

D.E.C.S
Swimming & Aquatics Unit

O.H.S & W
Training Program.

Introduction

The following material has been developed by the Swimming & Aquatics Unit, in consultation with the Occupational Health Services Unit. Appreciation is extended to Debbie Wright, Instructor in Charge, Strathmont for producing this training manual.

This document remains the property of DECS and a copy must remain at each DECS Centre. Copies may be taken of this document.

This is a self –paced training document to guide Instructors in charge in fulfilling their obligations under the occupational health, safety and welfare legislation.

The program is divided into six parts:

- Management Plan
- Responsibilities of the Instructor in Charge and Instructors.
- Policies and Documentation
- Consultation
- Hazard Identification
- Instruction, Training, Induction and Supervision.

Each part is designed to provide Instructors in Charge with

- the necessary information and knowledge
- examples, proformas and strategies for implementation
- a mechanism to undertake a self-assessment and report to the Manager.
- a mechanism to report of the effectiveness of this training program

Responsibilities

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Instructors in Charge Responsibilities.

Part of your everyday work in managing a Swimming or Aquatics Centre involves managing and minimising risks to people's physical health. You should already have many of the structures, policies and procedures in place. They are designed to protect the well being of all the users of your centre, i.e. students, teaching staff, instructors, and visitors.

The OHS& W legislation requires you to be explicit in your management of the health, safety and welfare of all staff. It expects that you will take 'reasonably practicable' measures to protect people at work by providing:

- a safe work environment
- safe ways of working
- materials and equipment in a safe condition
- information, training and supervision.

The legislation also guides the way you will manage OHS&W, and expects you to provide structures and evidence of :

- consultation
- hazard identification and assessment
- risk control
- information, instruction and training
- induction
- supervision
- action on reports.

The OHS&W Act and the Regulations, what are the implications to the Swimming & Aquatics Unit.

Occupational Health, Safety and Welfare Act 1986

Section 3.20

Employer's statements for health and safety at work.

Every employer shall prepare and maintain policies relating to occupational health, safety and welfare at the workplace

and prepare and keep up to date a written statement setting out, with reasonable particularity the arrangements, practices and procedures at the workplace protecting the health and safety of the employer's employees at the workplace

and take reasonable steps to bring the contents of that statement to the notice of those employees.

Examples of implications in the Swimming & Aquatics Unit.

Documentation of the implementation of the regulations as listed below e.g. Minutes of meeting held with staff, Site Inspection List, Hazard/near misses reporting, Emergency and Accident/Illness Management, Equipment inventory, Practices for safe storage of equipment etc.

OHSW Regulation 1.3

General Principles for Implementation of Regulations.

The Responsibilities of the employers (Managers i.e. Instructors in Charge) are described under the following headings:

- Consultation
- Hazard Identification & Assessment
- Risk Control
- Information, Instruction & Training
- Induction
- Supervision
- Action on Reports.

Consultation:

OHSW Regulation 1.3.1.

Involves the sharing of information and the exchange of views between employers and the persons or bodies that must be consulted and the genuine opportunity for them to contribute effectively to any decision-making process to eliminate or control risks to health or safety.

Consultation needs to occur whenever a situation is likely to pose a risk to the health and safety of staff and users of your centre.

Examples of implementation in the Swimming & Aquatics Unit.

Health & Safety Representative, an elected individual who represents the employees. For more details refer to Part 4, Section 32 of the O.H.S.W. Act 1986 and Part 6.1 OHSW Regulations

If there is no health and safety representative, consultation with employees who are required to carry out the relevant work.

Hazard Identification and Assessment

OHSW Regulation 1.3.2

An employer must ensure that appropriate steps are taken to identify all reasonably foreseeable hazards arising from work that may affect the health or safety of employees or other persons at the workplace.

The aim is to identify all hazards that may affect health, safety or welfare so that action can be taken to assess the risks associated with them. Once this is achieved control measures can be designed to eliminate, as far as possible, and then to minimise, the level of risk which people are exposed to in the workplace.

Depending on the nature of the hazards identified, the risk assessment process will vary from a visual inspection of the workplace, through to formal quantitative hazard analysis for high risk situations.

Examples of implementation in the Swimming & Aquatics Unit.

Example of risk to instructors: skin cancer due to prolonged exposure to the sun when working in outdoor facilities.

Management Policy:

Outlined on p63-64 Swimming & Aquatics Handbook, (revised June 2003)
Sunscreen lotion should be used by all participants in outdoor activities.
Hats should be worn during outdoor activities, whenever appropriate.
Long sleeved shirts are recommended to be worn.

Example of risk to student: cross infection through the use of snorkel mouthpieces and masks.

Management Policy:

Outlined on P64-65 Swimming & Aquatics Handbook, (revised June 2003)
After each use, the snorkels and masks are disinfected.

Example of risk to Teacher: slipping on wet surface.

Management Policy Example:

Teachers are warned of possible danger of slipping.
Warning signs are placed in appropriate locations
Teachers are encouraged to wear appropriate footwear when visiting the centre.

Control of Risk:

OHSW Regulation 1.3.3

An employer must ensure that any risks to health or safety arising out of work are eliminated or, where that is not reasonably practicable, minimised.

An employer must ensure that the minimisation of any risk is achieved by the application of the control measures:

Designing controls e.g. substitution, modifications, safe work practices, provision of protection.

Examples of Implementation in the Swimming & Aquatics Unit.

Substitution: A sinking toy has been identified as a risk to students as it has a sharp edge.

Control of Risk: remove from equipment and substitute with a soft toy.

Modification: An inner tube valve has been identified as a possible cause of injury to students as it protrudes out from the tube.

Control of Risk : Duck tape over the valve which will hold it flat.

Safe work practices: A container holding the flippers has been identified as a risk to instructors as it is heavy and could cause a back injury when carrying it to the store room.

Control of Risk: A trolley is made to hold the flippers and transport them to and from the store room.

Provision of protection: skin cancer has been identified as a hazard to instructors who work in outdoor centres.

Control of Risk: sunscreen is provided, hats are subsidised, long sleeved shirts are encouraged.

Information, Instruction and Training

OHSW Regulation 1.3.4

An employer must ensure that an employee receives suitable and adequate information, instruction and training for any task that he or she may be required to perform at work.

Records must be kept (for a period of **5 years** from the date of the last entry in them) in relation to the provision of information, instruction and training where the work involves any activity that is a risk to health or safety.

Examples of implication in the Swimming & Aquatics unit.

- Health & Safety Policy to be read by all instructors.
- The name of the health and safety rep. (if applicable)
- The location and nature of hazards in the workplace and control measures to be used e.g. transporting of equipment to store room, use of equipment etc..
- Procedures for identifying, reporting and resolving health and safety issues e.g. near miss reporting and hazard reporting procedures.
- Instruction on the nature of the work and the process e.g first day sorting, student's individual requirements, behaviour management procedures.
- Training to increase the knowledge of the instructor in workplace hazards, practices, and processes e.g. working with students with disabilities, voice strain management, manual handling, using the Developmental Record, Mandatory Notification, stroke techniques etc.
- Emergency and first aid procedures.
- Injury/incident reporting procedures.

Induction

OHSW Regulation 1.3.5

An employer must ensure that an employee receives suitable and adequate assistance in the performance of any task not previously undertaken by the employee.

Examples of implication in the Swimming & Aquatics Unit.

Develop an Induction Book which includes all D.E.C.S. related policies and Centre Specific Policies.

Induction process for:

a new instructor to your centre.

- Information on the workplace and environment

- Instruction on nature of work and process
- Instruction and /or training in tasks relating to identified hazards.
- Instruction and / or training in hazard identification and control
- Workplace relevant training
- Direct supervision until competent. (A recently qualified Instructor will require a higher level)

An existing instructor, changing function, using new piece of equipment, teaching a new skill, or working with different level of students.

- Instruction on nature of work and process
- Training in new tasks, hazards and risk controls
- Direct supervision until competent.

An instructor who has been on extended leave of absence:

- Changes to systems, policies and procedures
- Direct supervision until competent.

After a break in the swimming program e.g. outdoor pools starting work in term 4 after a 6 months break.

- Instruction on work and process
- Changes to systems, policies and procedures.

Supervision

OHSW Regulation 1.3.6

An employer must ensure that an employee is provided with suitable and adequate supervision to ensure this or her health and safety at work.

The supervision must be related to the employee's level of competence and experience and carried out by a competent person.

Examples of implications in the Swimming & Aquatics Unit.

As listed in the Induction section

Action on Reports.

OHSW Regulation 1.3.7

An employer must ensure that when the employer is notified of a hazardous situation, appropriate action is taken, so far as is reasonable practicable, to eliminate or control any risk associated with that situation.

Instructor's Responsibilities:

A safe and healthy workplace is dependent on the knowledge, commitment and skill of its people. Each person plays their part and takes responsibility for their actions. The OHS&W legislation outlines employee's responsibilities to:

- Protect their own and other's health and safety.
- Obey reasonable instructions and comply with policies, procedures etc.
- Use equipment provided for their health and safety.
- Not consume drugs so that they endanger themselves or others.

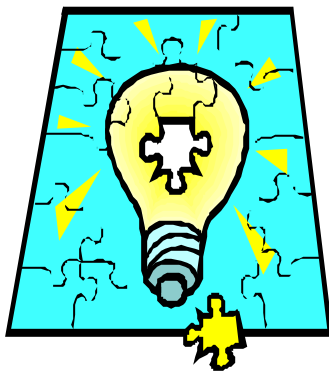
How Instructors demonstrate their responsibilities to themselves and to others is by the way they:

- Utilise the working environment
- Monitor their systems of work
- Manage and use equipment and substances

Understand and provide information, training and supervision.

Planning Action:

It is now time to plan how you will take action to improve your workplace's management of OHS&W.



Do you understand your responsibilities as an Instructor in Charge
Do you have access OHS&W Act and Regulations
Reflect on how you and your staff demonstrate your duty of care for the health, safety and welfare of yourselves and others.
Consider and plan how you will implement these regulations.
What have you already put in action
What areas need refining
Do you have documentation of these policies

Draft

How will you create awareness of Instructors' rights and responsibilities.

Policies & Procedures

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Documentation of Policies

The Department's policies and guidelines are the foundation for managing OHS &W matters in the workplace. Using these, each workplace considers whether specific procedures or guidelines are needed to respond to their local situation. These policies are available on website <http://www.dete.sa.gov.au/ohsw> or through the unit.

You have many policies and procedures already in place. Most stem from departmental policies and procedures you have implemented over time. Others, you have developed out of common sense and sharing good practices.

Documentation of the policies and procedures that are followed in your workplace is an expectation of conformance. These records provide evidence of your forethought and demonstrate your commitment to a safe and healthy workplace.

It is expected at any developed policies and procedures:

- Are developed with appropriate consultation
- Are documented and administered in a way that enables ongoing access and implementation.
- Are reviewed regularly.

The following is a list of Departmental OHS&W policies, procedures and guidelines that have been developed for use in its work sites. It needs to be remembered that these will be added to and regularly reviewed.

- OHS&W and Injury Management Policy
- Counselling and Rehabilitation Policy and Information Kit
- Managing External Contractors and Other Service Providers Policy
- Manual Handling Policy
- Occupational First Aid Policy
- Purchasing and Supply Policy
- Asbestos Management Procedure
- Confined Space Procedure
- Driving Procedure
- Electrical Test Procedure
- Enterprise Education Procedure
- Hazard Management Procedure
- Hazardous Substances Procedure
- Heat Stress Procedure
- Infectious Disease Control Procedure
- Injury/Incident Investigating and Reporting Procedure
- OHS&W Training Procedure
- Personal Protection Equipment procedure
- Plant Management Procedure
- Prevention of Falls from Height Procedure
- Psychological Health Management Procedure
- UV Radiation procedure
- Violent Bullying Management Procedure
- Working in Isolation Procedure

Developing safe operating procedures and policies:

Step 1.

Identify any specific issues or hazards in your own workplace for which you need to write procedures.

Step 2.

Collect information about the hazard.

For a procedure to be developed you need full details of the hazard. You need enough information to be able to spell out what to do in all eventualities concerned with the activity.

Step 3.

Prepare the policy or procedure

Consultation is an important part of preparing both policies and procedures.

A Policy provides a broad statement of intent regarding a health and safety hazard or issue in the workplace.

A Procedure is very specific, with step by step directions for an activity.

In many cases both Policies and Procedures can be integrated.

Both must be clear and understandable to all employees.

Procedures should be thoroughly tested before use.

Ensure you indicate number or issue date so that updates can be easily managed.

Step 4

Implement the policy or procedure

Consider the resource required to implement a policy or procedure. Work out the best way to communicate the information to your employees using training, meetings, bulletins, posters etc.

Step 5

Review the policy or procedure and make changes if required

You will want to know if the policies and procedures you have put in place are working. Are they being followed? Has the work process or equipment changed? Are there newer, better control measure? Has the actual workplace been changed? Do you need to rework any of your policies or procedures to make them better?

Example:

Policy: Swimming & Aquatics Handbook is a perfect example of policies.

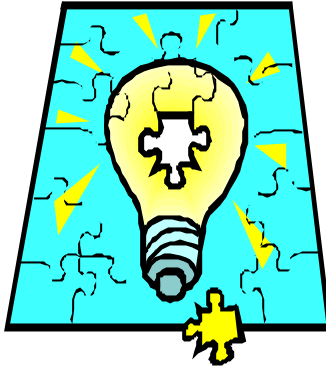
Procedures:

Basic Life Support flow Chart.

Asthma Emergency First Aid .(copies included)

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Planning Action:

Identify the Departmental Policies relevant to your site.

Do you have access to these policies?

Think about the way you will develop, with staff, any local OHS&W policies and procedure your workplace needs.

Consultation



Consultation

Ensuring that all people have access to information and the opportunities to initiate and respond to issues is a vital part of effective OHSW management. Consideration needs to be given to ensure that the full range of people (staff, teachers, students, carers, parents etc) in the workplace have access to information, debate and issues resolution

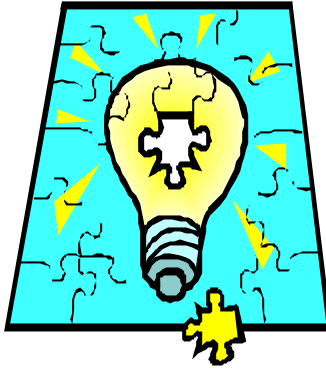
Strategies you may use:

- Meetings
- Written and displayed communications
- Training and development sessions
- Distributing proposals with meeting agendas
- A notebook for recording people's requests and questions, with a column for replies and details of actions taken.
- Near miss and hazard reporting
- Wall notices and warning signs
- Induction booklet

Records must be maintained of minutes of meetings, for a period of **3 years**, to provide evidence of the outcomes achieved for both compliance and for your future planning and actions.

You and your staff must be working to ensure that these avenues are regularly used to address OHSW matters when you are:

- Planning changes or new initiatives
- Reviewing ways of working
- Restructuring the work environment
- Developing policies and procedures
- Monitoring current incidents and activities.



Planning Action:

Health and Safety meetings should occur at least once per term. Schedule these meetings on the term planner and note in diary.

Ensure that all staff have access to minutes

How will your staff be able to participate in decision making?

How are people informed so they are aware ?

How the OHS&W Act, regulations and departmental policies are known and accessible?

How are the Worksite specific policies and procedures known and accessible?

How is staff knowledge updated.

How are people consulted and given the opportunity to resolve issues?

What recording mechanism will you use to document your discussions and the outcomes.

Consultation Check List

Instructors are aware of your centre OHS&W consultative process
e.g. staff meeting minutes

Staff are encouraged to table/raise OHS&W issues for discussion and resolution through meetings or directly with Instructor in Charge.

Discussion, consideration and proposed follow up on issues is recorded in minutes.

Hazard Management



Hazard Identification, Evaluation & Control.

In order to reduce the risk of injury and ill health within the workplace, hazards need to be controlled.

To achieve this there are three essential hazard management processes that need to be addressed:

- Identification
- Evaluation
- Control.

Hazard Identification:

Identification of hazards or potential hazards is the first step in eliminating or minimising the risk of injury. To identify those aspects of work practise or work environment that have the potential to cause harm one of the following strategies may be utilised:

- Consultation with staff
- Direct observation
- Through worksite inspection
- Analysis of workplace records (e.g. near miss records, accident and illness records)

Questions you might ask:

- Could people be injured or made sick by things such as: noise, moving or falling objects (or people), flammable or explosive materials, things under tension or pressure.
- Can workplace practices cause injury or sickness? i.e. are there heavy or awkward lifting jobs, are people properly trained, do people follow correct work practices, is there poor housekeeping (cluttered store rooms, equipment lying around for students to trip over etc.)
- What could go wrong? What if equipment is misused, what might people do that they shouldn't.
- What are the specific hazards that may occur only occasionally- for example during maintenance and other irregular work?

Risk Evaluation

Like hazard identification, risk assessment should be planned, managed and instantly responsive to any new situation that may cause harm.

The three criteria that should be evaluated are:

- How often are people exposed to the hazard
- How likely is it to cause injury
- How severe would the injury be.

Determining the priority rating for each hazard will help you to plan your actions so that, over time, you can gradually make your workplace safer.

Of course, if you can cheaply and easily fix a low-priority hazard you might as well do so. You don't have to wait until all the big complex problems are fixed before you deal with the simple ones.

Example:

Hazard: chipped tile on the steps

Possible injury: Someone could cut themselves
Stitches could be required.

Judge severity: Instructor – could result in several days off work
Student – could result in exclusion from swimming for several days.

Judge Likelihood: Ask the questions:
How long has the chip been there?
Are the steps used frequently/infrequently?
Have there been any previous accidents/near misses?
Are there other circumstances which may influence the situation?

Summary of Example:

If the steps are used frequently and the broken tile has been there for some time, but there have been no injuries an accident is unlikely (at this point) but could happen.

You could assume that the

likelihood of it hurting someone is **Likely** and

severity could result in **several days off**

By using the chart below you would Assess the risk to be **M**

	How severely could it hurt someone?		
How likely is it to hurt someone?	Killed or Permanent disability	Several days off work or school	First aid required
Very Likely Could happen frequently	H	H-M	M
Likely Could happen occasionally	H	M	M-L
Unlikely Could happen, but only rarely	H-M	M-L	L
Very unlikely Could happen, but probably never will	M	L	L

- H** it is important to do something about this hazard immediately
- H-M** high to medium
- M** medium
- M-L** Medium to low
- L** this hazard does not need your immediate action.

Hazard Control

Within the business of education and care, it is not possible to eliminate all hazards. Your responsibilities for the duty of care of people requires you to take all reasonably practicable actions to control hazards and minimise the risk of injury or illness.

The processes for controlling the risk inherent in hazards is determined by the Regulations. There are five categories of action that can be utilised and these are called “Hierarchy of Controls”. Of these the most effective is elimination of the hazard, but this is not always possible and you may therefore need to use another. In some circumstances you may be required to use a combination of controls.

Hierarchy of Controls

- Elimination- remove the hazard at the source: this can be accomplish through planning, providing safe materials, equipment and maintenance etc.
- Substitution – use a different form, divide the load, safer process, safer material.
- Engineering controls – warning signs, chemical store enclosure, safety regulations, safety talks.
- Administration – safe operating procedures, housekeeping, maintenance, monitoring, training and supervision.
- Personal protective equipment – gloves, apron, sunscreen, hats etc.

This hierarchy provides a framework for thinking about and developing effective control measures. Sharing this with staff will enable them to play a greater part in keeping the workplace safe and healthy.

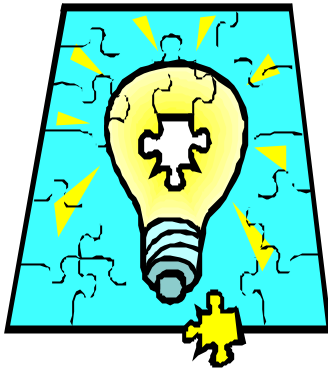
When identifying hazard control measures, there are some basic questions to keep in mind:

- Will the control measure work and be appropriate for the task?
- Do they protect all the people who might be exposed to the hazard?
- Do they create hazards?
- Do they transfer the problem to other people or other areas?

To effectively implement your control measures, you need to consider how you will:

- Document and disseminate information and /or procedures so it is available to those who need it, where they need it.
- Manage temporary controls until a better solution can be implemented.
- Identify and provide any training and/or additional supervision
- Identify sources of funding and allocate resources.

- Identify responsibilities e.g. Pool Management, S.&A. Unit, Instructor in Charge.
- Set timelines (when should it be done by) and expectations for action and follow up, and delegate any responsibilities.
- Implement any changes or additions to administration and/or management systems.
- Monitor the control measure to ensure their use, usefulness and their results.



Planning Action:

How are you managing existing /known risks?

You will have already identified hazards in your work environment and are implementing policies and procedures to control and minimise risk to all who work at and visit your centre.

An obvious example is the risk to students of drowning. (identified risk)

You would have considered the risk to be high.(evaluated level of risk)

Control mechanisms have been implemented e.g. pool is fenced, level of supervision is provided, and depth indicators are provided, emergency procedures have been established, dangers of drowning are included in safety talks. (Controlled the risk)

Step 1:

Brainstorm ideas and group under appropriate risk headings. Consider the effect on people (Instructors, students, teachers, parents and care providers), Write the final list onto the table (Risk Assessment Summary)

Risk Headings

- Machinery and equipment – sharp edges, inappropriate equipment, poorly maintained equipment, mechanical movement, hot surfaces, electricity, storage
- Materials – toxicity, corrosiveness, flammability, appropriate storage and disposal, shape, weight.
- Physical work environment – slippery or irregular floors, uneven treads, cluttered walkways, blocked exits, noise, lighting, air quality, U.V. radiation, water temperature, infection
- People and tasks – fatigue, stress, experience, morale, excessive reaching, awkward position, lifting, behaviour

Step 2

Analyse and evaluate the level of risk using the chart provided on P19. and write these levels next to each risk.

Step 3:

Identify what policies are already being implemented and who is responsible for their implementation e.g. Instructor in Charge, S.& A. Unit, Pool Management

Now evaluate how well these strategies are working. (Good, adequate, variable, not satisfactory)

How does this effect the level of risk? Fill in new risk level.

If you are not happy with the level of risk at this stage, fill in further action needed and proceed to step 4

Or

You may have identified hazards that are currently not being controlled, proceed to step 4.

Step 4

What actions are needed to bring risks to an acceptable level. These actions are incorporated into other planning processes (Risk Management Action Plan) and include responsibilities, resources and timelines..

Step 5.

Communicate and consult, monitor and review should be incorporated throughout the process.

Step 6

Review the assessment on a regular basis.

Step 7

File this document.

Example

Risk Assessment Table. Centre..... Date developed.....

Hazard	consequence	likelihood	Risk Level	What are we doing now to manage this risk	Effectiveness of our strategies	New risk level	Further action required
Drowning	Killed or permanent disability	Very likely	H	<ul style="list-style-type: none"> Pool supervision Emergency procedures established and displayed Fencing of pool Depth Indicators Rescue aids readily available Instructors Annual Rescue Test Instructors annual Resuscitation Qualifications Safety Talks- no swimming without supervision identifying deep and shallow water calling for help rescue skills 	Good	L	Review annually.

Example:

Risk Management Action Plan

Centre..... Date Developed

Potential Risk and date identified	Level of Risk	Reason for Risk rating	Action (what is to be done)	Resources required	Responsibility	Timeline (when should it be done by)	Communication (strategy to inform relevant parties eg. Instructors, pool management)	Risk Treated (Yes/No) and date treated	Review Date (when should it be reviewed by?)
Entry steps to pool damaged May 29th 2003	High	Probability of students slipping over.	Report damage to centre management	Workman to repair steps	Centre Management	As soon as possible.	IC to report damage to Centre Management	Yes- 30/5/03	Annual Safety Check
			Temporary redirection of pool entry.	Signage	Instructor in charge	Immediately	IC to notify instructors and students of redirection requirements and put up signage.	Yes- 29/5/03	

Examples of existing/known risks

Management of student with Epilepsy

Management of student with Asthma

Supervision – student:instructor ratios

Changerooms

Hand over i.e. teacher to instructor and instructor to teacher.

Junior primary toilet trips

Entries

Skin Cancer

Draft

Emergency Evacuation

Accident & Illness

Equipment: storage

Use

Maintenance

Electrical

Chemicals

How are you managing ongoing/new hazards?

Questions you might ask:

How do you identify problem spots?

How do your staff notify you and record hazards?

Are staff aware of their responsibilities to report hazards?

Do you record near misses and accidents?

How do you inform users of the centre of these hazards?

Example of Management of ongoing/new hazards

Step 1:

Hazard noted by employee on Near Miss/Hazard Report or in Near Miss/Hazard report Book and brought to the attention of the Instructor in charge.

(an example of form provided, you may wish to keep a copy at the front of the book for reference.)

Step 2:

Action Taken completed by Instructor in charge. If no further action required then the management process is completed. However if the Hazard requires further action the details should be transferred to the Management Action Plan.

Hazard/Incident/Near Miss Report sheet. (Example)

Date Identified	Reporting Instructor	Incident/hazard Near Miss	Level of Risk	Location	Action by I/C
1/7/03	M. Brown	Student slipped in change rooms	H	Boys change rooms	1. Temporary slippery when wet sign, immediately 2. notified management 3. transferred to Action for further management

Registers and Annual Worksite Inspections

Conduct Annual Site Inspections:

Annual site inspections must occur, recorded and filed. You may find that the Management of your pool does this, but you are required to site and maintain a copy of the inspection. There may be items you would like to be included on an existing inspection sheet.

(Example provided in Swimming & Aquatics Handbook in Appendices)

Maintain a Register for Hazardous Substances:

Some centres may be required to maintain such a register. It is more likely that Management of the pool will have this already organised.

The Register identifies the nature and quantity of substances kept on site and where they are located. Material Safety Data Sheets (MSDS) must be available for all hazardous substances. (example provided)

The MSDS provides safe handling and first aid information and detail any implications for storage, disposal, and cleaning up spills.

Maintenance Register:

The purpose of an OHS&W Maintenance Register is to make explicit the maintenance and checking schedules of plant, equipment and machines, and to provide a record that the schedule has been adhered to.

A Maintenance Register needs to be developed, implemented and reviewed for appropriateness to ensure all plant, equipment and machinery on your site is maintained.

The following must be included on the site maintenance register as a minimum-

- What is the item of equipment
- Where is it located
- How many are present
- When it needs to be rechecked/maintained
- Who is responsible for ensuring this is done

(An example is provided.)

Site Electrical Testing Register:

- This register must include all electrical equipment used at your centre.
- These items must be tested annually
- All portable RCD's (usually found on power boards) shall be trip tested before use and then tested every 2 years.
- No personal electrical devices will be permitted on site unless tested, tagged and recorded on this register.
- New Electrical equipment purchased shall be recorded in this register to ensure that it is tested and tagged in the next round of testing.

(An example is provided)

Hazard Management Checklist:

1. Mechanisms for hazard identification at the worksite have been developed. e.g. risk assessment table.
2. Staff are aware of their responsibilities for hazard identification and reporting. e.g. Hazard, Incident, Near Miss report sheet.
3. Control measures to manage hazards have been implemented.
4. Mechanisms for the ongoing management of hazards have been developed. e.g. Risk management Action Plan.
5. A workplace hazard inspection has been conducted.
6. A Hazardous Substance register has been developed. (if applicable)
7. A Maintenance register has been developed and maintenance records are kept on file.
8. An electrical testing register has been developed.

Instruction Training Induction Supervision

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Instruction, Training, Induction and Supervision

The OHS &W regulations expects that you, as an Instructor in Charge, will put in place the training and development and the supervision necessary to maintain a safe and healthy work environment.

Consider the different learning needs of the following people have:

Experienced Instructor
New Instructor
Students
Staff
Carers
Parents

Induction:

On arrival in a new work place, people are introduced to its policies, procedures and expectations and their particular role. This orientation is managed through a guided tour and presentation of an induction folder or pamphlet. This applies to all people who enter your centre.

e.g.

Instructors require induction on worksite expectations, procedures and policies requiring a guided tour, induction folder.

Teaching staff require guided tour of relevant facilities and procedures (eg. Emergency procedure, medical requirements, change room supervision, expectations of involvement in program, behaviour management policy, student handover procedures) and given a pamphlet.

Students require behaviour management procedures, safe behaviour guidelines, emergency procedures, amenities location, waiting for instructor procedures etc.

Knowledge skill update

In a world of constant change, the acquisition of new equipment, materials and facilities is ongoing. You seek expertise and allocate time to ensure that the people affected by the changes are knowledgeable and skilled in new ways of working.

Whenever people take on new duties, you put aside time to enable them to learn and practice the skills necessary to learn their new work.

Professional Development

Training in the workplace in ongoing. Through your processes of consulting and monitoring your are able to identify the types of training that assists Instructors to improve their knowledge in teaching skills and maintaining a safe work environment.

Records of Professional Development must be maintained for a period of **5 years** from the date of the last entry in them. You must be able to provide evidence of your effective provision of training by using your workplace's processes for planning and

review, by keeping a staff register of training and by scheduling events in your calendar.

Document a process to identify, plan and implement training requirement and evaluate its effectiveness.

A small questionnaire to each staff member can gather useful information about what training people have received, what they hope to receive and what they expect to occur.

- What training have I had, and when did it occur?
- What knowledge and skills do I need to perform my work safely?
- What knowledge and skills do other people I work with need to work safely?
- I currently update my skills by
- Policies and procedures I'm not sure of are:
- The types of training we do well
- I think we should have training in.

Examples of working documents are provided.

Examples of the range of training that has been identified by the OHSW unit as pertinent to departmental workplaces is as follows:

- Accident injury reporting
- Basic Casualty Care
- Resuscitation
- Development and use of Safe Work Practices
- Hazard Management
- Induction
- Manual Handling
- OHS&W Act & Regulations
- Students with Behavioural Problems
- Student with disabilities
- Swimming Pool Safety
- Voice Training
- Use of Equipment
- Mandatory Notification

Supervision

Having the knowledge and skills to work safely is the first part of providing a safe workplace. Knowing that this work is being conducted safely is the second.

Processes must be put in place to observe and monitor behaviour and keeping students safe. Your centre should already have many strategies for effective supervision of students e.g.

- Class sizes (Instructor:Student Ratios) as specified in our Swimming & Aquatics Handbook.
- Appropriate breaks during the day for Instructors (Swimming & Aquatics Handbook P74)

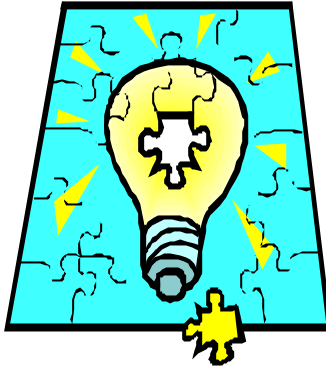
- Student Handover procedures.
- Change room supervision
- Medication management
- Supervision of students with Epilepsy.

As the Instructor in Charge you must ensure that a range of strategies for staff performance improvement, performance assessment and supervision are in place.

You fulfil staff's expectations for valid performance feedback and profession guidance through conferencing, moving around, observing, analysing, negotiating and acknowledging people's work. It is through these processes that you assure yourself that people are effectively and efficiently using their skills and knowledge for safe work.

A Performance Development procedure must be established and exercised annually. (An example of Performance Development is provided)

Each person in the workplace engages in monitoring their own and other's safe work practices. People new to a work area are supported by more experienced staff. This process of monitoring is proactive, and aims to prevent injury or harm to others.



Planning Action:

**How do you provide learning experiences in your workplace?
e.g. professional development, induction, knowledge/skills update**

Consider the training process required to protect people's health, safety and well being.

How do you inform people about your workplace's expectations for safe and healthy environment?

Identify the processes used to record, inform and monitor training programs.

Are your staff aware of their responsibility to inform you of any information or training they have received.

Consider the ways you will work with staff to identify any training requirements.

Instruction, Training, Induction and Supervision Checklist

1. All employees have received induction training and this is documented.
2. A process for identifying training requirements has been developed.
3. All employees have participated in a Performance Development assessment.
4. A mechanism has been developed for informing visitors of health, safety and welfare issues.

