TAAENV403A Ensure a healthy and safe learning environment

Unit Descriptor
This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates.

Application of the Unit
This unit provides a focus for occupational health and safety (OHS) in the vocational education and training sector. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services.

• This is a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners.
• This unit also underpins the knowledge and skills required for the achievement of the OHS components of other units in the TAA04 Training and Assessment Training Package, including those for design, delivery and assessment.
• The learning environment refers to an environment where learning/assessment takes place to develop skills and knowledge for work through a planned and organised learning process. This may include a workplace where the training and/or assessment organisation trainer/facilitator and/or assessor has no direct control over the learning environment.
• This unit is one of four units in the TAA04 Training and Assessment Training Package which support other units in the Training Package. The other supporting units are TAAENV401A Work effectively in vocational education and training, TAAENV402A Foster and promote an inclusive learning culture and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.
• The competency specified in this unit is typically required by those involved directly in the provision of training/assessment services in a training and/or assessment organisation (refer to the definition provided in the Range Statement).

Unit Sector
Learning Environment

ELEMENT PERFORMANCE CRITERIA

1. Identify OHS responsibilities

1.1 The purpose and approaches of OHS in the learning environment are defined
1.2 Documentation outlining the OHS legal responsibilities of the various parties in the learning environment is accessed, read and interpreted
1.3 Organisational OHS documentation is identified and accessed
2. Identify hazards in the learning environment
   2.1 Sources of information are researched and accessed to identify hazards common within the industry in which the learning and/or assessment will take place
   2.2 The learning environment is inspected prior to use and in consultation with various parties in order to identify hazards
   2.3 Any specific OHS needs of learners and/or candidates are identified
   2.4 Any potential hazards created by learners and/or candidates with specific needs are identified
   2.5 Personal limitations and responsibilities in identifying hazards are recognised and specialist advisers are consulted when appropriate

3. Assess risks in the learning environment
   3.1 The likelihood of injury as a result of exposure to the identified hazard/s is assessed
   3.2 The severity of any potential injury, illness or negative/adverse outcome arising from the identified hazard is assessed for risk
   3.3 Hazards are prioritised for action in consultation with various parties
   3.4 Personal limitations in assessing risks are recognised and specialist advisers are consulted when appropriate

4. Develop and implement actions to ensure the health safety and welfare of learners and/or candidates
   4.1 Risk controls are developed based on the hierarchy of control
   4.2 A risk control action plan is identified and accessed or formulated in consultation with various parties
   4.3 Actions within the control and responsibility of the trainer/facilitator and/or assessor are implemented
   4.4 Outstanding risk control actions are referred to the various parties for implementation
   4.5 Supervisory arrangements appropriate to learners and/or candidates levels of knowledge/skill/ experience are monitored to ensure their health and safety

5. Provide appropriate OHS requirements to learners and/or candidates
   5.1 Learners and/or candidates are provided with appropriate information related to OHS
   5.2 Learners and/or candidates are assessed for knowledge of OHS requirements
   5.3 Learners and/or candidates are supplied with personal protective equipment, if required
   5.4 Learners and/or candidates are able to correctly use and maintain this, if required

6. Monitor OHS arrangements in the learning environment
   6.1 Achievement against the risk control action plan is monitored and any issues addressed
   6.2 The effectiveness and reliability of existing risk controls are confirmed with relevant parties
   6.3 Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<tr>
<td>Communicating ideas and information</td>
<td>communicating with specialist advisers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>communicating with workplace personnel</td>
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<tr>
<td>Collecting analysing and organising information</td>
<td>collecting information on hazards in the learning environment</td>
<td>3</td>
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<td></td>
<td>organising the information as a basis for hazard identification and risk assessment</td>
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<tr>
<td>Planning and organising activities</td>
<td>planning visits to the learning environment and other activities for hazard identification and risk assessment</td>
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<td>Working with others and in teams</td>
<td>working with workplace personnel</td>
<td>2</td>
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<td></td>
<td>working with specialist advisers</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>determining minimal requirements for risk assessment</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>accessing information and working with employers to address learning environment risks to the learner and/or candidate</td>
<td>3</td>
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<td></td>
<td>liaising with specialist advisers to address OHS issues</td>
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<tr>
<td>Using technology</td>
<td>using a range of electronic equipment to disseminate OHS information to personnel and stakeholders</td>
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RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Purpose of OHS is to:

- protect the safety of the learner and/or candidate and others in the learning environment
Approaches of OHS include:

- the establishment and maintenance of a healthy and safe learning environment through:
  - a consultative approach
  - a systems approach
  - shared responsibilities for OHS
  - trainer/facilitator and assessor familiarisation with OHS requirements of the specific learning environment

OHS legal responsibilities may include:

- requirements under legislation relating to OHS and common law duty of care
- legislative requirements for consultation
- requirements under hazard-specific and other OHS regulations
- legislative requirements for reporting and record keeping related to OHS

Various parties may include:

- managers/supervisors
- designated person for OHS
- employee OHS representatives
- other people with prior OHS knowledge, for example:
  - trainers/facilitators and assessors
  - program coordinators
- training and/or assessment organisation

Organisational OHS documentation may relate to:

- the training and/or assessment organisation and/or workplace in which the training and/or assessment services take place, and may include:
  - policies and procedures
  - incident reports
  - emergency procedures
  - induction information
  - risk assessment
  - safety reports

Sources of information may include:

- OHS regulatory authorities
- industry bodies
- subject and technical specialists including OHS professionals
- hazard and injury reports from similar learning environments

Hazards are defined as:

- sources or situations with a potential for harm in terms of human injury or ill health

Potential hazards refers to:

- possible hazards created for learners and/or others as a consequence of learners and/or candidates specific needs
Specialist advisers may include:

- subject/technical specialists including OHS professionals

Likelihood of injury is defined as:

- the chance or probability that an injury will occur; this is influenced by factors such as the exposure of the person to the hazard and the effectiveness and reliability of the existing controls

Risk is defined as:

- the likelihood and severity of injury or harm

Assessed for risk may involve:

- in the simplest case a subjective, qualitative consideration, through to a matrix process developed under the training organisation's management system or already existing in public documents. In this context it does not extend to detailed or complex risk assessment techniques

Prioritised for action refers to:

- the sequence in which controls are to be implemented based upon the risk assessment and other considerations

Hierarchy of control refers to:

- the preferred priority for risk control, emphasising hazard elimination and, where this is not possible, risk minimisation by such means as:
  - substitution with a lesser hazard
  - isolation of the hazard from people at risk
  - engineering controls
  - administrative means (e.g., safe work practices, procedures and training)
  - use of personal protective equipment

Supervisory arrangements need to take into account the learner's and/or candidate's:

- level of knowledge
- level of experience
Appropriate information may include:

- rights, responsibilities and obligations of the various parties
- the code of conduct in the learning environment
- types of potential hazardous events/emergencies and required responses
- hazards and their control in the learning environment, including the use and maintenance of personal protective equipment
- safe access and egress
- work procedures
- first aid provisions
- arrangements in the learning environment for the management of OHS, including:
  - reporting procedures for hazards, incidents, injuries and faulty equipment
  - processes to use when injury does occur
  - policies and procedures, including staff handbooks
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have undertaken activities to identify hazards and assess risk within a learning and/or assessment environment and that they have liaised with employers and consulted others, as appropriate, regarding actions to provide a learning and/or assessment environment that is healthy and safe.

Evidence must show how the learning environment was assessed and the basis for hazard identification and risk assessment, consultative processes undertaken and how the learning environment was monitored to ensure agreed actions and arrangements were in place.

**Required knowledge includes:**

- relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation, for example:
  - legislative requirements for information and consultation relevant to safety
  - legislative requirements for record keeping related to OHS
  - legislative requirements for safe workplaces
- OHS roles and responsibilities of employers, the training and/or assessment organisation, trainers/facilitators, assessors, learners and/or candidates, managers and supervisors
- duty of care obligations for training and/or assessment organisations, trainers/facilitators and assessors
- hazards and risks in the specific industry where learning and/or assessment will take place
- common risk control strategies applicable to the industry where learning and/or assessment will take place
- basics of a systematic approach to OHS
- sources of information on OHS requirements relevant to the specific industry where learning and/or assessment will take place
- organisational OHS documentation including policies, procedures and risk control strategies
- hierarchy of control as it applies to risks encountered in the learning environment
- knowledge of the learning environment sufficient to be able to identify hazards and conduct simple risk assessment
Required skills and attributes include:

- literacy skills to:
  - access a range of sources of OHS information
  - read and understand OHS documentation
  - interpret OHS legal requirements
  - write hazard and incident reports
  - contribute to the development of a risk control action plan (if required)

- language skills to:
  - communicate and consult with a range of people from different levels and backgrounds
  - listen and summarise key points, make evaluative judgements and articulate verbally

- technology skills to:
  - use computer hardware and relevant software
  - use office/business equipment
  - research skills to access relevant OHS information

- negotiation skills

Products that could be used as evidence include:

- reports, letters and emails relating to OHS, produced as part of communication within the learning environment
- completed checklists on OHS and other proforma reports for hazard identification and risk assessment
- completed risk control action plans

Processes that could be used as evidence include:

- reports from the learning environment or third parties consulted in the process
- how information was collected and how the learning environment was monitored

Resource implications for assessment include:

- access to resources and equipment to establish and maintain the safety, health and welfare of the learner and/or candidate
- access to legislative and training and/or assessment organisation documentation on OHS
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- processes undertaken to identify potential/real hazards/risks in the learning environment
- examples of communication and consultative processes undertaken
- report on how the learning environment was monitored to ensure agreed actions and arrangements were in place
- provision of clear OHS information to learners and/or candidates
- completed OHS checklist and/or other OHS proforma reports

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving unit/s in the TAA04 Training and Assessment Training Package.