



**Australian Government**

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**Seafarers Safety, Rehabilitation  
and Compensation Authority**

**SEACARE AUTHORITY**

**HEALTH AND SAFETY REPRESENTATIVES (HSR)  
TRAINING COURSE - Assessment Report**

**APPLICANT:**

**DATE:**

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\* **Note** page numbering beyond this point may change depending on individual assessments

## TRAINING COURSE ASSESSMENT REPORT: SUMMARY

**COURSE DETAILS:**

*(Full title, Date, and version no)*

**APPLICANT:**

**COURSE ASSESSED BY:**

*Name*

*Signature*

**Date:**

**ASSESSMENT CHECKED BY:**

**Date:**

**ASSESSMENT RESULTS**

The list of the Assessment Elements below is outlined in the Training Course Assessment Checklist (TCAC). Summary ratings have been given according to matrix details on pages 29 & 30. Detailed Assessment Ratings results can be found in Training Course Assessment: Score Card on pgs 24-5.

Element No.	Description	Rating (0,1,2,3) <i>(see page 26-7)</i>
<b>Part A</b>	Course design & structure	
<b>Part B</b>	Training content – Trainers Notes (TN)	
<b>Part C</b>	Participants manual (PM)	
<b>Part D</b>	Overheads (OH) / Power points presentation (PPT)	
<b>Part E</b>	Administrative requirements	

**ACCREDITATION ADVISOR:**

Initial Assessment Report completed  
 Course meets Guidelines requirements

**Date:**  
**YES / NO**

**SEACARE AUTHORITY:**

Initial Assessment Report reviewed and agreed upon findings

**Date:**

**TRAINING PROVIDER:**

Course revised (based on Initial Assessment Report findings) & re-submitted

**Date:**

**ACCREDITATION ADVISOR:** Final Assessment Report completed

Course meets Guidelines requirements

**Date:**  
**YES / NO**

**SEACARE AUTHORITY:**

Final Assessment Report reviewed

**Date:**

**HSR ACCREDITATION PANEL:** Recommend accreditation

**YES / NO**

**SEACARE AUTHORITY**

Accredit                      Not accredit

**Date of decision:**

**ACCREDITATION PERIOD:**    \_\_\_\_ years

**TRAINING PROVIDER** informed of outcome:

**Date:**

## **TRAINING COURSE ASSESSMENT:**

## **SUMMARY FINDINGS**

These Summary Findings should be read in conjunction with the Training Course Assessment: Score Card Summary.

### **Overall Finding**

#### **Part A – course design and structure**

#### **Part B – training content**

**Part C – Participant Manual**

**Part D – PowerPoint Presentation / slides**

**Part E – Administration**

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## TRAINING COURSE ASSESSMENT CHECKLIST (TCAC)

## PART A - COURSE DESIGN & STRUCTURE

	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<b>A1</b>	<b>Structure</b>			
<b>A 1.1</b>	Does the course structure comprise a minimum of 35 hours face to face training over a minimum of five days, or 14 hours face to face over a minimum of 2 days?	2.9		
<b>A1.2</b>	Is the course sequenced in a way that provides a logical flow & smooth transitions between content segments?	Att. C 1		
<b>A1.3</b>	Does the TN include linkages that are specific & identifiable with accurate cross referencing between trainers manual & participants manual / handouts / PPPs?	Att. C 1		
<b>A1.4</b>	Are these topics structured in a way that builds on training segments in a clear concise & logical order?	Att. C 1 2.8		
<b>A1.5</b>	Do the TN provide for course activities & application exercises that are well placed to reinforce learning points & support learning outcomes?	Att. C 1		
<b>A1.6</b>	Do the TN include content that is well set out, each page includes a footer ( <i>name of course/module/provider identify, version number, date and page number</i> )	Att. C 1		
<b>A1.7</b>	Do the TN include cross referencing / between modules / units within the trainers manual?	Att. C 1		
<b>A2</b>	<b>Content</b>			
<b>A2.1</b>	Does the TN address all the Guidelines training objective components?	3.4		
<b>A2.2</b>	Do all of the training activities have the capacity to deliver each of the Guidelines learning outcomes?	3.3 3.4		
<b>A2.3</b>	Is each of the content sessions descriptors clear, comprehensive & accurately reflect the session's content?	Att. C 1		
<b>A2.4</b>	Is the training content organised into stages of learning that provide a clear developmental framework & conceptual understanding of the HSRs role/ powers within the Maritime Industry?	2.8		
<b>A2.5</b>	Is the training content evenly distributed, well organised, with each topic allocated an appropriate amount of time	Att. C 1 3.1 3.3		

	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<b>A2.6</b>	Is the content of the training sufficient, achievable & allows for a balance between theory, practice, & skills development?	2.8 3.3		
<b>A2.7</b>	Are all of the training materials inclusive, have the capacity to accommodate a diverse range of learning needs e.g. are sensitive to the needs of those with limited language, literacy & numeracy skills?	Att. C 2 2.2 3.3		
<b>A2.8</b>	Do all training materials place the role & powers of the HSR at the centre of all activities?	2.5		
<b>A2.9</b>	Does the TN place a greater emphasis on participant – centred learning rather than content-driven training?	2.5 2.8		
<b>A2.10</b>	Does the TN contain clear direction & instruction for the facilitator to gauge & ensure that individual participants achieve each of the learning outcomes?	TO 4		
<b>A2.11</b>	Does the TN provide ample time for the facilitator to revise previous learning prior to moving onto a new topic?	2.8		
<b>A2.12</b>	Does the TN include the reference & source for all quotes, materials, images used not owned by the training provider.	Att. C 2		
<b>A2.13</b>	Is the training content based on adult learning principles that incorporate teaching & learning techniques to accommodate a variety of learning styles	2.2 & 2.8		
<b>A2.14</b>	Is there evidence (instructions in the TN) that the content has the capacity to a) accommodate relevant agency specific OHS policies & agreements b) address special needs/impairments/disabilities in the course material (activities/discussions)	T O 3 d Att. C 2		
<b>A2.15</b>	Do the TN provide for a discussion in the area of HSRs addressing the needs of employees with special needs, such as, impairments, disabilities in discussions, case studies, etc?	2.2 L O 3 f		
<b>A3. Language - (text, images &amp; DVD/videos)</b>				
<b>A3.1</b>	Do the TN contain language that is: a) appropriate for the target audience i.e. culturally relevant / familiar language & terms are used, i.e. participation is not reliant on having an existing knowledge of OHS or being literate or numerate? b) free of industry /technical jargon, & meets all anti-discrimination requirements (e.g. non sexist, racist, ageist, culturally bias or homophobic)? c) objective, relevant & sufficiently informative?	Att. C 2 2.2		



	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<b>A4 Knowledge</b>				
<b>A4.1</b>	Is the knowledge content in the TN designed to: a) gradually & progressively build the participants knowledge of each subject area? b) link / sequence / build on related topics in a practical and useful way c) introduce, discuss / explore, summarise key learning points prior to moving onto next topic d) transition smoothly between relevant topics by identifying relevant connections?	2.8 Att. C 1		
<b>A4.2</b>	Are the trainers and participants instructions for the knowledge and skills activities clear, logical and appropriate?	Att. C 2		
<b>A4.3</b>	Are all the supporting training resources accurate & up-to-date, e.g. in regard to legislative provisions & resources such as publications and websites	Att. C 2		
<b>A4.4</b>	Are the TN based on current OHS knowledge & practice relevant to the Aust. Maritime Industry	Att. C 2		
<b>A5. Skills development activities</b>				
<b>A5.1</b>	Do the TN incorporate all of the mandatory practical skills development activities	Att. C 2 3.2		
<b>A5.2</b>	Do the TN include: a) instructions that skills development activities be based on agency specific materials where possible? b) arrangements & instructions for the trainer on their uses?	T O 3 d		
<b>A5.3</b>	Does the TN contain clear & concise instructions on the type / nature and timing of each practical skill development activity?	Att. B 3.3		
<b>A5.4</b>	Does the TN include answer sheets for all activities (including quizzes)?	Att. B Att. C 2		

## PART B – TRAINING CONTENT

	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<p><b>Guidelines Trading Objective (TO) 1. Understand the structure, purpose &amp; key provisions of the OH S(MI) Act &amp; related legislative instruments</b></p> <p>a) <i>the objectives of the OHS(MI) Act &amp; their importance to the H&amp;S of employees</i></p> <p>b) <i>the duty of care &amp; related provisions as they apply to operators &amp; employees</i></p> <p>c) <i>workplace arrangements including designated work groups, HSRs &amp; HSCs</i></p> <p>d) <i>the distinction between legislation, codes of practice, relevant industry standards and agency policy &amp; know their relationship to each other</i></p> <p>e) <i>the duties of manufactures, repairers, installers and suppliers within the context of the OHS(MI)Act</i></p> <p>f) <i>the links between OHS, workers compensation and rehabilitation of injured workers</i></p> <p>g) <i>the role of trade unions, employee representatives and consultants in dealing with health and safety issues within the context of the OHS(MI) Act</i></p> <p>h) <i>the role of management in relation to the objectives of the OHS(MI)Act</i></p>				
<b>B1 OHS (MI)Act</b>				
<b>B1.1</b>	<p>Do the TN contain clear and concise notes for the facilitator to discuss:</p> <p>a) each of the Acts' 5 objectives, emphasis on; cooperative consultation between employer – HSR – employee &amp; the 'preventative' approach to health &amp; safety (H&amp;S)</p> <p>b) ways HSRs can assist members of their designated work group (DWG) within the context of the benefits &amp; limitations of the Act (evidence of discussions / examples)</p> <p>c) the difference between the hierarchy of legislation i.e. Acts, Regulations (2), codes of practice (CoP) &amp; their uses / evidentiary use. The status each has i.e. mandatory /must do vs. 'can do' / guidance 'how to documents' &amp; their link with OHS policy/procedures (discussion/examples based on HSR-agency/DWG specific OHS policy/procedures)</p> <p>d) the distinction between OHS, workers compensation &amp; rehabilitation &amp; how these relate to the HSR role</p> <p>e) Do the TN emphasize &amp; highlight that DWGs, HSRs, HSCs, &amp; OHS policies are all workplace OHS consultative structures or arrangements?</p>	<p>TO 1 a 3.4</p> <p>TO 1 a 3.4</p> <p>TO 1 d 3.4 Att. C 2</p> <p>TO 1 f 3.4</p>	<p>s3</p> <p>s48-56, 57, 58</p> <p>s33, s109, s110,</p> <p>s12(1)</p> <p>s12(2) &amp;(4)</p>	
<b>B2 Duty Holder responsibilities</b>				
<b>B2.1</b>	<p>Are all duty holders identified &amp; discussed in terms of how;</p> <p>a) they all provide the framework for a preventative approach to health &amp; safety at the workplace</p> <p>b) this approach is based on consultative relationships between employers, employees &amp; their representatives (unions)</p>	<p>TO 1</p>	<p>Part 2 Div 1</p> <p>S3</p>	

	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<b>B2.2</b>	Do the TN provide for a discussion on the differences between: a) the owner / operator (employer's) ultimate legal liability/ <b>accountability</b> for the H&S of all (people & environment) affected by activities undertaken on their behalf? b) the master/person-in-command (manager's/supervisor's) <b>responsibility</b> to ensure that the employer's instructions/ systems are successfully implemented in the workplace & those workers are appropriately trained, informed, instructed & supervised?	TO 1 b 3.4	s 11	
<b>B2.3</b>	Does the TN include discussions (including examples) on the concept of 'reasonable practicability' in the context of the general duty provisions in Part 2 of the Act?	TO 1 3.4	s11(1) (2), s12(1)	
<b>B2.4</b>	Is the employers' duty in relation to contractors & third parties at the workplace, & the relevance of these duties to the HSRs DWG role / powers included in the trainers' notes?	TO 1 e 3.4	s13, s14	
<b>B2.5</b>	Is there capacity in the TN for a discussion to clarify the employer's responsibilities in relation to the HSR?	To 1c	s61, s63-68	
<b>B2.6</b>	Does the session on legislation – objectives and broad framework meet the Guidelines expected time frame (3-4 hours)?	3.1		
<b>B3 The role of trade unions</b>				
<b>B3.1</b>	Do the TN provide for a discussion on the larger role trade unions have & continue to play in pursuing workers rights regarding H&S, work environments & practices?	TO 1 g		
<b>B3.2</b>	Is the extent of the provisions that employees can be assisted by an employee representative (unions) addressed in the TN?	TO 1g	s12(2),(4) s34-36 s42-43, s73(1)(ii), s87(3), s88, s100 (3)(b)	
<b>B3.3</b>	Is the ACTU Union Charter of Workplace Rights discussed &/or MUAs role re' OH&S? ?	TO 1 g		

	Question	G'lines	Act	Comment
<b>Guidelines Training Objective 2. Understand the role, function &amp; powers of a HSR</b> 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 consultations 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				
<b>B4 Powers of HSRs – general</b>				
<b>B4.1</b>	Do the TN include an overview of the legislative powers (extent & limitations) given to HSRs under the various sections of the Act?	T O 2a 3.4	s48- 55, 57. 58s57, s80, s116	
<b>B4.2</b>	Do the TN include information on the Acts provisions relating to, a) when a when a person ceases to be HSR for a DWG? b) the disqualification of a HSR?	T O 2a 3.4	s71 s72	
<b>B4.3</b>	Do the TN include information on the Acts provisions relating to deputy HSRs, in particular: a) the selection & process for election / selection? b) the provisions applying to DHSRs & HSRs?	T O 2a 3.4	s41-44	
<b>B4.4</b>	Do the TN include information on the: a) provisions in relation to the exercise of powers / obligations of HSRs? b) provisions in relation to the 'protection' of HSR from penalties?	T O 2a 3.4	s48-54, 57, 58 s56	

	Question	G'lines		Comment
<b>Trainers Notes (TN)</b>				
<b>B4.5</b>	Is each of the powers prescribed to HSRs under the Act explored in detail: a) representing members of the DWG, b) accompanying an inspector / DWG member c) inspecting the workplace (clarify 3 workplace inspections), d) issuing PINs, e) initiating emergency procedures (cease work) f) use of a consultant g) investigating DWG H&S complaints, h) examining HSC records, i) accessing OHS information, j) consulting, communicating, promoting, monitoring OHS activities with mgt/DWG members	TO 2a - TO 2f 3.4	s48-55, s57, s58	
<b>B5 Powers of HSR – specific</b>				
<b>B5.1 Represent members of the DWG</b>				
<b>B5.1.1</b>	Do the TN provide for a discussion and clarification on the power of the HSR to accompany an inspector/the Inspectorate during any investigations at the workplace	TO 2 e	s48 (1)(c)	
<b>B5.1.2</b>	Do the TN provide for a discussion on the HSRs power to be present at any interview concerning HS at work	TO 4 a	s50	
<b>B5.2 Workplace inspections / investigations</b>				
<b>B5.2.1</b>	Do the TN contain information on the: a) different purpose a workplace inspection and an investigation serve? b) HSRs powers (extent & limitation) to conduct workplace inspections? c) HSRs powers (extent & limitations) to investigate DWG members OHS complaints? d) HSRs power to request & to accompany an inspector/ Inspectorate on an investigation	TO 2a & TO 2 b	s48 (1) (a) (i) (ii) s49 s48(1)(b) &(c)	
<b>B5.2.2</b>	Do the TN provide for a discussion on the purpose each serves in ensuring H&S, i.e., inspection = proactive/ preventative, while investigation = reactive approach?	TO 2 b		
<b>B5.2.3</b>	Are these discussions linked to the mandatory skill development activity in TO 4c?	3.2		
<b>B5.2.4</b>	Does the TN provide opportunities for discussion to examine & clarify the Acts provisions for working with AMSA investigators?	TO 2e	s48(1)(b) (c)(2) s88(e), s89((2)(b) s91(2)(c), s92(5)(b), s99(1)(a) s116	
<b>B5.2.5</b>	Do the TN provide for a discussion on appealing against an AMSA Inspector's decision?	TO 2e	s100(2)	

	Question	G'lines	Act	Comment
<b>Trainers Notes (TN)</b>				
<b>B5.3 Provisional improvement Notices (PINs)</b>				
<b>B5.3.1</b>	Do the TN contain information on the: a) role PINs play in improving H&S performance & addressing immediate risk(s) (evidence of discussions / examples / activities to reinforce learning)? b) HSRs powers (extent & limitations) in relation to PINs (evidence of discussions / examples / activities to reinforce learning)? c) legislative process that stresses resolution through consultation between HSR & 'responsible person' before PIN issued (Seacare HSR Handbook flowcharts should be used)	T O 2c	s52, 57, 58 s57(1)(b), (2) s58(1)	
<b>B5.3.2</b>	Are these discussion linked to the mandatory skill development activities in T O 4g?	3.2		
<b>B5.3.3</b>	Does the session on PINs (theory & practice) meet the guidelines expected timeframe (3 hours) for this topic?	3.1		
<b>B5.4 Emergency procedures – cessation of work</b>				
<b>B5.4.1</b>	Do the TN contain information: a) the HSRs powers (extent & limitations) in relation to emergency powers (evidence of discussion / activities)? b) the purpose of initiating a cessation of work i.e. if there is an immediate threat to H&S & no supervisor available? c) clarification & emphasis on consultation requirements (before, during, after) d) clarification of Seacare & AMSA Inspectorate/investigator roles? e) clarification of directions to perform other work?	T O 2d  T O 2d	s80 (1)(a)(b), (3),(4)  s81	
<b>B5.5 Use of a consultant</b>				
<b>B5.5.1</b>	Do the TN include the capacity for a broad discussion on: a) the provisions where HSRs can be assisted by a consultant when exercising their powers (evidence of discussion / examples / activities)? b) the extent & limitations of those provisions? c) the importance of pre-agreed procedures on how working with consultants will work day-to-day (i.e. contained in OHS policies)?	T O 2f	s54(1), (2),(3), (4)	

	Question	G'lines	Act	Comment
	d) the conditions under which a consultant may be present, at any interview between the HSR & the employer, member of DWG, an investigator, or the employer or person representing the employer? e) limits on use/access to information for HSRs & consultants?	T O 2g	s55(a), (b)(i)(ii)	
<b>B5.5.2</b>	Does the section on HSR powers & role meets the guidelines expected timeframe (3-4 hours)?	3.1		
<b>Guidelines Training Objective 3 Powers of HSRs - general</b>				
<b>Develop the knowledge &amp; skills necessary to carry out the role of a HSR within their DWG</b>				
a) <i>understand the structure and function of HSCs and how they should operate</i>				
b) <i>have developed basic consultation and negotiation skills</i>				
c) <i>understand the basics of OHS risk management within the workplace</i>				
d) <i>be familiar with their own agency's OHS policy</i>				
e) <i>be able to determine which codes of practice apply to their designated work group (DWG)</i>				
f) <i>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</i>				
g) <i>know the types of information which must be gathered about accidents and dangerous occurrences</i>				
h) <i>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.</i>				
<b>B6 Health and safety committees (HSC)</b>				
<b>B6.1</b>	Do the TN include the following: a) an overview of the structure, functions & operations of HSCs? b) the differences in the role of a HSR & HSC, micro / local vs. macro / broad organization – different but complementary (evidence of discussion / activities) c) the HSRs right to perform some of the duties of the HSC & examine HSCs records d) a statement that the Act does not stipulate HSRs are required to be HSC members	T O 3a       T O 2a	s73(1)(b)(i), (2)(a) (b) s74(a)- (e),75 s48(1)(d)(e)	
<b>B7 Consultation / negotiation</b>				
<b>B7.1</b>	Do the TN contain appropriate information for expansive coverage that: a) provides an overview of, consultation & negotiation in the context of HSRs powers including, a definition of for each skill, & the role each plays in “ <i>fostering co-operative, consultative relationships</i> ” b) explores the HSRs powers in relation to consultation & negotiation (evidence of discussion / examples / activities)	T O 3b       T O 3b	s3e  s36(b), s40, s48- 52/s58(1) s57(1)(b), s61,	

	Question	G'lines	Act	Comment
<b>B7.2</b>	Do the TN outline how these discussions build upon / link with the mandatory skills development exercises in TO 4d & 4f?	2.8 3.2		
<b>B7.3</b>	Does the TN use agency-specific OHS policies/procedures, Safety Mgt Plans, agreements, documentation e.g., inspection reports/ checklists, Incident Alert/Report forms, & CoPs relevant to the HSRs DWG? (Evidence, discussions/activities)	Att. c		
<b>B7.4</b>	Does the content on consultation & negotiation meet the guidelines timeframe (4 hr)	3.1		
<b>B8</b>	<b>Risk management</b>			
<b>B8.1</b>	Do the TN contain appropriate information to enable the trainers to explore the: a) basic principles of risk management (linked to the Reg's 2003, Code of SWP for AS, CoP for Manual Handling (MI), & the AOSV Code of SWP) & its role in preventing H & S risks b) the significance of clearly defined roles for HSRs re' the organization's risk mgt processes, OHS policies & procedures, Safety Mgt Plans (discussion / examples of agency specific policies/plans relevant to HSRs DWGs) c) ways (evidence of discussion / activities) HSRs can prepare / assist DWG members by identifying work activities, related hazards, & the role that risk mgt / OHS policies / CoPs play in controlling / minimizing those hazards	TO 3c  TO 3d  TO 3e,f,g,h	s12 (1)-(4)	
<b>B8.2</b>	Are these discussions linked with TO 4a /4d skills development activities or the TO 4c mandatory skills development activity?	2.8 3.2		
<b>B8.3</b>	If the discussion are not linked to TO 4a/4d skills development activities or the TO 4 c mandatory skills development activity, do the TN contain information that links these discussion to these activities?	2.8 3.2		
<b>B8.4</b>	Does the section on the basics of risk management meet the guidelines timeframe (2-3hrs)?	3.1		
<b>B 9</b>	<b>Workplace hazard identification and control</b>			
<b>B9.1</b>	Do the TN contain information on basics of: a) workplace hazard identification & control b) how this relates to the role of HSRs c) the importance of HSR having the knowledge & skills to identify workplace hazards in the areas of the DWGs	TO 3f  2.3		
<b>B9.2</b>	Does this session on workplace hazard identification & control meet the guidelines expected timeframe for this topic (2-3 hours)	3.1		



	Question	G'lines	Act	Comment
<b>B10</b>	<b>Access to information</b>			
<b>B10.1</b>	Do the TN contain information on the powers HSRs have to access information with regards to: a) the types of information employers have (i.e. collect & retain) that would be useful to HSRs when representing the OHS interests of DWG members b) the extent / limitation of the powers HSRs have to obtain / access that information, including employers' right to limit access to that information & confidentiality requirements (evidence of discussion / activities / examples)	T O 3h	s51 s107 s108 s114 s55	
<b>B11</b>	<b>Accident / dangerous occurrences</b>			
<b>B11.1</b>	Do the TN contain information on: a) the distinction between an accident & dangerous occurrences b) the powers HSRs have in relation to accidents / dangerous occurrences c) the types of information a HSR should gather about them (i.e. making basic /general 'inquiries into', the what, how, when, why) d) the ways HSRs can obtain this information (interview, photos, organisational records, risk assessments, observations, inspection, assistance by a consultant etc) (evidence of discussion / activities / examples)	T O 3g T O 3h T O 3h	S4 s48(1)(a)(i),(c) (e) s50, s51, s54	
<b>B12</b>	<b>Workplace inspections / report writing</b>			
<b>B12.1</b>	Do the TN contain information on: a) the key principles of preparing an inspection report in response to conducting an inspection (evidence of discussion / activities / examples) b) theory & practice of preparing action plans as part of finalizing an on-site inspection activity (evidence of discussion / activities / examples)	T O 4c 3.1		
<b>B12.2</b>	Are these discussion linked to T O 2b	2.8		
<b>B12.3</b>	Are these discussion linked with the mandatory skills development activity in TO 4c?	2.8		
<b>B12.4</b>	Does the training content on workplace inspection report writing & action plans meet the guidelines expected timeframe (3hours)?	3.1		

	Question	G'lines	Act	Comment
<b>Guidelines Training Objective 4 Gain practical skills for implementing the HSR role in the workplace</b> <i>a) represent the health and safety concerns of members of the DWG to supervisors and in consultative forums</i> <i>b) investigate complaints made by members of the DWG</i> <i>c) inspect a workplace, identify hazards and prepare a report of the inspection</i> <i>d) consult widely within their DWG on OHS issues</i> <i>e) research and prepare a case for consultation and / or negotiation with the employer / management</i> <i>f) consult and negotiate with the employer / management on resolving OHS issues</i> <i>g) issues a PIN</i>				
<b>B13 Consulting / negotiation (M)</b>				
<b>B13.1</b>	Do the TN contain information on, & instructions for a <b>mandatory skills development activity</b> to assists the HSR develop & practice their consultation & negotiation skills for: a) representing DWG members' on OHS concerns b) inspecting the workplace c) investigating DWG members complaints d) representing DWG members OHS concerns at meetings with supervisors &/or larger consultative forums (e.g. HSC, meeting re' introduction of new technology)	T O 4a 3.2	s48(1) s49, s50 s54(4)	
<b>B13.2</b>	Do the TN contain instructions on how to plan, organise, research & prepare a case when consulting / negotiating with management on resolving OHS issues	T O 4e 3.2		
<b>B13.3</b>	Do the TN provide prompts for the trainer to discuss / explore the types of issues / matters HSR would consult with their DWG members?	T O 4a,b,d		
<b>B13.4</b>	Do the TN include points on the legislative powers HSRs have to be involved in initial & on-going consultation with management	T O 4a,b,d	s12(2)(4) s36(b), s40(1)(b) s57(1)(2) s58 s61(b) s63-65	
<b>B13.5</b>	Does the session on negotiation/consultation meet the guidelines expected timeframe (4hrs)	3.1		
<b>B14 Investigating DWG members complaints</b>				
<b>B14.1</b>	Are there a number of practical & relevant activities, included in appropriate places throughout the course to enable HSRs to 'practice' their complaints investigation skills?	3.1 3.2	s49	
<b>B15 Consult widely within DWG</b>				
<b>B15.1</b>	Do the TN provide opportunities to discuss / explore the types of issues / matters HSR would consult with their DWG members	T O 3 f		
<b>B15.2</b>	Are the legislative requirements regarding on-going consultation explored		s40, s49-50	

	Question	G'lines	Act	Comment
<b>B16</b>	<b>Workplace inspections (M)</b>			
<b>B16.1</b>	Does the TN contain instructions for a <b>mandatory skills development activity</b> aimed at developing the HSRs skills & confidence to undertake a practical 'on-site' workplace inspection?	3.2	s48(1)(a) (i)	
<b>B16.2</b>	Do the TN include instruction for arranging a practical 'on-site' workplace inspection?	Att. A 1.8		
<b>B16.3</b>	Do the TN cover report writing, (how to & what to include, structure, referencing etc), a template or agency specific report should be provided / used	3.1		
<b>B16.4</b>	Does the TN link the report writing activity to the workplace inspection?	Att. C 1		
<b>B16.5</b>	Does the TN indicate that the workplace inspection activity will meet the guideline's expected timeframe (3hr) for this topic?	3.1		
<b>B17</b>	<b>Issuing a PIN (M)</b>			
<b>B17.1</b>	Do the TN include instruction for the conduct of the <b>mandatory skills development activity</b> which involves each participant completing a blank PIN form?	3.2	s52/58	
<b>B17.2</b>	Do the TN include information on how earlier training on PINs (TO 2c), is to be linked to this activity?	Att. C 1 2.8		
<b>B17.3</b>	Do the TN provider a trainer prompt that if there has been no earlier training on the use of PINs, this session must include the content outlined in Point <b>B5.3</b> PINs?	Att. C 1		
<b>B17.4</b>	Does the session on PINs (theory & practice) meet the guidelines expected timeframe (3 hr) for this topic?	3.1		
<b>B18</b>	<b>Research / prepare a case for consultation / negotiation with management</b>			
<b>B18.1</b>	Do the trainers' notes contain instructions for an activity to facilitate the development of HSRs skills in researching & preparing a case for presentation to management?	3.2 3.3		

## PART C – PARTICIPANT MANUAL

	Question	G'lines	Act	Comment
<b>C1</b>	<b>Participants Manual (PM)</b>			
<b>C1</b>	Does the submitted material clearly identify and distinguish between: a) Materials provided prior to the commencement of training , b) at commencement of training, c) progressively provided as handouts throughout the course, and d) those that are reference materials	Att. C		
<b>C2</b>	Has a PM been included in the submitted materials?	Att. C		
<b>C3</b>	Does the PM include clear cross referencing to the TN and the OH/PPT	Att. C		
<b>C4</b>	Does the PM contain language that is: a) appropriate for the target audience i.e. culturally relevant / familiar language & terms are used, i.e. participation is not reliant on having an existing knowledge of OHS or being literate or numerate? b) free of industry /technical jargon, & meets all anti-discrimination requirements (e.g. non sexist, racist, ageist, culturally bias or homophobic)? c) objective, relevant & sufficiently informative?	Att. C 2 2.2		
<b>C5</b>	Is the knowledge content in the PM designed to: a) gradually & progressively build the participants knowledge of each subject area? b) link / sequence / build on related topics in a practical and useful way c) introduce, discuss / explore, summarise key learning points prior to moving onto next topic d) transition smoothly between relevant topics by identifying relevant connections?	2.8		
<b>C6</b>	Does the PM include content that is well set out, each page includes a footer ( <i>name of course/module/provider identify, version number, date and page number</i> )	Att. C		
<b>C7</b>	Where relevant if the PM contains instructions for the knowledge and skills activities, are they clear, logical and appropriate?	Att. C 2		
<b>C8</b>	Is the content in the PM accurate & up-to-date, e.g. in regard to legislative provisions & resources such as publications and websites?	Att. C 2		
<b>C9</b>	Is the content in the PM based on current OHS knowledge & practice relevant to the Australian Maritime Industry	Att. C 2		
<b>C10</b>	Does the PM include the reference & source for all quotes, materials, images used if they are not owned by the training provider?	Att. C 2		

## PART D – OVERHEADS / PPT

	Question	G'lines	Act	Comment
<b>D</b>	<b>Overheads (OH)/ Power Point Presentation (PPT)</b>			
<b>D1</b>	Have OH/PPT been included in the submitted materials?	Att. C		
<b>D2</b>	Are the OH/PPT clear and concise and contain relevant and up-to-date information?	Att. C		
<b>D3</b>	Do the OH/PPT include a footer which contains as a minimum the module & slide number?	Att. C		
<b>D4</b>	Do the OH/PPT contain language that is: a) appropriate for the target audience i.e. culturally relevant / familiar language & terms are used, i.e. participation is not reliant on having an existing knowledge of OHS or being literate or numerate? b) free of industry /technical jargon, & meets all anti-discrimination requirements (e.g. non sexist, racist, ageist, culturally bias or homophobic)? c) objective, relevant & sufficiently informative?	Att. C 2 2.2		
<b>D5</b>	Is the knowledge content in the OH/PPT designed: a) to gradually & progressively build the participants knowledge of each subject area? b) to link / sequence / build on related topics in a practical and useful way c) to introduce, discuss / explore, summarise key learning points prior to moving onto next topic d) to transition smoothly between relevant topics by identifying relevant connections?	2.8		
<b>D6</b>	Where relevant if the OH/PPT contains instructions for the knowledge and skills activities, are they clear, logical and appropriate?	Att. C 2		
<b>D7</b>	Are the OH/PPT accurate & up-to-date, e.g. in regard to legislative provisions & resources such as publications and websites?	Att. C 2		
<b>D8</b>	Are the OH/PPT based on current OHS knowledge & practice relevant to the Commonwealth jurisdiction	Att. C 2		
<b>D9</b>	Do the OH/PPT include the reference & source for all quotes, materials, images used if they are not owned by the training provider?	Att. C 2		
<b>D10</b>	Are the OH/PPT clearly cross referenced with the TN and PM	Att. C		

## PART E – ADMINISTRATIVE REQUIREMENTS

	Question	G'lines	Act	Comment
<b>E1</b>	<b>Administrative information for all courses – initial accreditation and reassessment</b>			
<b>E1.1</b>	Does the submitted package include a copy of the course evaluation form?	Att. A Att. C		
<b>E1.2</b>	Does the submitted material include a copy of the overall timetable for the course?	Att. A Att. C		
<b>E1.3</b>	Is a 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 included in the submitted material?	Att. A		
<b>E1.4</b>	Does the submitted material include a copy of method to be used to record participation/ attendance?	Att. A		
<b>E1.5</b>	Are details on the proposed ratio of trainers to participants (trainees) included in the submitted materials?	Att. A		
<b>E1.6</b>	Are the details of proposed trainers, including names, qualifications and relevant experience included in the submitted material?	Att. A Att. C		
<b>E1.7</b>	Has a statement that the course content is technically accurate and up to date been included in the submitted materials?	Att. A		
<b>E1.8</b>	Are details of the locations the course will be run and special arrangements (if any) for training in remote areas included in the submitted material?	Att. A		
<b>E1.9</b>	Are details of the facilities and equipment to be used in the training included in the submitted material?	Att. A		
<b>E1.10</b>	Is an itemised list of training materials to be used throughout the training e.g. articles, videos etc included in the submitted material?	Att. A		
<b>E1.11</b>	Do the submitted materials include a statement that the training will be conducted by the training provider that submitted the course?	Att. A		
<b>E1.12</b>	Is a completed submission checklist (Guidelines Attachment B <i>HSR training course submission checklist</i> ) included in the submitted material?	Att. A		
<b>E1.13</b>	Does the submitted material contain evidence of pre-course arrangements for a) undertaking the workplace inspection(s) b) using agency-specific OHS policies, agreements, - HSMAs, checklists, reports, etc c) addressing special needs/impairments/disabilities in relation to course participants			

<b>E2 Course materials for existing accredited courses</b>				
<b>E2.1</b>	Does the submitted materials include three hard copies of all the material to be used in each segment of the course including: a) Trainer's notes and exercises (content, approach and duration of activity) b) Participant's manual c) Handouts d) Overheads/power point presentations?	Att. A Att. C		
<b>E2.2</b>	Are details of all current trainers, including name, competency and experience (Note the competency requirements for trainers are a minimum of Certificate 1V in Workplace Training and Assessment and two years' experience in workplace health and safety) included in the submitted materials?	Att. A Att. C		
<b>E2.3</b>	Does the submitted material include a summary of compiled evaluation comments, and as a result of these, an outline of any course improvements?	Att. A		
<b>E2.4</b>	Is a summary of the key changes made to the course with page references included in the submitted materials?	Att. B		
<b>E3 Course materials for new courses</b>				
<b>E3.1</b>	Does the material submitted for an initial assessment by the Seacare Authority, include a single hard copy of all materials to be used in each segment of the course including: a) Trainer's notes and exercises (content, approach and duration of activity) b) Participant's manual c) Handouts d) Overheads/power point presentations?	Att. A		
<b>E3.2</b>	If advised by the Seacare Authority that the course is suitable for submission to the panel, has three hard copies of all of the materials listed in E3.1 been submitted?	Att. A		

## TRAINING COURSE ASSESSMENT: EXPLAINED

### Forward

The Seacare Authority is responsible for workplace safety, rehabilitation and compensation in parts of the Australian maritime industry and aims to reduce the human and financial costs of workplace injury and disease.

The *Occupational Health and Safety (Maritime Industry) Act 1993* (the OHS (MI) Act), outlines the role of health and safety representatives (HSR) and the requirement for them to undertake a course of training relating to occupational health and safety. The OHS (MI) Act provides that the training must be provided through a course that is accredited by the Seacare Authority. The Seacare Authority's Accreditation Panel, assesses and makes recommendations on the accreditation of HSR training courses, based on advice provided by the Seacare Authority's accreditation advisor.

The accreditation advisor assesses HSR training courses against criteria in the Seacare Authority's *Guidelines for the Accreditation of Health and Safety Representative (HSR) Training Courses* (the Guidelines). The Seacare Authority has developed a specific tool to assess training courses against the requirements set out in the Guidelines. This tool is the Training Course Assessment Checklist (TCAC), and is contained in this Assessment Report. The TCAC provides a consistent basis for assessing HSR training courses submitted for accreditation by the Seacare Authority. For each of the TCACs assessment question the relevant references to the Guideline requirement, has been included, where appropriate the relevant section of the Act has also been included.

### The Training Course Assessment Checklist (TCAC)

The Training Course Assessment Checklist comprises a number of parts:

- Training Course Assessment Report Summary – a one page report containing findings of the assessment process
- Training Course Assessment: Summary Findings – a summary of the overall TCAC findings
- Training Course Assessment Checklist:
  - Part A Course Design and Structure
  - Part B Training Course Content – Trainers Notes (TN)
  - Part C Participants Manual (PM)
  - Part D Overheads / PPT
  - Part E Administrative requirements
- Training Course Assessment: -- Score Card – a summary of the rating results
- Training Course Assessment – Explained
- Training Course Assessment – Practical Activities Guide

### Rating system Matrix

The three following tables describe the rating systems used as part of the assessment.

- Table 1 – ratings for individual questions in the TCAC
- Table 2 – ratings for overall training course material
- Table 3 – explains the rating process that forms the overall Assessment Results in the Training Course Assessment Report: Summary (pg 3).

Table 1

Rating (response to each question)		
3	Meets the guidelines requirements for this question	<ul style="list-style-type: none"><li>• Apply continuous improvement processes</li></ul>
2	Does not meet some of the guidelines requirements for this question	<ul style="list-style-type: none"><li>• Minor work required</li></ul>
1	Does not meet most of the guidelines requirements for this question	<ul style="list-style-type: none"><li>• Major work required</li></ul>
0	No evidence of compliance with the guidelines requirements found for this question	<ul style="list-style-type: none"><li>• Extensive work required</li></ul>



**Table 2**

Ratings – explained			
3	Good	> 85%	Training materials assessed as meeting guidelines requirements. Apply continuous improvement processes
2	Satisfactory	> 75 % < 85%	Minor non compliance – some work required to meet guidelines requirements
1	Unsatisfactory	< 50% - 75%	Major non compliance – significant work required to meet guidelines requirements
0	No evidence	< 50% - 0%. Little or no evidence of guideline requirements could be found	Extensive non compliance – serious & extensive work required

**Using the Rating Matrix**

Below is an example of how the Matrix is used to obtain an assessment score / rating

Element A1 in the TCAC pg 9, Structure has 7 components (Qs) worth at a maximum 3 points each and potential to score 21 (100%) in that Element. The combined score for each Element of the TCAC (A1 – A5) is then totaled to arrive at an overall score / rating for Part A. Below is an example of all of Elements of Part A of ABC Training Providers course:

**Table 3**

Element A - Course Design & Structure	Components	Total score & percentage rating
A1 Structure	7	14/21 = 66.67% rolled up to 67%
A2 Content	16	35/48 = rolled up to 73%
A3 Language	3	8/9 = 88.88% rolled up to 89%
A4 Knowledge	7	17/21 = 80.95% rolled up to 81%
A5 Skills Development Activities	5	11/15 = 73.33% rolled down to 73%
<b>Element A – total score &amp; percentage</b>		<b>85/108 = 78.7% rolled up to 79%</b>

Taking the total score of 79% a rating is calculated (using matrix in Table 1) for Element A, making the final rating for Element A, a score of 2, hence rated as satisfactory, with minor non compliances, requiring some work to satisfy the Guidelines requirements.

## PRACTICAL ACTIVITIES GUIDE

Training Objective 4 of the Guideline focuses on a number of areas where it is expected that the participant HSR, will have the opportunity to gain practical skills for implementing the HSR role in the workplace. To achieve the Learning Outcomes for this training objective; is expected that the HSR, on completion of the training, will have many opportunities to participate in a variety of the practical skills development activities such as role plays, simulations, case studies, and actual 'in situ' activities, as part of completing the training. (**Guidelines 3.4 – TO 4**).

The practical skills development activities are designed to assist / enhance learning and to provide the trainer with a means of, of gauging and evaluating, the participant HSRs, ability to apply their learning and to demonstrate their ability to undertake the HSR role confidently and completely when back in the workplace. (**Guidelines 3.4 – TO 4 Learning Outcomes**). The following information is provided to assist training providers developing / modifying their course material.

### **F 1 Consultation/Negotiation - Mandatory skill development activity**

What is being sought in the TN, is evidence of one (or more) practical activity/ies (i.e. role play, mock meeting etc) where all participants are encouraged to interact with each other, e.g. leading discussions, questioning, collaborating with other to achieve an outcome i.e. summarising & agreeing to some resolution / strategy re' an identified DWG OHS issue. The activity should cover the entire cycle of the HSRs involvement i.e. inquiring into/ investigating DWG members complaints, consulting with re' DWG members concerns, planning / building case / representing issues to management, agreeing on next action steps & reporting back to DWG member(s). Evidence would include; clear, concise instructions to the trainer on the type / nature / timing of each practical skill development activity. Supporting documentation / instructions must be supplied for each of the activities, including answer sheets where applicable. (Relates to **B10** and **B16**)

### **F 2 Risk Management**

What is sought here is evidence of the practical application of basic risk management; hazard identification re' HSR's DWG, assessment & control of risk, and representation (that involves basic consultation and negotiation) to management as a method of preventing or minimizing risk to H&S. (Relates to **B11** and **B12**)

### **F 3 Investigation DWG Complaints**

What is sought is evidence of activities designed to build on knowledge gained earlier in the course by providing opportunities for; 'looking / inquiring into' i.e. who, how, what when, & why) documenting / report writing. Supporting documentation for each activity must be included. This activity should be linked to T O 2b. (Relates to **B5 B17**)

### **F 4 Consult Widely within DWG**

What is sought here is some activity/discussion that canvas the importance of s 16 (2) (d) and s 16 (3) (c) provisions being included in agency specific OHS documents i.e. the procedure for continuing consultation between employer, employees & the HSR. ( Relates to **B17**)

### **F 5 Workplace Inspection - Mandatory skill development activity**

What is sought here is an activity that builds on the knowledge gained in TCAC point **B 5**. Activities must include; an 'on-site' inspection to identify hazards, assess associated risks, preparation of; a written report on the inspections findings & an action plan based on the hierarchy of controls to minimize / control identified risks. The on-site inspection should provide opportunities for HSRs to communicate / consult & interact with employees to obtain supporting information for the inspection report. (Trainers notes should reflect /outline process for these arrangements)

Evidentiary supporting materials and documentation should include; instruction for the trainer regarding what they need to do (prior or during training). For example; contacting HSR participants requesting them to bring documents to the course (e.g. OHS policies/Safety Mgt Plans, checklists, inspection report forms etc), provisions for an appropriate workplace inspection site, authorization, travel arrangements, approval to enter, supervision, no-go areas, OHS induction requirements, PPE if required, approval to speak with staff, agency specific inspection checklist(s), inspection report documentation, clip boards etc. (Relates to **B5 B12 B15 B16 & B18**)

