1.2 Revised Guidelines

To assist training providers developing HSR training courses for submission for accreditation, the Seacare Authority developed the *Guidelines for the Accreditation of Health and Safety Representative (HSR) Training Courses* (the Guidelines), last revised in 2008.

As part of its commitment to continuous improvement, the Seacare Authority has revised the Guidelines in the light of feedback and experience gained since the implementation of the 2008 Guidelines. The revised Guidelines also reflect changes in the Guidelines issued by the Safety, Rehabilitation and Compensation Commission (SRCC) in March 2010.

The most notable changes to the new Guidelines include:

- articulation of the responsibilities of all parties in the training of HSRs
- greater specificity of the expected length of training courses
- inclusion of learning outcomes for each learning objective.

1.3 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 Seacare Authority. The Guidelines also seek to assist applicants, operators, employers and their employees understand the principles and procedures behind the HSR training course accreditation process.

The Guidelines is comprised of four parts:

Part 1 Introduction

Part 2 Preparing HSRs for their role—training approach

Part 3 Preparing HSRs for their role—training syllabus

Part 4 Appendices.

An expected outcome of the Guidelines is that HSRs experience a learner centred environment that focuses on developing their knowledge, skills and competence to carry out their role confidently, effectively and responsibly.

1.4 Definitions

In these Guidelines:

Accreditation	Means official recognition by the Seacare Authority that a training course for HSRs satisfies the course accreditation framework endorsed by the Seacare Authority. It only applies to a course that is conducted by (or on behalf of) the provider/s who submitted the course.
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 Seacare Authority's four training objectives.
DWG	Means a Designated Work Group established under Part 3 of the OHS(MI) Act.
Employee	Has the meaning given under section 4 of the OHS(MI) Act
Existing course	Means a HSR training course accredited by the Seacare Authority under these Guidelines or under the previous Guidelines
Guidelines	Means the <i>Guidelines for the Accreditation of Health and Safety Representatives Training Courses</i> in the Seacare jurisdiction in force.
HSC	Means a health and safety committee established under section 73 of the OHS(MI) Act
HSR	Means a person selected as a health and safety representative (HSR) under section 41 of the OHS(MI) Act.
HSR Handbook	Means the Health and Safety Representatives Handbook, a guide for HSRs in the Australian Maritime industry
HSR Training	Means training provided to a HSR under section 47 of the OHS(MI) Act
Improvement action plan	Means an action plan determined by the Seacare Authority to address deficiencies identified in an HSR Training Course as a result of an on-site evaluation/compliance visit by the Seacare Authority or its agent
Operator	Has the meaning given under section 4 of the OHS(MI) Act
The OHS(MI) Act	Means the <i>Occupational Health and Safety (Maritime Industry) Act 1993</i>
The Seacare Authority	Means the Seafarers Safety, Rehabilitation and Compensation Authority established under section 103 of the <i>Seafarers Rehabilitation and Compensation Act 1992</i> .
The panel	Means the HSR accreditation panel established by the Seacare Authority

The program	Means the Seacare Authority program for administering the accreditation of training courses for HSRs under section 104 of the <i>Seafarers Rehabilitation and Compensation Act 1992</i> .
Training provider	Means a person (including a partnership or company) who has successfully submitted a training course for accreditation under section 47 of the OHS(MI) Act.
Syllabus	Means an outline and summary of topic to be covered in a HSR Training Course being submitted for accreditation by the Seacare Authority. 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	Means 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	Means 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 58 of the OHS(MI) Act.

1.5 Commencement

The Guidelines will apply on and from 25 November 2010.

1.6 Enforcement

To monitor the quality of courses, their delivery and compliance with the Guidelines requirements, the Seacare Authority may arrange 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 (free of charge)
 - 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, the Seacare Authority or its agent 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 Seacare Authority is satisfied that the deficiencies have been appropriately addressed.

1.7 Intellectual property

The Seacare Authority acknowledges that the intellectual property rights in a training course and associated materials submitted for accreditation by the Seacare Authority, vests in the training provider. The Seacare Authority, the panel and its agents will only use the training materials for the purposes of assessing a course for accreditation and in any monitoring activities. The training provider grants the Seacare Authority 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.

1.8 Continuous improvement

The Seacare Authority is committed to the principle of continuous improvement therefore these Guidelines will be reviewed periodically.

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 Seacare Authority will provide ongoing advice on the potential impact they will have on the current training requirements for HSRs and training providers of accredited course in the Seacare jurisdiction.

1.9 Seacare Authority Accreditation Panel

The Seacare Authority's accreditation panel assists the Seacare Authority with the consideration of an application for accreditation of a HSR training course. The panel assesses courses submitted for accreditation and has an advisory role to the Seacare Authority on whether a course satisfies the requirements outlined in these Guidelines including the mandatory skill development activities, training objectives and learning outcomes.

The panel comprises one employer representative, one employee representative and one Australian Maritime Safety Authority (AMSA) representative. Panel members are appointed by the Seacare Authority and serve a maximum of three years.

1.10 Fact sheets

The Seacare Authority 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.

1.11 Conditions of accreditation

In addition to the core conditions which apply to all providers, the Seacare Authority 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 Seacare Authority include:

- All training of HSRs under s47 of the OHS(MI) Act must be conducted by, or on behalf of the training provider who submitted a course for accreditation by the Seacare Authority.
- All training material (including supporting materials such as handouts, video clips, etc) used when conducting training for HSRs under s47 of the OHS(MI) Act, must be submitted for accreditation by the Seacare Authority (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 Maritime OHS legislation
 - submit all updates/amendments to the Seacare Authority
 - advise the Seacare Authority in writing of any proposed significant changes to the course (including supporting material) during the accreditation period
 - if requested by the Seacare Authority, provide a hard copy of the amended course for reassessment.
- Reporting requirements: providers are to submit the following information to the Seacare Authority in writing by 31 July each year
 - the number and type of courses run per year
 - participant numbers per course
 - participant details—name and organisation.

1.12 Period of accreditation and reaccreditation

Accreditation means official recognition by the Seacare Authority that a training course satisfies the course accreditation framework endorsed by the Seacare Authority. Accreditation of a new HSR training course may be granted for a period of up to two years and an existing accredited HSR training course may be reaccredited for a period of up to three years. The date of commencement of accreditation and re-accreditation is determined by the Seacare Authority.

Applications for reaccreditation of an existing accredited course should be lodged with the Authority in sufficient time to allow for the course to be assessed and considered by the Authority. To ensure continuity of course accreditation, applications for reaccreditation must be submitted to the Authority at least four months prior to the expiry of the existing period of accreditation.

1.13 Withdrawal of accreditation

The Seacare Authority reserves the right to withdraw or suspend accreditation of a HSR training course if:

- there is a breach of the Conditions of Accreditation or
- the accredited training course does not adequately address the Authority's HSR training course training objectives.

Where the Seacare Authority considers that there is a case for withdrawal or suspension of accreditation, the Authority in the first instance will inform the training provider in writing, with reasons, and provide the training provider with an opportunity to respond and/or address the issues raised within a specified time. The Authority will then make a decision on whether to withdraw or suspend accreditation.

1.14 HSR trainers competency requirements

Trainers wanting to conduct HSR training accredited by the Seacare Authority 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.

1.15 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 s47 of the OHS(MI) Act.

Operators

Operators 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.
- To consult with HSRs on the choice of training course to attend.
- 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 permitted to take such time off work, without loss of remuneration or other entitlements as is necessary to undertake the training.
- 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 s47 of the OHS(MI) Act, satisfy the Guidelines competency requirements and are provided with any specific organisational OHS requirements (ie on site induction prior to a workplace inspection) information/documentation prior to commencing training
- To make available to the Seacare Authority on request, all documentation to demonstrate ongoing compliance with the responsibilities.

Note: See section 47 of the OHS(MI) Act and section 3.1.3 of the HSR Handbook.

Training providers

Providers have the following responsibilities:

- To ensure that training courses submitted for accreditation under s47 of the OHS(MI) Act by the Seacare Authority meet the requirements of these Guidelines.
- To comply with the requirements of the Guidelines, including conditions of accreditation, when undertaking training activities related to s47 of the OHS(MI) 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 Seacare Authority's goals of training.
- To ensure that all services they deliver under s47 of the OHS(MI) 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 Seacare Authority reporting requirements for HSR training
- To make available to the Seacare Authority 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.

The Seacare Authority

The Seacare Authority has the following responsibilities with regard to HSR training:

- To implement a program for the effective and efficient administration and monitoring of training provided under section 47 of the OHS(MI) Act.
- To ensure that the program is managed in a timely, transparent and effective manner.

Part 2 Preparing HSRs for their role: training objective

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

1.2 Goal of HSR training

The Seacare Authority'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.

1.3 The role of the HSR

HSRs are valuable partners between operators 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.

1.4 HSR training needs

Under Part 3 of the OHS(MI) 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
- examining records of the health and safety committee.
- investigating complaints by members of the DWG
- accompanying members of the DWG at certain interviews
- accessing OHS information relating to members of the DWG
- issuing provisional improvement notices
- consulting, communicating, promoting and monitoring OHS activities
- initiating emergency staff work procedures in certain circumstances.

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 OHS(MI) Act and their role under the OHS(MI) Act
- knowledge of their powers under the OHS(MI) 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.

1.5 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 HSRs 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.

1.6 Training options for HSRs

The Seacare Authority 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 Seacare Authority unless they meet the criteria for a bridging course
- bridging course—a person who was a HSR in another jurisdiction and is now a HSR in the Seacare jurisdiction may be able to complete a bridging HSR training course rather than a full HSR training course provided the HSR has within the previous two years, completed an approved/accredited HSR training course from their previous jurisdiction covering all the non-Seacare related elements of the Seacare Authority's training objectives (ie the elements of the training objectives for the Seacare Authority's bridging HSR training course).
- refresher training—the Seacare Authority recommends that an operator consider additional training for HSRs who have been/will be in the role for more than one term (usually two years). 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

Such a course may also be relevant for an operator's other employees (eg managers, supervisors, OHS/HR officers, other seafarers).

1.7 Deciding on which course to attend

The Seacare Authority supports an employer discussing the choice of courses with the HSR and allowing a HSR to attend the accredited course of training of their choice.

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

1.8 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.

1.9 Length of training

Unless special circumstances can be established, it is the desire of the Seacare Authority 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 Seacare Authority 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.

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

1.10 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.

1.11 Recognition of prior learning

The Seacare Authority recognises the level of OHS and other safety training required to be a seafarer in Australia. In developing the training objectives and outcomes for HSRs the Authority is keen to avoid an unnecessary duplication of training requirements. In this regard the Guidelines allow for a degree of recognition of prior learning in certain circumstances.

Recognition of prior learning will only be available in respect of components of Training Objective 1. HSRs may seek exemption from the training providers from attendance at Training Objective 1 components of the course in the following circumstances:

- the HSR has completed a training course on the OHS(MI) Act within two years of the HSR training course and
- the HSR has a minimum of five years work experience in the Australian maritime industry.

Accredited training providers will be required to ensure that any HSRs seeking exemption from components of Training Objective 1 satisfy the above requirements. Records of exemptions applied for and exemptions granted together with any documentary evidence (i.e. Statement of Attainment, employer training and employment records) must be retained by the training provider for a period of five years and made available to the Authority or its agent on request.

HSR training courses where attendees have been granted exemptions from attendance of components of Training Objectives 1 may be reduced in length by the amount of course time usually devoted to covering these components. For example, Table 1 provides an indicative minimum time of 3–4 hours to cover all components of Training Objective 1. Given this requirement it is not envisaged that recognition of prior learning would result in a reduction of more than a half-day in the total course time for a Full course.

Part 3 Preparing HSRs for their role

1.1 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 course

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

Topic	Time
Legislation, legislative instruments, guidance—objectives, broad framework	3-4 hours
HSR powers and roles	3-4 hours
Risk management	2-3 hours
Workplace hazard and 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 course

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.

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

1.2 Mandatory practical skill development activities

The Seacare Authority 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.

1.3 Training objectives and learning outcomes

The Seacare Authority 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.

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	

Bridging courses

Full 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)	

1.4 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

To understand the structure, purpose and key provisions of the OHS(MI) Act and related legislative instruments.

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

- (a) the objectives of the OHS(MI) Act and their importance to the health and safety of employees
- (b) the duty of care and related provisions as they apply to operators 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 and know their relationship to each other
- (e) the duties of manufacturers, repairers, installers and suppliers within the context of the OHS(MI) 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 OHS(MI) Act
- (h) the role of management in relation to the objectives of the OHS(MI) 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 OHS(MI) Act
- discussing how the objectives of the OHS(MI) Act create opportunities for a cooperative consultative relationship between operators 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 OHS(MI) Act
- outlining ways the HSR can assist members of the DWG to understand the benefits and limitations of the OHS(MI) 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 OHS(MI) Act
- summarising the difference between codes of practice, legislative instruments and the relationship they may have with an agency's health and safety policy
- distinguishing between OHS, workers compensation and rehabilitation and how these differences may relate to their role as a HSR.

Training objective 2

To understand the role, function and powers of a HSR.

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 an AMSA investigator and for appealing against an investigators 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 OHS(MI) 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 OHS(MI) Act for working with an AMSA 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

To develop the knowledge and skills necessary to carry out the role of a HSR within their DWG

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
- (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 OHS(MI) 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 agency policy 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

To gain practical skills for implementing the HSR 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 operator/management
- (f) consult and negotiate with the operator/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)

To develop the knowledge and skills necessary to carry out the role of a HSR within their DWG

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.

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 OHS(MI) 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 agency policy 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)

To gain practical skills for implementing the HSR 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 52 of the OHS(MI) 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:

- 1.1 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
- 1.2 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)
- 1.3 summary of compiled evaluation comments, and as a result of these, an outline of any course improvements
- 1.4 summary of key changes made to the course with page references.

3. Course material 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 the Seacare Management Section
- 3.2 if advised by Seacare Management Section that the course is suitable for submission to the panel, three hard copies of the final version to be submitted to the Seacare Management Section 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), the Seacare Management Section 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:

Director
Seacare Management Section
Comcare
GPO Box 9905
CANBERRA ACT 2601

Information about the HSR training course accreditation process can be sought from the SMS by:

Phone: 02 6275 0070
Fax: 02 6275 0067
Email: seacare@comcare.gov.au
Seacare website: www.seacare.gov.au

Providers of accredited HSR training courses are listed on the Seacare website at www.seacare.gov.au.

Attachment B: HSR training course submission checklist

This checklist should be used when preparing a course for submission for accreditation or reassessment by the Seacare Authority. 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 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 Seacare 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.

