UNIVERSITY
OF WOLLONGONG
AUSTRALIA

UOW SAFE@WORK

WHS TRAINING GUIDELINES

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1 Introduction

In accordance with the University of Wollongong (UOW) WHS Policy, the University is committed to providing appropriate training to ensure employee, students, contractors and visitors have the skills and knowledge necessary to fulfill their WHS obligations.

WHS training is a fundamental requirement for any workplace to achieve a safe workplace. WHS training at UOW is categorised into three categories:

- Generic WHS Training - skills and knowledge which is commonly required, e.g. induction training, WHS risk management training, evacuation procedures
- Risk Specific WHS Training – training required for those persons conducting activities with a specific risk to health and safety or a verification activity, e.g. first aid training, biosafety, radiation safety training, hazardous substances training
- Task Specific WHS Training - skills which are required depending on the specific hazards and risk, e.g. local process, operating equipment & plant.

While tasks are allocated to those who have met essential qualifications, skills or experience as outlined in the position description as roles and tasks and the nature of work changes these guidelines outline the process to bridge the skill gap so that work can be conducted safely.

2 Legislative Requirements

The *Workplace Health and Safety Act 2011 NSW* requires that workers receive appropriate training and information or instruction that is necessary to prevent injuries from risks to their health and safety which may arise from work.

The *Work Health and Safety Regulation 2011 NSW* outlines that information, training and instruction provided to a worker is suitable and adequate having regard to:

- the nature of the work carried out by the worker
- the nature of the risks associated with the work at the time the information, training or instruction is provided, and
- the control measures required.

In addition, the information, training and instruction is to be provided in a way that is readily understandable by any person to whom it is provided.

3 Definitions

Assessment	The process of documenting knowledge and skills, usually in measurable terms.
Assessor	Person who assesses a participant to determine level of competence.
Competency	Describes the work related skills and behaviour needed to effectively perform in a role.
Participant	Person who is being trained for a task, activity or skill.

Professional and Organisational Development Services (PODS)	Unit of the Human Resources Division, overseeing the provision of staff development activities.
Training Needs Analysis (TNA)	The process of identifying and assessing the training requirements of an organisation (or individual).
Workers	Any person who carries out work for the University which includes: ▪ Employees ▪ Trainees ▪ Volunteers and affiliates including visiting and honorary fellows ▪ Outworkers ▪ Apprentices ▪ Work experience students ▪ Contractors or sub-contractors ▪ Employees of a contractor or sub-contractor ▪ Employees of a labour hire company assigned to work for the University.

4 Responsibilities

A detailed list of WHS responsibilities for staff, students and visitors is provided in the WHS Roles and Responsibilities. Responsibilities for WHS training are outlined in the subsequent sections.

4.1 Senior Executive, Executive Deans and Directors

The Senior Executive, Deans and Directors are responsible for ensuring adequate budgetary provision is made for WHS programs and initiatives, including WHS training. They are also required to understand the University's legal requirements and be able to demonstrate how these are fulfilled.

4.2 Management of Academic/Administrative Units

Management of academic/administrative units are responsible for ensuring that staff, students and visitors:

- complete a University, faculty/divisional or local area WHS induction
- attend essential and recommended WHS training determined by a training needs analysis
- maintain up-to-date training records in accordance with UOW Records Management Policy.

4.3 Supervisors

Supervisors are responsible for identifying training needs of staff and students under their supervision and ensuring that the training is conducted, attended and implemented. Supervisors are to revise training needs when:

- inducting new staff and students
- evaluating staff and student performance
- equipment and or work practices change.

Supervisors should also ensure they are familiar with WHS requirements through the attendance of training courses, familiar with the requirements of WHS guidelines and relevant safety communications applicable to their operations.

4.4 Staff and Students

All staff and students must ensure that they attend and implement WHS training relevant to their work and study as directed by their supervisor.

4.5 Workplace Health and Safety Unit

The WHS Unit is responsible for the provision of centralised WHS training as per University needs as well as maintenance of the WHS Training Guidelines. A WHS Training Plan will be documented which outlines all WHS training delivered or coordinated by the WHS Unit.

Employees from the WHS Unit deliver internal WHS training courses within the WHS training program. Where specialised training is required the training will be delivered by an external training provider with the required qualifications and experience.

The WHS Unit will conduct a biennial review of the WHS Training Program to ensure that the following is incorporated:

- legislative changes
- WHS Management System changes
- feedback from participants and presenters
- consultation with the Central WHS Committee or Workplace Advisory Committees
- advice from PODS on training delivery methods.

4.6 Professional and Organisational Development Services

Professional and Organisational Development Services (PODS) is responsible for the maintenance and retention of centralised WHS training records and assisting with the coordination of WHS training courses.

5 Knowledge Skills and Training Requirements

A diagram describing the WHS training process is outlined in Appendix 1 – WHS Training Process.

5.1 Health and Safety Skills and Knowledge Base (Competencies)

The health and safety skills and knowledge base is the list of competencies required for each level of responsibility or role within the University. Competencies are identified by taking into account the work activities of the position or role and any risk associated with the conduct of these activities. This is to ensure persons are competent to safely perform all activities.

WHS competencies can be categorised as:

- Generic – generic competencies are those which are identified according to a position's role and responsibility with regards to WHS. For example, identifying WHS responsibilities, how to complete a SafetyNet report or a risk assessment
- Risk Specific – risk specific competencies are identified according to the nature of the work being conducted, for example, first aid, radiation safety, biosafety, working with hazardous substances etc
- Task specific – Task specific competencies are those competencies which an individual may require training in to complete their work. For example, the ability to apply a safe work procedure to a task or item of equipment.

Consultation on WHS training requirements may occur via the following means:

- WHS Committee
- Workplace Advisory Committee (WAC)
- direct discussion between supervisors and staff, students, contractors or visitors
- completion of PODS Training Feedback Forms
- feedback provided to the WHS Unit through the Quality Assurance Feedback system.

Generic and risk specific WHS competencies are identified via the biennial review of the WHS training program and includes

- legislative requirements
- focus group meetings conducted by PODS with representatives from all faculties and divisions
- review of WHS verification audit results by the WHS Unit
- review of injury/illness performance by the WHS Unit
- consultation with the Central WHS Committee.

5.2 Training Needs Analysis

WHS competencies can be identified by completing a Training Needs Analysis (TNA). A TNA is the process of identifying and assessing the training requirements of an organisation, unit, position or individual including staff, students, visitors, contractors and labour hire.

A TNA generally consists of determining:

- what is required to complete the work activity
- the existing skill levels of persons completing the work
- the training gap (if any).

At a global level a training needs analysis is conducted biennially by the WHS Unit. This includes a survey of supervisors and the WHS Committee to ascertain if there are any new WHS training courses which may be required. Additionally any new WHS training need which is to be provided by the WHS Unit centrally may be raised at the WHS Committee or directly to the WHS Manager at any time.

At the local unit level, a person's training needs may be identified via the following means:

- induction
- performance planner process via CareerNet Development Record
- completion of a hazard incident report or risk assessment

- using the TNA Form in the WHS Training Resource. An example of a completed TNA is located in *Appendix 4 – Training Needs Analysis*

A matrix of generic and risk specific WHS competencies is described in *Appendix 2 – WHS Competency Profile*. Newly identified generic and risk specific competencies are to be added to the matrix when they are identified.

'Task specific' competencies are to be identified by supervisors and/or individuals to ensure that staff and students have the relevant training for the duties they perform. Task specific competencies can be any of the following:

- application of safe work procedures
- the use of personal protective equipment
- the use of hazardous substances (dependent upon risk assessment)
- any activity or process which poses a risk to health and safety.

Identified training needs are to be planned and then undertaken prior to the allocation of duties to staff, students, contractors or visitors.

6 Training Plan

A training plan is the process of consolidating the training needs of the University and consolidating into a training program for delivery. The WHS Training Plan (Appendix 6 – WHS Training Plan) asks the following questions to help formulate the WHS training program:

- what is the priority of the training need e.g. urgent, medium or low priority
- when is the training required, e.g. key times in operational cycle, refresher requirements
- how will the training be delivered, e.g. internal or external delivery, qualifications required
- what other resources are required for the training to be delivered e.g. budget, personnel
- other notes or details.

The WHS Training Plan is completed by the Manager WHS for Central WHS Training.

7 Training Program

7.1 Identification of WHS Requirements

The health and safety requirements of a position must be identified during the recruitment phase. This includes identifying:

- the knowledge and skills required to perform the position safely. For example any licenses required to operate equipment
- any physical requirements. For example being physically fit to perform manual handling tasks
- any medical conditions. For example respiratory or allergies that may be exacerbated by working in with animals or chemicals. The pre-employment medical questionnaire should be used to determine a person's current fitness for a position.

These requirements must be included in the position description and verified/assessed during the recruitment phase.

7.2 Induction

All University employees are required to undertake an induction to working at the University. A centralised induction course is coordinated by PODS entitled 'Getting to Know Your University' which includes key elements of the WHS management system including:

- responsibilities of the University and workers under WHS legislation and UOW WHS Policy
- WHS consultation arrangements
- hazard and incident reporting
- WHS training
- emergency response procedures
- other policies including Alcohol and Drugs in the Workplace and Smoke-Free Workplace.

Faculties and Divisions are to provide local area WHS inductions for staff, students and contractors based on WHS risk and requirements for their activities. For example specific induction is required for workers and students working in laboratories and workshops. These inductions outline the specific hazards, risk and control measures to work safely in these areas. Local areas are required to identify where risk specific local induction is to be undertaken and implement accordingly. PODS has developed a resource to assist with this: UOW Induction Guide.

Contractors are also required to undertake an induction when working at the University. Further information on this process is outlined in the Contractor Safety Guidelines.

7.3 Delivery

As a result of the training needs analysis, training will be provided to close the skill gap. This may include:

- WHS courses delivered by the WHS Unit for generic safety related information
- training programs delivered by external providers for risk specific skills or qualification requirements
- task specific training delivered at the unit level.

Internal generic WHS training is delivered on a yearly schedule as outlined in the WHS Training Plan. Other training including risk specific training is delivered on a needs basis, by any of the following means of identification, but not limited to:

- operational cycle, e.g. induction
- completion of a risk assessment
- as a result of an incident or WHS audit corrective action
- transfer of employees
- change in technology, work process and/or equipment or substances.

WHS Training course offered internally at the University are outlined in the Staff Development Calendar. Local induction training procedures and templates are available at UOW New Staff Induction Guide or unit equivalent.

WHS training will be delivered in accordance with the Authorised Trainer or Minimum Requirements as outlined in Appendix 2. Accredited training is required to be delivered by appropriate qualified trainers e.g. first aid training, radiation safety training. Other training shall be delivered by those who have appropriate skills, qualifications and experience in the area. This may include those internal to the University or externally procured.

7.4 Learning Methods

For any type of training, learning methods may include, but are not limited to:

- review of health and safety guidelines
- review of safe work procedures
- specialist instruction
- face to face or online learning
- computer assisted learning
- toolbox talks
- demonstration
- supervision, or
- other resources or techniques essential to achieving skills and knowledge competency.

Literacy, language, numeracy and other learning requirements shall be assessed by the person coordinating the training by asking the training participants of any special needs.

7.5 Assessment of Competency

In order to determine whether the skill or knowledge gap has been successfully attained, assessment of competency is required to be undertaken after completion of training. If the training session has been designed for awareness then a competency assessment is not required.

7.5.1 Assessing the Participant's Level of Competency

Assessment of competency for task specific training (e.g. safe work procedures) is to be conducted by the participant demonstrating the safe operation of the procedure to the assessor. A competency assessment can be developed using the Competency Form in the WHS Training Resource excel spreadsheet. An example of a completed Competency Form is located in Appendix 5 – Competency Assessment Record.

The method to determine assessment of competency will vary depending on the type of training being delivered. For example, for an external qualification, the assessment of competency may be through a written test or demonstration, e.g. first aid training.

Internal courses, such as training in the UOW WHS Risk Management Guidelines, may use the successful completion of case studies to assess competency.

Where task specific training is indicated for attaining competency, there are a variety of methods available to undertake the assessment. The person assessing the competency should choose appropriate item(s) according to the nature of the competency. Table 6.1 outlines the different types of assessments and applicability for use.

Participants who can present evidence to substantiate competencies gained through prior learning (to the satisfaction of the person completing the assessment of competency) should request to have those competencies recognised. Recognition should be granted regardless of where or how the competencies were gained providing they are appropriate. Evidence could be in the form of written references, formal certification (i.e. licences, qualifications etc) or statutory declarations.

Any task specific activity or work deemed to be high or extreme risk requires a person to be assessed as competent according to the local procedures (e.g. safe work procedures, work instruction etc).

Assessment Method	Description	Indications for use
Workplace observation	In the workplace, the most widely used technique for assessing competency is observing actual work performance, complemented by oral or written questioning.	▪ The best method of determining competence as the candidate can demonstrate their competence by completing the task. ▪ For high risk tasks, a procedures assessment should be conducted first to ensure safety in the training process.
Oral/written questions	Oral questioning is the most commonly used assessment method in a task specific environment. Written-response questions are less often used but should not be ruled out as an option as the participant's responses can be retained as evidence of competence.	▪ Useful for assessing underpinning knowledge required for competencies. ▪ Combined with practical demonstration, provides a good overall assessment of competency.
Practical demonstration	The participant is required to complete a task in order for their skills, or their selection and use of equipment, to be demonstrated.	▪ Where the task can be completed in a controlled environment under test conditions. ▪ Where this is not possible – see "Workplace Observation".
Procedures assessment	The participant demonstrates to the assessor – through verbal and/or written explanation, how to plan, organise and manage contingencies for an activity. The assessor uses a checklist to ensure that all relevant aspects are observed. Note that this assessment method does not require the participant to complete the actual procedure.	▪ Demonstrating generic competencies e.g. those relating to risk assessment procedures. ▪ Where the actual process is not currently accessible. ▪ As a pre-test before allowing the participant to conduct the actual activity. ▪ Where a simulation or scenario is possible, i.e. emergency procedures.
Written assignment	The participant prepares a written assignment or test as determined by the assessor so that competence can be proven.	▪ Where a participant needs to present comprehensive information on workplace procedures which could take the form of a critical analysis of existing procedures. ▪ A test or quiz may be used to determine a participant's level of knowledge.

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Assessment Method	Description	Indications for use
Oral presentation	An oral presentation to the assessor or a group can be used to assess knowledge.	▪ Where other methods of assessment are not applicable.
Qualification/licence	A participant demonstrates knowledge/skill from prior learning with qualification(s) or license provided as evidence.	▪ Where activity types require a licence or qualification e.g. electrician, driving a forklift.

Table 7.1 Competency Assessment Methods and Their Application

7.5.2 Determining the Assessor's Level of Competency

For the purposes of task specific training an assessment of competency can be made by any person previously deemed competent or deemed to have sufficient experience in the task being conducted.

An assessor's competence comes from a foundation provided by education, training and experience. It can be measured by the demonstration of the application of their specific knowledge, skills and personal attributes. Minimum standards of competence include knowledge of these guidelines, formal qualifications in the area of training they are assessing and practical experience (2 years as a guide).

High risk activities require the assessor to be qualified or to have equivalent experience to assess the level of competency. The requirements of the assessor are to be documented in either the:

- training session plan using the Training session plan template, or
- safe work procedure.

Delivery of WHS training courses for high risk activities can be provided by external training providers that have the necessary accreditation or experience as listed in Appendix 2 – WHS Competency Profile. These courses include but are not limited to:

- senior first aid
- oxygen administration
- radiation safety
- laser safety
- biosafety.

7.6 Recording Competency

It is necessary to have a systematic means of recording the competency of the participant's skills to verify training has taken place and provide evidence of completion of the training process. Appendix 5 – Competency Assessment Record should be used to record training for task specific competencies.

7.7 Duration of Competency

Continuation of competency is achieved by undertaking the task or process according to the recognised standard or practice.

The level of competency may be deemed to be inappropriate where evidence indicates there has been deterioration in the level of competency, this may include:

- failure to safely use and operate equipment

- occurrence of an incident resulting from the person performing the task
- holding a certification which had exceeded the duration period, e.g. an expired license
- the task/process or equipment has been changed and requires all persons to demonstrate their competency.

As such, the person may be deemed to be 'not yet competent' until competency can be demonstrated through the process of re-assessment. Reassessment can be undertaken immediately for some tasks but may require a minimum time period for others.

7.8 Refresher Training

Unless otherwise stated by legislation or vocational training requirements, e.g. Apply First Aid, the need for refresher training is determined based on individual needs e.g. reintroduction to the workforce or task after a period away, and changes to the workplace e.g. new processes, location, equipment. The need for refresher training may also include WHSMS or legislative change.

The nominal requirements for refresher training are outlined in Appendix 2 – WHS Competency Profile.

8 Training Records

Training records shall be maintained as evidence of training delivery and assessment of competence. Records for generic and risk-specific WHS training will be maintained centrally by PODS. Local Units are required to maintain local records including local inductions and task specific training and competency assessment records.

Attendance at external courses is recorded for staff by completing the Record Attendance at External Training Course/s form and submitting to PODS.

Maintenance of records shall be kept in accordance with privacy and confidentiality requirements. For further information please refer to the:

- WHS Records Handling Guidelines

9 Review

The identification of WHS training courses will be completed by the WHS Unit in consultation with the WHS Committee, Workplace Advisory Committees and Representatives biennially through the completion of an online survey. As part of this review, a survey will be circulated to all relevant stakeholders in an order to identify any new training needs and to assess the current training courses being delivered.

The review of WHS training courses will include:

- legislative changes
- WHS Management System changes
- feedback from participants and presenters
- advice from PODS on training delivery methods.

WHS training needs may also be reviewed by the WHS Committee, Workplace Advisory Committee for WHS, School Safety Committee or between the employee and supervisor through the performance planner process.

WHS training which is coordinated by the WHS Unit and PODS will include a feedback form to identify improvements and any changes required.

10 Evaluation

In order to ensure that these guidelines continue to be effective and applicable to the University, they will be reviewed regularly by the WHS Unit in consultation with the WHS Committee.

Conditions which might warrant a review of the guidelines on a more frequent basis would include:

- reported hazards or injuries
- non-conforming systems
- WHS Committee concern.

Following the completion of any review, the program will be revised/updated in order to correct any deficiencies. These changes will be communicated via the WHS Committee.

11 Related Documents

- University WHS Policy
- WHS Records Handling Guidelines
- WHS Roles and Responsibilities

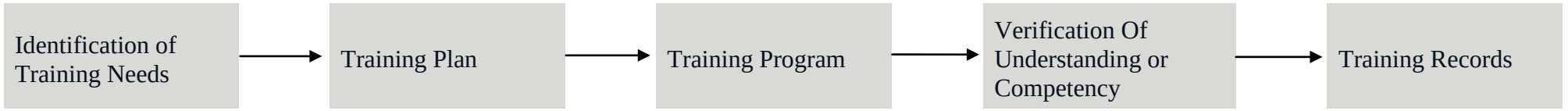
12 Reference Documents

- WHS Act 2011
- WHS Regulation 2011

13 Version Control Table

Version Control	Date Released	Approved By	Amendment
1	March 2007	Manager WHS	Document created
2	September 2009	Manager WHS	Minor amendments in line with requirements of National Audit Tool.
3	April 2010	Manager WHS	Minor review no significant changes made.
4	August 2010	Manager WHS	Document updated to incorporate the Personnel name change to Human Resources Division.
5	September 2011	Manager WHS	Addition of a survey as part of training course review to Section 9.
6	March 2012	Manager WHS	Re-brand.
7	September 2012	Manager WHS	Documented updated in line with WHS legislation.
8	April 2013	Manager WHS	Minor updates
9	November 2013	Manager WHS	Further information on RTO requirements added as per feedback from self-insurance audit.
10	July 2016	Manager WHS	Rebrand
11	September 2016	Manager WHS	Update training course requirements for risk assessments.

14 Appendix 1 – WHS Training Process



- Use of WHS Competency Matrix to identify generic and risk specific WHS competencies.
- Task specific training competencies identified by needs analysis, safe work procedures, legislative requirements, incident history, performance evaluations.

- Generic and risk specific training plan prepared by Manager WHS

- Training delivered as required by training plan/schedule and needs basis.
- Generic and risk specific training courses organised by WHS Unit and PODS.
- Task specific training delivered locally by units.

- Generic and risk specific training competency assessment conducted according to training outline for course.
- Assessment of competency for Task specific training conducted.
- Assessment of competency conducted in accordance with 7.5 Assessment of Competency.

- Generic and risk specific training recorded and kept by PODS.
- Task specific training recorded using WHS Training Register form by Units.

15 Appendix 2 – WHS Competency Profile

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Generic WHS Competencies						
Competencies relating to **University WHS Induction**: ▪ Awareness of WHS legislation framework ▪ Awareness of UOW WHS Policy and WHSMS ▪ Awareness of WHS consultation process ▪ Knowledge of employer and employee WHS responsibilities ▪ Knowledge of WHS risk management activities, e.g. hazard and incident reporting, risk assessment and control ▪ Knowledge of University emergency procedures	▪ Staff and post graduate students.	☐ Licence ☐ Qualification ☐ Skill ☒ Knowledge	▪ Getting to Know Your University Course	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Not required
Competencies relating to **local area WHS induction**: ▪ Awareness of University Guidelines and Procedures applicable to position and local area ▪ Local first aid provisions ▪ Local building emergency provisions ▪ Knowledge of hazards, risk exposure, required controls for local area via safe work procedures/risk assessments.	▪ Staff and post-graduate students. ▪ Contractors and labour hire. ▪ Visitors where WHS risk is identified	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Local area WHS Induction	▪ Internal (local)	▪ Manager of Unit ▪ Supervisor Unit ▪ Maintenance Support Officer (FMD only)	▪ If a person moves internally within the University and the need is identified in local procedures

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WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Competencies relating to **WHS risk assessment** techniques: ▪ Knowledge of hazard identification techniques ▪ Knowledge of risk assessment procedure ▪ Utilisation of 'Hierarchy of Controls' to reduce risk ▪ Ability to use University forms to complete a risk assessment	▪ Staff and students required to undertake WHS risk management activities through the course of their work ▪ Those responsible for undertaking risk management activities ▪ Workplace Advisory Committee members ▪ Personnel involved with design of facilities or processes	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Addressing Hazards and Risks in the Workplace Course, or ▪ WHS For Supervisors	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **incident reporting**: ▪ How to complete the online hazard and incident reporting form	▪ Staff and students with incident reporting responsibilities	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Hazard and Incident Reporting (SafetyNet) Course	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor ▪ WHS Officer	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **supervisor WHS responsibilities**: ▪ Understanding WHS responsibilities for supervisors ▪ Use of risk management to control risk in the workplace ▪ Use of safe work procedures	▪ Staff who have supervisory or management responsibility	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Implementing WHS - A practical Guide for Supervisors Course	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Competencies relating to UOW **WHS consultation arrangement**: ▪ Understanding of WHS legislative framework ▪ Understanding of WHS responsibilities ▪ Knowledge of the WHS dispute resolution process ▪ Application of risk management principles ▪ WHS consultation principles	▪ Any person nominated to the WHS Central Committee, Workplace Advisory Committee or School Safety Committee	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ WHS Principles for Workplace Advisory Committee Members Course	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Risk Specific WHS Competencies						
Competencies relating to **biosafety**: ▪ Overview of legislation governing biosafety ▪ Outline of responsibilities concerning biosafety ▪ Knowledge of risk management and safe work procedures when working with microbiological organisms	▪ Staff and students working with micro-organisms	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Biosafety Course	▪ Internal (Central)	▪ Person with tertiary qualifications in Science and minimum 2 years experience in managing biosafety risks	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **emergency procedures**: ▪ Responsibilities of Building Wardens ▪ Building Warden evacuation procedures	▪ Staff who are appointed as building wardens	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Building Warden Course ▪ Evacuation exercises	▪ Internal (Central) ▪ Internal (Local)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation (BW Course) ▪ Annually (Evacuation exercises)

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Competencies relating to **contractor management**: ▪ WHS Responsibilities with contractor management ▪ Selection of contractors ▪ Contractor induction requirements ▪ Contractor monitoring requirements	▪ Any staff overseeing the use of contractors	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Contractor Safety Management Guidelines	▪ Internal (Local)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **ergonomics** ▪ Awareness of optimal workstation arrangements ▪ Ergonomically safe work practices	▪ As identified via the completion of a hazard and incident report, risk assessment or as recommended by the Injury Management Coordinator	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Ergonomics in the Workplace Course	▪ Internal (Central)	▪ Injury Management Coordinator, or ▪ Person with applied science, occupational therapy or physiotherapy or minimum 2 years experience	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **hazardous chemicals**: ▪ Overview of hazardous chemicals legislative requirements ▪ Hazard identification for hazardous chemicals ▪ Use of safety data sheets ▪ Labelling of hazardous chemicals ▪ Use of Chem Alert ▪ Create and maintain an online chemical inventory ▪ Completing a hazardous	▪ Any staff member or post graduate student using hazardous substances	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Hazardous Substances Awareness Course	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
substances risk assessment ▪ Control methods for the safe use of hazardous chemicals						
Competencies relating to **general laboratory safety**: ▪ Knowledge of hazards and controls to minimise risk in a laboratory	▪ Any non-laboratory staff or contractor who is required to work in a laboratory. ▪ Laboratory workers or students	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Laboratory manuals ▪ Laboratory induction ▪ Laboratory Safety for Contractors Induction	▪ Internal (Local)	▪ Manager of unit ▪ Supervisor of unit	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **laser safety**: ▪ Laser safety in the workplace ▪ Laser hazards ▪ Australian Standard requirements	▪ Staff and students who use laser equipment	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Laser Safety	▪ Internal (Central)	▪ Senior lecturer, Chemistry	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **manual handling**: ▪ Identify risk and hazards in respect to musculoskeletal injuries ▪ Identify strategies and risk controls to deal with the risks/hazards identified ▪ Demonstrate an understanding of the principles of manual handing both theoretically and practically	▪ Any staff who undertake manual handling activities in their role or as determined by a risk assessment	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Manual Handling and Back Care Course	▪ Internal (Central)	▪ Injury Management Coordinator, or ▪ Person with applied science background, occupational therapy or relevant experience	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Competencies relating to **radiation safety**: ▪ the radiation hazards associated with their work ▪ safe working methods and techniques ▪ precautions to be taken and reasons for taking them, and ▪ emergency procedures	▪ Any person using radioactive materials or equipment including the use of X-Ray/XRF/XRD, sealed and unsealed sources	☒ Licence* ☐ Qualification ☒ Skill ☒ Knowledge	▪ Radiation Safety Training	▪ External (Central)	▪ 5 years experience working with radiation ▪ Satisfactorily completed a course in radiation protection ▪ Knowledge of radiation legislation ▪ Tertiary qualifications in science or related field	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to development of **safe work procedures**: ▪ Ability to apply risk management techniques to the preparation of safe work procedures in the UOW format	▪ Any staff and students with responsibility to prepare safe work procedures	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Safe Work Procedures	▪ Internal (Central)	▪ Manager WHS ▪ WHS Advisor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **first aid**: ▪ As per WorkCover NSW First Aid training competencies	▪ All staff identified as nominated first aiders. ▪ Security staff	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ Senior First Aid Training	▪ External (Central)	▪ Registered Training Organisation with accreditation for Apply First Aid*	▪ Every 3 years

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
Competencies relating to **WHS auditing**: ▪ As per ISO19011	▪ WHS Advisors who undertake WHS verification audits	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ WHS Auditing (40hrs training)	▪ External	▪ Registered Training Organisation with accreditation for WHS Auditing*	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **WHS incident investigation** ▪ As per National Certificates of Competency – Investigate WHS incidents	▪ WHS Advisors who undertake WHS incident investigations	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ Incident investigation training	▪ External	▪ Vocational Education Training Provider ▪ Registered Training Organisation	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **diving**: ▪ Australian/ New Zealand Standard 2299.1:1999 Occupational diving operations: Standard operational practice	▪ Staff requiring occupational or scientific diving	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ VET diving course ▪ Training provider that covers AS/NZS 4005.2:2000 (Training and certification of recreational divers—Recreational SCUBA dive supervisor)	▪ External	▪ Vocational Education Training Provider ▪ Registered Training Organisation ▪ Accredited Dive Instructor	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to **forklift operation**: ▪ As per National Certificates of Competency - Assessment Instruments: Order picking fork lift and/or load shifting	▪ Staff required to drive a forklift	☒ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ TLILIC2001A – Licence to Operate A Forklift Truck	▪ External	▪ Registered Training Organisation with accreditation for Licence to	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
fork lift					Operate A Forklift Truck*	legislation
Competencies relating to **construction wor**k: ▪ As per the General Construction Induction Certificate	▪ Staff required to perform construction work	☒ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ General Construction Induction Certificate Course	▪ External	▪ Registered Training Organisation with accreditation for General Construction Induction Certificate*	▪ Having not undertaken construction work for 2 years
Competencies relating to **road traffic safety**: ▪ As per the NSW RMS Road Traffic Safety Program	▪ Staff involved in road safety	☐ Licence ☐ Qualification ☒ Skill ☒ Knowledge	▪ Traffic Control using a Stop/Slow Bat. ▪ Introduction to Traffic Control at Road Works. ▪ Traffic Control Worksite Planning. ▪ Design and Audit Traffic Plans	▪ External	▪ RMS Licenced Training Provider	▪ Every 3 years
Competencies relating to **off road driving (4WD)**: ▪ Ability to apply 4WD driving	▪ Any staff or student required to drive a 4WD for field activities	☒ Licence ☐ Qualification ☒ Skill	▪ Drive & Recover A 4WD Vehicle	▪ External	▪ Registered Training Organisation with	▪ Identified either by the individual or supervisor (e.g. skill gap),

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
techniques according to recognised standards		☒ Knowledge			accreditation for Drive & Recover A 4WD Vehicle*	significant change in UOW process or legislation
Competencies relating to minor removal of asbestos: ▪ As per the NSW WHS Regulation 2011	▪ Maintenance staff in Facilities Management Division	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ Carry out work in an asbestos affected area	▪ External	▪ Registered Training Organisation with accreditation for Carry out work in an asbestos affected area*	▪ Identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation
Competencies relating to the **confined spaces**: ▪ As per WHS Regulation 2011 ▪ As per Australian Standard for Safe Working in Confined Spaces (AS2865)	▪ Staff who may be responsible for or who perform work in confined spaces. Participation recommended for Buildings & Grounds staff	☐ Licence ☒ Qualification ☒ Skill ☒ Knowledge	▪ The hazards of confined spaces, risk assessment procedures, risk control measures, emergency procedures, selection, use, fitting and maintenance of safety equipment	▪ External	▪ Registered Training Organisation with accreditation for The hazards of confined spaces, risk assessment procedures, risk control measures, emergency procedures, selection, use, fitting and maintenance	▪ As the need is identified either by the individual or supervisor (e.g. skill gap), significant change in UOW process or legislation

WHS Competency	Target Audience	Competency Type	Suggested Training to Establish Competency	Internal or External Course	Authorised Trainer or Requirements	Refresher Requirements
					of safety equipment* ▪ Preferred Supplier: Coal Services	

* RTO providers are to use trainers and assessors who meet the requirements of AQTF Standard 1, Element 1.4:

a) have the necessary training and assessment competencies determined by the National Quality Council or its successors; and

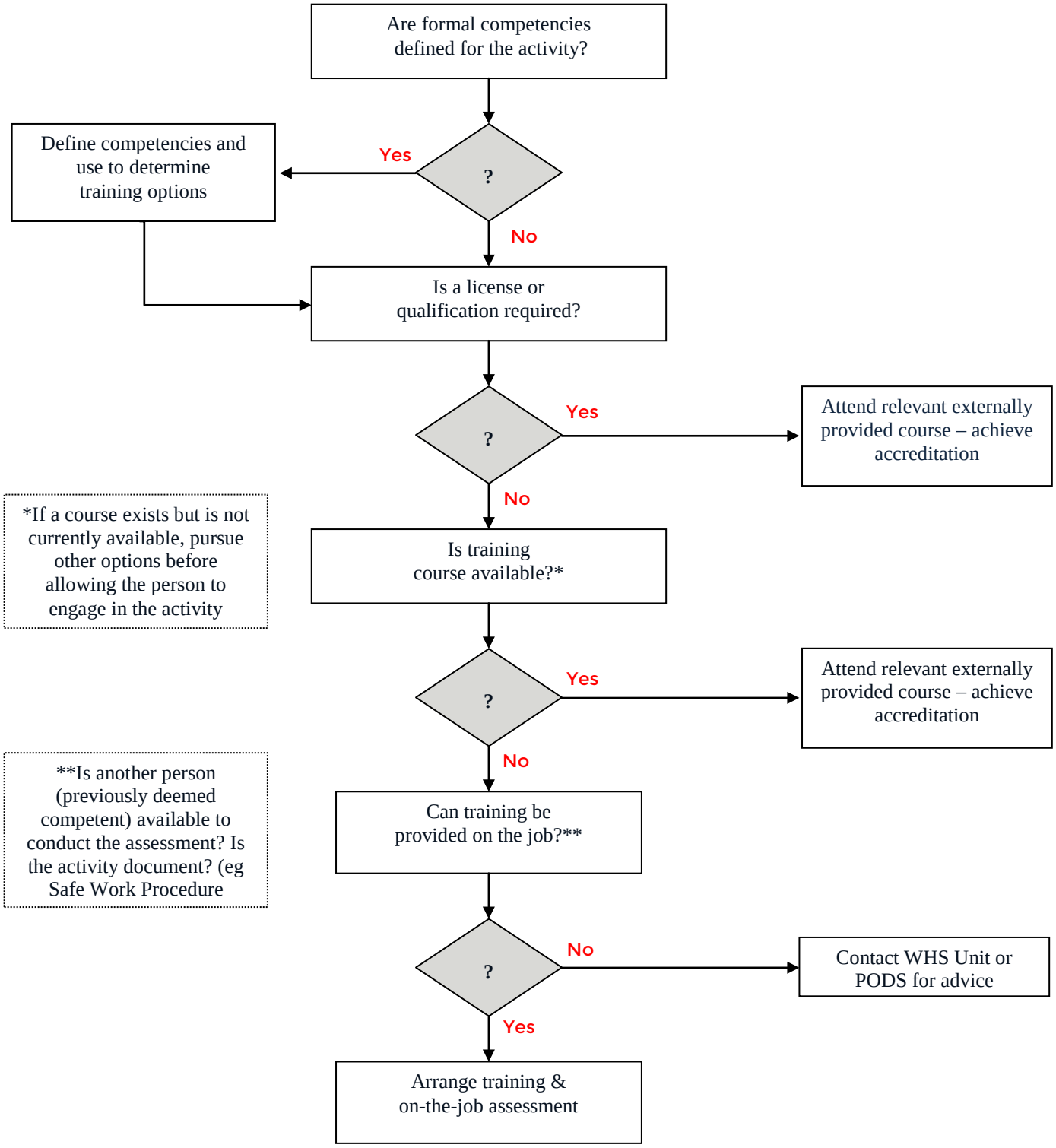
b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training / assessment being undertaken, and

d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence.

- For further information visit: https://training.gov.au

16 Appendix 3 – Flowchart: Training Needs Analysis



Hardcopies of this document are considered uncontrolled, please refer to the intranet for the latest version.

17 Appendix 4 – Training Needs Analysis

Department/Unit:																																
	Generic WHS Training							Risk Specific WHS Training																Task Specific Training								
Name	Central WHS Induction	Local Area Induction	Addressing Hazards and Risks in the Workplace	Safety Net - Incident Reporting	Implementing WHS –A practical guide of Supervisors	WHS for Senior Managers and Academics	WHS principles of WAC members	Biosafety Training	Building Warden Training	Contractor Management	Ergonomics in the Workplace	Hazardous Substances Awareness	Laboratory Safety for Contractors	Laser Safety	Manual handling and Back Care	Radiation Safety Training	Developing Safe Work Procedures	Senior First Aid	WHS Auditing	Dive Safety	Forklift Training	Construction Induction Certificate	Traffic control Training	Ladder use	Operating a drill	Using a lathe	Using a grinder	Lawn mowing	Traffic control	Using a computer	Chainsaw operation	Etc…
Person 1	X	X	X	X	X																											
Person 2	X	X	X	X		X		X		X																						
Person 3	X	X		X		X		X				X	X		X		X								X	X		X				
Person 4	X	X		X		X			X		X				X		X	X						X	X	X		X	X	X		

18 Appendix 5 – Competency Assessment Record

Faculty/Division: Department/Unit:

Participant Name	Machine/ Equipment/ Task/ Process	SWP Number or other written method followed	Trainer/ Assessor Name	Date of Assessment	Competency Competent/ Not Yet Competent	Participant Signature	Trainer/Assessor Signature
Joe Black	Ladder Use	1234	Jenny Brown	1/3/06	C		
Joe Black	Operating a drill	2345	Jenny Brown	1/3/06	NYC		
John White	Using a grinder	3456	Joe Black	1/5/06	C		
John White	Using a chainsaw	1111	Joe Black	1/5/06	C		
John White	Ladder use	1234	Joe Black	1/5/06	C		
Jenny Brown	Using a chainsaw	1111	John White	1/8/06	C		
Jenny Brown	Using a grinder	3456	John White	1/8/06	NYC		

19 Appendix 6 – WHS Training Plan

WHS Training Need	Priority	When Required	Delivery (Internal, External)	Resources and Other Notes