

Facilitator guide

Unit code: BSBWHS201

Unit name: Contribute to health and safety of self and others

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**TAFE NSW would like to pay our respect and acknowledge Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the Land, Rivers and Sea. We acknowledge and pay our respect to the Elders, both past and present of all Nations.**

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Section 1   
Preparing for delivery

# About this guide

In this guide, you will find information you will need in order to prepare for and deliver this unit (or combination of units) to your learners.

# About this unit

This guide describes the delivery strategy for the following unit:

**BSBWHS201 Contribute to health and safety of self and others**

On completion of this unit, learners will have the skills to:

* Performance outcomes, skills and knowledge required to participate in work health and safety (WHS) processes to protect your own health and safety, and that of others.

This course applies:

* To individuals who require a fundamental knowledge of WHS to carry out their own work (either under direct supervision, or with sole individual responsibility).
* Across industries and workplace contexts.

## Context

| Considerations for delivery | Descriptions |
| --- | --- |
| Target cohort/audience | This unit has been developed to allow delivery to as wide a cohort as possible. The assessments refer to the TAFE simulated organisation “Plan2go”. |
| Contextualisation | The assessments for this unit have been contextualised to an office environment. The learning resources have not been contextualised, and the case studies and activity examples are generic and can apply to many different business situations. |
| Delivery mode / location | Online  | Blended  | Classroom  | Jobsite |
| Delivery timeline | *1 session of 3 hours for 4 weeks* |
| Assessment strategy | The assessments in this unit, are a combination of written and skill based assessments. The types of assessments you will be completing are:   * Knowledge Assessment * Project Assessment * Skills Assessment |
| Start date | 9th July 2019 |

# Resources required

The table below summarises the resources required for successful delivery of this unit

| Resources required | Resource outline |
| --- | --- |
| The facilitator will need to provide: | **Materials**   * PowerPoint® Slides * Participant Workbooks * Other hand outs * Evaluation Form * Extra pens and pencils * Calculators * Assessment guide   **Equipment**   1. Data projector / smart board 2. VC or Internet access for Skype 3. Software / PC access |
| TAFE will provide the student with: | * Student portal login details / Skype access * Student workbook * TAFE Digital Campus / Adobe Connect Room |
| The student will need to provide: | * A smartphone with video recorder * Access to a workplace |

# Planning checklist

Prior to delivery of this unit, the facilitator should ensure that:

## All delivery modes

| All delivery modes | Description |
| --- | --- |
| Before students arrive to your classroom/ worksite/ location | 1. How do students contact you? 2. Become familiar with the unit delivery structure, resources and activities 3. Ensure you are familiar with the assessment requirements |
| During delivery |  |
| Post student completion |  |

## If delivering online

| If delivering online | Description |
| --- | --- |
| Before students gain access to live unit | 1. Ensure your details are displayed correctly on TAFE Digital Campus 2. Become familiar with the unit delivery structure, resources and activities 3. Ensure you are familiar with the assessment requirements |
| During delivery | 1. Respond to student emails 2. Check your inbox for assessment submissions. Submissions of assessment must be marked within X days. 3. Monitor group chat / forum spaces 4. Review student participation reports |
| Post student completion |  |

Section 2

Unit delivery strategy

# How to use this section

This section will help you plan the methods the “nuts and bolts” of your unit delivery. Start by planning a snap shot or overview. Break this down to more detail via a session plan and finally into further detail via the session detail section. Session details planning is especially useful if you are the designer of this unit delivery by not the facilitator.

Use this section to outline the high, mid and finer level details of your proposed learning and assessment delivery methods.

# Unit delivery schedule

Teacher must make adjustments to the table below based on your cohort. Delete this text when done.

The table below provides a quick snapshot of the unit’s delivery schedule. This is not a detailed list, rather a snapshot of the plan for delivery. Typically this may be via weeks.

Below is a summary for the schedule for sessions delivered in this unit.

| Session / week |  | Session Content | Outcomes |
| --- | --- | --- | --- |
| 1 | Introductions | Welcome / Getting started | * Student welcome * Overview of unit / General housekeeping * Introductory learning |
| 2 |  | Working in the XYZ industry | * Something awesome * Something relevant to the assessments as per the TP |
| 3 |  | Assessment 1 overview session | * Real time Q&A on content delivered so far * Explanation of Assessment 1 requirements |
| 4 | Topic A | Lesson 1 |  |
| 5 |  | Lesson 2 |  |
| 6 | Topic B | Lesson 1 |  |
| 7 |  | Lesson 2 |  |

Section 2

Session plans

This section provides a snap shot of each planned session. A “session” is a period of delivery that could be from as little as 1 hour, to a full day/s. This section should elaborate on the session overview details above. This section is “extractable” for easy reference by the facilitator within the learning environment.

# Session plan 1 - Welcome and getting started

Before the session, check that you have:

* Read the Student Workbook /watched the online resources listed
* Prepared your collaboration space
* Provided students with a list of materials/resources required for the session

Teacher must make adjustments to the tables and session titles as required below based on your cohort. Delete this text when done.

| Item | Start Time | Duration | Topic | Main points / Key messages | Activity and references | Resources required | Criteria addressed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 9.00 | 15 min | Welcome | * Acknowledgment of Country * Housekeeping | * Icebreaker activity | * Name tags * Balloons (icebreaker) * XYZ | * PC1.1, PE2, KE3 |
|  | 9.15 | 10 min | Unit overview | * Introduction to the unit * Handout of relevant materials | * Discussion | * Learner guide – pp xx - XY * Book of readings – Ref#1 * UAG | * PC3.5, AC3 |
|  | 9.25 | 15 | Introduction | * Jargon in the industry – common terms and their meaning * Introducing the FORG for this course | * Teacher explains how WH&S applies to the design industry and provides on overview of experiences | * Learner guide – pp xx-35 |  |
|  |  |  |  |  |  |  |  |

# Session plan 2 – Introduction to Work Health and Safety

Before the session, check that you have:

* Read the Student Workbook and read/watched the online resources listed
* Prepared your collaboration space
* Provided students with a list of materials/resources required for the session

| Item | Start Time | Duration | Topic | Summary of main points | Activity | Resources required | Criteria addressed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

Add sessions as required

Section 3

Session detail

An optional section to elaborate in greater detail the sequence of each session and delivery of the learning experience

# Session 1 - Welcome / Getting started

## Welcome

| Item | Action | Detail |
| --- | --- | --- |
| Total Time |  | 15 minutes |
| 1 | View | Eg; Show Slide 1: PPT Presentation X / Adobe Connect room, Page XX of Learner Guide, Moodle screen X |
| 2 | Discuss | Elaborate on the main points of discussion   1. Acknowledgement of Country 2. Housekeeping: Location of bathrooms, break times, emergency procedures |
| 3 | Activity | Complete the following activity:   1. *Icebreaker:* Here are the instructions for a cool icebreaker to conduct with a face-to-face group of 10 or more students. |

## Unit overview

| Item | Action | Detail |
| --- | --- | --- |
| Total Time |  | 15 minutes |
| 1 | View | Eg; Show Slide 1: PPT Presentation X / Adobe Connect room, Page XX of Learner Guide, Moodle screen X |
| 2 | Discuss | Elaborate on the main points of discussion   1. Introduction to the unit    * Explain outcome of unit/s    * Point of discussion    * Point of discussion 2. Handout of relevant materials 3. Emphasise assessment requirements |
| 3 | Activity | Complete the following activity:   1. Review UAG and conduct a Q and A |
| 4 | Check / Assess | Students to participate in a self check activity |

# Answers to activities in the student workbook

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 1 |

## Activity 1: Test your understanding

Complete the sentence by ticking the answer below.

**Work, Health & Safety is:**

ensuring that all workers work in an environment that is free from harm.

monitored by the WHS Act 2011 and the WHS Regulations 2011.

supported in the workplace through compliance and implementation of Codes of Practice, Standards and Guides.

*Work Health and Safety is about ensuring that all workers can work in an environment that is free from harm (both physical and psychosocial).*

*The primary legislation that applies to all states/territories (apart from Victoria and Western Australia), is the WHS Act 2011 and the WHS Regulations 2011.*

*Supporting resources to assist with compliance and implementation include Codes of Practice, Standards and Guides.*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 2 |

## Activity 2: Test your knowledge

What obligations do you think an employer (including a business, or a PCBU) would have under work health and safety (WHS) and workers compensation laws to avoid a real-life scenario such as the above occurring?

Make your selections from the below.

An obligation by an officer (including a company director) to maintain a safe work place, design studio or workshop.

Watching the worker at all times to make sure his arm doesn't get close to the conveyor.

A duty to care, and to consult, under the Work Health and Safety Act.

As far as is reasonably practicable, ensuring the health and safety of workers and others.

An obligation by an officer (including company directors) to take reasonable steps to ensure the business complies with its work health and safety obligations.

Giving the worker regular rest breaks.

Effective management or control of a workplace to ensure there are no health and safety risks to anyone from the workplace or when entering or exiting a workplace.

*Employers or businesses (or other PCBUs) have a range of obligations under work health and safety (WHS) and workers compensation laws to prevent accidents.*

*These include:*

* *A duty of care and a duty to consult*
* *Ensuring the health and safety of others, where practicable*
* *The management and control of workplaces*
* *Obligations to maintain a safe work place under WHS laws*
* *A duty of due diligence to manage the work health and safety risks of a business*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 3 |

## Activity 3: What should it include?

What do you think a WHS management system should include, to assist an organisation to demonstrate due diligence?

Select your chosen answer/s.

**A WHSMS could include:**

Reporting and record keeping

Risk management i.e. noise, chemicals etc.

Employee start and finish times

Emergency preparedness and response

Holiday leave entitlement for staff

Incident investigation and corrective action

WHS consultation and communication

WHS policy, commitment and responsibility

*WHS Management System procedures could include:*

* *WHS policy, commitment and responsibility*
* *WHS consultation and communication*
* *Incident investigation and corrective action*
* *Risk management i.e. noise, chemicals etc*
* *Emergency preparedness and response*
* *Reporting and record keeping*

*It is a legal duty of care requirement that workers comply with WHS management system procedures, implemented within the workplace.*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 4 |

## Activity 4: What actions should I take?

What do you think are some useful ways to resolved workplace WHS disputes?

Select your chosen answer/s.

**Resolving disputes can include:**

Avoid discussing the issue with a WHS manager

Informing the WHS manager/supervisor of the dispute

Participate in regular WHS committee meetings

Ignore the dispute and continue your day

Ensure you are up-to-date with company WHS policy and guidelines

*WHS dispute procedures could include:*

Informing the WHS manager/supervisor of the dispute

Participate in regular WHS committee meetings

Ensure you are up-to-date with company WHS policy and guidelines

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 5 |

## Activity 5: Test your knowledge 2

Daniel has completed his background reading.

Based on the Model Code of Practice he suggests to Matt that they begin to plan the required training by consulting with the company's workshop and studio manager, and from there develop a training procedure.

Matt has a heavy work schedule and suggests they skip all the formal stuff and just make a quick plan together over a coffee.

Question 1: **Using the scenario above, what approaches do you think are correct?**

Matt has lots of company experience so Daniel should just agree and together they can make a quick plan.

Daniel and Matt should consult with the workshop and studio manager to give them reasonable opportunities to express their views and contribute.

Once Daniel and Matt have made a plan together they can just inform everyone of the new training schedule.

Daniel and Matt should consult with other workers in the business to give them reasonable opportunities to express their views and contribute.

Daniel and Matt don't need to keep notes - after all, the training schedule will be emailed to all staff.

It doesn't matter if the workers don't agree with Daniel and Matt's suggested training schedule. As PCBU's they have the right to deliver a Work Health and Safety plan in any way they see fit.

*The model Code of Practice has been developed to provide practical guidance to persons conducting a business or undertaking on how to effectively consult with workers who carry out work for the business or undertaking and who are (or are likely to be) directly affected by a health and safety matter. It includes information on mechanisms to facilitate worker participation and representation.*

*The Worker Representation and Participation Guide provides information on the representation and participation of workers in health and safety matters at the workplace, as well as guidance on resolving health and safety issues. It supports one of the objects of the model Work Health and Safety (WHS) Act, which is to provide for fair and effective workplace representation, consultation, cooperation and issue resolution in relation to work health and safety.*

Question 2: **As Daniel and Matt can't seem to agree on best approach, what steps could they take to resolve their dispute?**

Daniel might document the issues and present these to Matt for consideration.

Daniel might consult with others that might be able to help them resolve their dispute, such as a WHS manager.

Daniel might consult his own line manager and ask for support and guidance.

Daniel might just accept Matt's advice given he has been at the company for much longer than Daniel.

Daniel might take Matt through the Code of Practice and Guide to check if he understands their duties as PCBUs.

Matt should force Daniel to accept his plan and prevent him from speaking with others about it.

*What is reasonably practicable for you may depend on the level of participation of other duty holders. For example, there may be disagreement between you as to the extent of consultation, co-operation and co-ordination of activities that is required in the circumstances. This does not mean that you should simply accept what you consider to be inadequate action by another duty holder. You should check that they are aware of this duty and what you consider is needed to comply with it, and with the health and safety duties that you each have. Written arrangements are not essential, but they may help to clarify everyone’s expectations. You should consider including in your contracts a requirement for other parties to consult, co-operate and co-ordinate on safety matters, as that can be very useful. This will make the other party clearly aware of the obligation and give you a contractual right to enforce it.*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 6 |

## Activity 6: Methods of identifying hazards

Which methods do you think might be used to identify hazards?

☐ Completing checklists?

☐ Workplace inspections?

☐ Incident investigation?

☐ Task risk assessments?

☐ Consultation with workers?

☐ Injury and illness records?

*Hazard identification means finding all potential hazards and recording them.*

*Hazards can be identified through a number of methods including:*

*Completing checklists – As part of a daily routine, you should check the various systems and equipment you will use and make sure it is operating correctly and there are no unsafe parts or potential hazards. Depending on the equipment and type of workplace, you may need to perform safety checks at the beginning of your working day or at specified intervals during the day, week, month or year.*

*Workplace inspections - Workplace inspections are regular, systematic inspections of the workplace by managers, supervisors and HSRs to determine, by observation, the hazards that exist in the workplace.*

*Incident investigation – Incidents are unplanned and undesired events that result in injury to people or damage to property. By reviewing incident reports, we can identify hidden hazards that were not identified during an inspection. Putting corrective actions into place will ensure that the hazard is eliminated or controlled.*

*Task risk assessments – Task risk assessments are procedures designed to review job tasks, uncover hazards and initiate recommendations for safe job practices, they are sometimes known as a Job Safety Analysis (JSA).*

*Consultation with workers – HSRs and committees are examples of WHS consultation where hazards in the workplace can be brought to the attention of management.*

*Injury and illness records – HSRs would review on a regular basis injury reports to identify trends of incidents. Reviewing trends can assist in identifying hidden hazards.*

For more information on carrying out inspections and what to look for, refer to the Model Code of Practice – Managing the Work Environment and Facilities on the Safe Work Australia website: [www.safeworkaustralia.gov.au](http://www.safeworkaustralia.gov.au)

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 7 |

## Activity 7: Carry out an inspection

Test your knowledge by carrying out an inspection of a virtual office.

Launch the virtual office (don't forget to read the instructions at the bottom of the first page to help you get started): http://www.comcare.gov.au/virtual\_workplaces/office

What to look for:

As you visit each area, see how many potential issues, hazards you can spot, as well as ways to eliminate or control hazards. Make a note of your findings as you go!

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 8 |

## Activity 8: Risk matrix

Question 1: **What risk rating would you give in this example?**

High

Medium

Low

*When you cross the consequence line with the likelihood line, you will be provided with a risk rating i.e. High, Medium or Low. Our example identifies a ‘M’ i.e. Medium risk.*

Question 2: **Now you know the risk rating, who should take responsibility?**

All personnel

Management

Senior Management

*Now you know the priority level is medium, look again at the table at the bottom of the risk matrix. You'll see medium risks must be referred to management in this instance.*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 9 |

## Activity 9: Making recommendations

Using the hierarchy of controls, what measures might Daniel suggest to management to eliminate future hazards?

Match the controls with the actions below to create your recommendation.

**Eliminate**

Control the work surface until further notice

Allow workers to continue using the machine

**Substitute**

Take away the area and tell workers to stop working

Suggest management replace the work surface

**Isolate**

Close the whole workplace and send everyone home

Close off the affected area to all workers

**Engineer**

Tape off the affected area and continue work

Replace the damaged work surface with a completely new surface

**Administrative controls**

Email everyone a notice of the incident and ask them to read it when they get time

Provide workers with a refresher training course

**PPE**

Provide works with safety gloves, googles and other PPE

Provide workers with branded uniforms

*Remember hazards within the workplace should be eliminated. If this is not possible, then the PCBU should control the hazard or reduce the risk to a minimum. To do this they use the ‘hierarchy of control measures’.*

|  |  |
| --- | --- |
| Practice activity icon | Practice activity 10 |

## Activity 10: Eliminate risks

Test your knowledge to control or eliminate risks in the virtual office.

Launch the office (read the instructions on the first screen and then click the Let’s get working link to start): https://www.safework.sa.gov.au/learning-centre/online-learning-programs/virtual-office#

What to look for:

Click on any hazard and watch to see what happens if the hazard is not controlled. Then choose the best method of risk control, following the hierarchy of controls. Have a go!