

Training Package	Electrotechnology (UEE06)		HSC Requirements and Advice
Unit title	Apply OHS practices in the workplace		HSC Indicative Hours
Unit code	UEENEE001A	Competency field	15
		Electrotechnology	

Unit descriptor	<p>This unit specifies the mandatory requirements of Occupational Health and Safety and how they apply to the various electrotechnology work functions. It encompasses responsibilities for health and safety, risk management processes at all operative levels and adherence to safety practices as part of the normal way of doing work.</p> <p>Note: Components of this unit are included in the critical aspects of evidence of each applicable unit to ensure that OHS practices are demonstrated as they apply to specific work functions and situations.</p>
Application of the unit	<p>This unit addresses information, processes and techniques for the application of general Occupational Health and Safety requirements in workplaces and is essential for employees without managerial or supervisory responsibilities. The unit is based on Generic Competency A in the <i>National Guidelines for Integrating OHS Competencies into National Industry Competency Standards</i> [NOHSC: 7025 (1998) 2nd Edition].</p> <p>Note: All States/Territories and the Commonwealth have enacted legislation that establishes a general duty of care for workplace parties to ensure healthy and safe working conditions. In most workplaces, the final responsibility for providing a healthy and safe working environment, as far as practicable, rests with the employer. Employees also have a duty of care in relation to OHS that ensures their health and safety and that of others in the workplace. The relevant jurisdictional OHS legislation should always be consulted to ascertain the exact duties set down for employers and employees.</p>
Prerequisite unit(s)	<p>Competencies</p> <p>There are no prerequisite competencies for this unit.</p> <p>Note: 1. Competency in this unit shall be assessed concurrently with other units in a qualification. 2. Components of this unit are included in the critical aspects of evidence of all units to help ensure the appropriate level of responsibility for safety has been acquired.</p> <p>Literacy and numeracy skills</p> <p>Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in <i>Appendix 1</i> of this Syllabus.</p> <p>Reading 3 Writing 3 Numeracy 3</p>
Licence to practise	<p>The competency described in this unit does not directly require a licence to practise but is subject to regulations for Occupational Health and Safety and contracts of training where they apply.</p> <p>Note: Some workplace equipment requires an operative to hold a current user permit, eg scaffolding and elevated platforms above certain heights, excavation equipment. Competencies for receipt of such permits are not included in this unit.</p>

Required Skills and Knowledge	HSC Requirements and Advice
<p>This describes the essential skills and knowledge and their level, required for this unit.</p> <p>Evidence shall show that knowledge has been acquired of safe working practices and applying OHS practices in the workplace.</p> <p>The extent of the essential knowledge and associated skills (EKAS) required is given in <i>Appendix 2</i> of this Syllabus. It forms an integral part of this unit.</p> <p>2.18.1 Occupational Health and Safety principles.</p>	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • accident and injury prevention • accidents and incidents • acts, regulations and codes of practice • appropriate personnel • basic first aid • circuit protection devices • consultation and participation • correct use/application of lifting equipment • cost of workplace injury • designated personnel/persons • duty of care • electrical and non-electrical isolation • emergency and evacuation procedures • emergency situations • employer and employee responsibilities • faulty tools and equipment • hazard identification and risk control • hazards • manual handling techniques • material safety data sheet (MSDS) • monitoring, reporting and recording • occupational health and safety (OHS) • <i>Occupational Health and Safety Act 2000 (NSW)</i> • <i>Occupational Health and Safety Regulations 2001 (NSW)</i> • OHS policy and procedures • OHS representative/committee • OHS training • restrictions on work area access and use of tools, equipment and machinery • risk management • roles and functions of key OHS bodies • safe work practices and procedures • safe working environment • safety equipment and devices • scope of responsibility • seeking assistance • selection, use, maintenance and storage of personal protective equipment (PPE)

	Key terms and concepts cont/d
	<ul style="list-style-type: none">• signs and symbols• sources of information• standard operating procedure (SOP)• weight limits• <i>Workers Compensation Act 1987</i> (NSW) (as amended)• working safely with electricity• workplace documents• workplace injuries and their causes• workplace instructions• workplace/enterprise policy and procedures.

Evidence Guide

This provides essential advice for assessment of the unit. It must be read in conjunction with the Performance Criteria and the Range Statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of assessment	Critical aspects of evidence required to demonstrate competency in this unit
<p>Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.</p> <p>Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.</p> <p>The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgement.</p> <p>Activities associated with normal everyday work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.</p>	<p>Before the critical aspects of evidence are considered all prerequisites must be met.</p> <p>Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines – UEE06'. Evidence shall also comprise:</p> <ul style="list-style-type: none"> • a representative body of Performance Criteria demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to: <ul style="list-style-type: none"> - implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the Performance Criteria and Range Statement - apply sustainable energy principles and practices as specified in the Performance Criteria and Range Statement - demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner's performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment - demonstrate an appropriate level of skills enabling employment - conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures • demonstrated performance across a representative range of contexts from the prescribed items below: <ul style="list-style-type: none"> - applying OHS practices in the workplace as described in the Range Statement including: <ul style="list-style-type: none"> ▪ preparing to enter the workplace including, the use of work permits and clearances and isolation permissions ▪ applying work procedures and instructions as they apply to risk control measures ▪ dealing with accidents and emergencies within the scope of responsibility ▪ participation in consultation processes, identifying hazards and implementing and monitoring control measures ▪ dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.

Evidence Guide cont/d

Context of and specific resources for assessment	Method of assessment	Concurrent assessment and relationship with other units
<p>This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:</p> <ul style="list-style-type: none"> • OHS policy and work procedures and instructions • suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit. <p>These should be used in the formal learning/assessment environment.</p> <p>Note: Where simulation is considered a suitable strategy for assessment, conditions for assessment must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.</p> <p>The resources used for assessment should reflect current industry practices in relation to applying OHS practices in the workplace.</p>	<p>This unit shall be assessed by methods given in <i>Appendix 3</i> of this Syllabus.</p> <p>Note: Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.</p>	<p>This unit shall be assessed concurrently, as it relates to other units undertaken in a possible skill clusters or qualification. Components of this unit are included in the critical aspects of evidence of all units to help ensure the appropriate level of responsibility for safety has been acquired.</p>

Evidence Guide cont/d

Key competencies

Evidence of achievement of particular key competencies is assessed in the context of the following performance criteria.

- Performance level 1* Competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.
- Performance level 2* Competence needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.
- Performance level 3* Competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities and to establish criteria for judging quality of process and outcome.

Key competencies	Example of application	Performance level
How are ideas and information communicated within this competency?	Refer to the following Performance Criteria for examples of application: 3.1; 3.2	1
How can information be collected, analysed and organised?	Refer to the following Performance Criteria for examples of application: 1.1; 2.1; 3.3	1
How are activities planned and organised?	Refer to the following Performance Criteria for examples of application: 1.3; 1.4	1
How is team work used within this competency?	Refer to the following Performance Criteria for examples of application: 3.1	1
How are mathematical ideas and techniques used?	Refer to the following Performance Criteria for examples of application: N/A	–
How are problem solving skills applied?	Refer to the following Performance Criteria for examples of application: N/A	–
How is use of technology applied?	Refer to the following Performance Criteria for examples of application: N/A	–

Evidence Guide cont/d

Skills enabling employment

Evidence that competency in this unit incorporates skills enabling employment is assessed in the context of the following performance.

The Competency Standard Units incorporate a range of employment-based skills that are expected of individuals in a workplace. The skills for employment set out below should be achieved and confirmed consistent with Competency Standard Unit requirements and relative to the qualification to which the unit contributes. Assessment must be applied holistically and confirm that the critical aspects of evidence have been demonstrated to the required level.

Skills for employment	Critical aspects of evidence	Example of application
1 Developing and using skills within a real workplace	Demonstrates an ability to develop and use spatial, dexterity and technology skills as well as health, safety and housekeeping skills meaningful to a workplace environment.	Refer to the following Performance Criteria for examples of application: All
2 Learning to learn in the workplace	Demonstrates an ability to access, confirm and learn – can acquire knowledge and culture related to and used in a workplace environment.	Refer to the following Performance Criteria for examples of application: 1.1; 3.4
3 Reflecting on the outcome and process of work task	Demonstrates an ability to reflect on performance of the work task, its outcome and the process(es) used in completing the task in a workplace environment.	Refer to the following Performance Criteria for examples of application: 3.1; 3.2
4 Interacting and understanding of the context of the work task	Demonstrates an ability to interact in real work tasks, understand the context of the task within a work environment and speak and write to related personnel/communities to a standard expected in the workplace/industry sector.	Refer to the following Performance Criteria for examples of application: 2.1; 2.2
5 Planning and organising the meaningful work task	Demonstrates an ability to prepare, organise and complete real work tasks to workplace standards, including selecting appropriate tools/equipment to complete tasks in a workplace environment, and setting and achieving personal goals.	Refer to the following Performance Criteria for examples of application: 1.3; 1.4
6 Performing the work task in non-routine or contingent situations	Demonstrates an ability to seek and apply solutions to problems, using mathematical and cognitive skills relevant to a workplace environment, and/or seeking advice from appropriate personnel when in doubt.	Refer to the following Performance Criteria for examples of application: 3.2

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Prepare to enter a work area	1.1 Instruction in hazards and risk control measures of specific work functions and work areas are identified and obtained.	<p>This relates to the unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.</p> <p>This unit shall be demonstrated in relation to:</p> <ul style="list-style-type: none"> • relevant Occupational Health and Safety legislation, regulations and codes of practice related to hazards present in the industry and particular workplace • accepted industry work procedures and the specific safety procedures and work instructions for particular workplace. <p>Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in <i>Appendix 4 of this Syllabus</i>.</p>	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the cost of workplace injury including:</p> <ul style="list-style-type: none"> • human • social • economic • organisational. <p>An awareness of sources of information regarding occupational health and safety (OHS) in the workplace including:-</p> <ul style="list-style-type: none"> • workplace/enterprise policies and procedures • schedule of work • standard operating procedures (SOP) • job safety analysis (JSA) • emergency plan • training manuals • WorkCover NSW and Australian Safety and Compensation Council (ASCC) [formerly National Occupational Health and Safety Commission (NOHSC)] publications/safety alerts • legislation/regulations/codes of practice • material safety data sheets (MSDS) • Australian Standards • manufacturer's specifications. <p>A basic awareness of the differences between:</p> <ul style="list-style-type: none"> • an act • a regulation • codes of practice. <p>A basic understanding of OHS legislation and codes of practice including:</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations 2001</i> (NSW) • <i>Workers Compensation Act 1987</i> (NSW) (as amended) • <i>Workplace Injury Management and Workers Compensation Act 1998</i> (NSW) • codes of practice (WorkCover NSW) <ul style="list-style-type: none"> - OHS Consultation - Risk Assessment.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Define:</p> <ul style="list-style-type: none"> • duty of care. <p>An awareness of employer responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> • maintaining places of work under their control in a safe condition, and ensuring safe entrances and exits • making arrangements to ensure the safe handling, storage and transport of plant and substances • providing and maintaining systems of work and work environments that are safe and without risks to health • providing information, instruction, training and supervision necessary to ensure the health and safety of employees • providing adequate facilities for the welfare of employees • must not require employees to pay for anything done or provided to meet the requirements of the Act or Regulation • must consult with employees about OHS matters to enable them to contribute to decisions affecting their health, safety and welfare • must ensure the health and safety of visitors or people working who are not employees. <p>An awareness of employee responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> • employees must take reasonable care of the health and safety of themselves and others • employees must cooperate with employers in their efforts to comply with OHS requirements • employees must not interfere with or misuse things provided for the health, safety or welfare of persons at work • employees must not obstruct attempts to give aid or attempts to prevent serious risk to the health and safety of a person at work • employees must not refuse a reasonable request to assist in giving aid or preventing a risk to health and safety • employees must not disrupt workplace by creating false health or safety fears.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An awareness of safe work practices and procedures including:</p> <ul style="list-style-type: none"> • OHS induction training • selection, use and maintenance of personal protective equipment (PPE) • selection of appropriate tools for the task • correct use, maintenance and storage of tools and equipment • correct handling, application, labelling and storage of hazardous and non-hazardous materials • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • location and use of safety alarms and emergency exits • correct use of fire fighting equipment <ul style="list-style-type: none"> - fire blanket - fire extinguishers - fire hydrant and hose • hazard identification and risk control • basic first aid training and access to first aid kits • procedures to follow in the event of an emergency • effective communication and teamwork • adherence to work instructions and workplace/enterprise policies and procedures • housekeeping/clean-up procedures, including waste disposal, with proper consideration of OHS and the environment. <p>Selection and use of standard signs and symbols common to the electrotechnology industry including:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of colour and shape • appropriate placement and positioning. <p>A basic understanding of the roles and functions of key bodies involved in OHS including:</p> <ul style="list-style-type: none"> • WorkCover NSW, including powers given to OHS inspectors • ASCC • local councils • unions • professional associations. <p>An awareness of legal requirements for weight limits.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>A knowledge of correct manual handling techniques when:</p> <ul style="list-style-type: none"> • moving items • lifting/carrying items <ul style="list-style-type: none"> - individually - in pairs - with a team • using tools/equipment • placing items down • loading/unloading <ul style="list-style-type: none"> - into general storage - in/out of transport - to/from raised work area • working at heights • bending and twisting • using mechanical aids/lifting equipment • transferring hazardous materials • undertaking repetitious tasks.
	<p>1.2 Work area access permits are obtained from appropriate personnel according to established procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of restrictions placed on work areas within the organisation.</p> <p>Use of:</p> <ul style="list-style-type: none"> • work permits • clearances • isolation permissions.
	<p>1.3 Preparations for electrical and non-electrical isolation are carried out to prevent creation of hazards from loss of machine/system/process control according to established procedure.</p>		<p>Learning experiences for the HSC must address:</p> <p>Safety requirements when working with electricity including:</p> <ul style="list-style-type: none"> • general electrical safety • testing and tagging of electrical equipment on a regular basis • cables/leads in good working condition • proper position/placement of cables/leads • storage of excess cables/leads • safe isolation of an electrical supply • use of circuit protection devices • safety/lockout tagging as appropriate.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.4 Tools and equipment needed for the work are checked for safety and correct functionality according to established procedures and regulatory requirements.</p>		<p>Purpose of circuit protection devices including:</p> <ul style="list-style-type: none"> • fuses • circuit breakers • residual current devices (RCDs). <p>Learning experiences for the HSC must address:</p> <p>A basic awareness of restrictions placed on the use of tools, equipment and machinery common to the electrotechnology industry.</p> <p>Identification of faulty tools and equipment including:</p> <ul style="list-style-type: none"> • malfunctions • worn, broken or missing components • broken or missing safety guards. <p>Acknowledgement of:</p> <ul style="list-style-type: none"> • the importance of safety equipment and devices • the reasons for using safety equipment and devices • the importance of pre-operational checks. <p>A knowledge of the use/application, limitations and maintenance of safety equipment and devices including:</p> <ul style="list-style-type: none"> • safety harnesses • screens • barriers and shielding • extraction fans • machine guards • isolation devices. <p>Identification of common faults and/or defects in tools and equipment common to the electrotechnology industry.</p> <p>Reporting of serious faults including:</p> <ul style="list-style-type: none"> • verbal notification to appropriate personnel <ul style="list-style-type: none"> - supervisor/manager - supplier/manufacturer. • recording on job card/maintenance log • safety/lockout tagging where appropriate.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Procedures for marking and reporting unsafe or faulty tools and equipment for repair.</p> <p>Reasons for safety/lockout tagging including:</p> <ul style="list-style-type: none"> • ease of identification • evidence of serviceability • preventing use until repaired. <p>An awareness of appropriate person/process for removal of safety/lockout tagging.</p> <p>Safe work practices for using tools and equipment including:</p> <ul style="list-style-type: none"> • following SOP and manufacturer's specifications before, during and after use • risk management (identifying hazards and implementing control measures) • correct manual handling • safe handling, application and storage of hazardous substances • appropriate use of PPE • regular servicing and maintenance of tools and equipment • selection of appropriate tool for use • working with electricity in a safe manner • adequate ventilation • attaching appropriate safety guards where required. <p>Use and application of a range of PPE including:</p> <ul style="list-style-type: none"> • footwear • head protection • gloves • protective clothing • hearing protection • eye protection. <p>Selection of PPE:</p> <ul style="list-style-type: none"> • correct for the task • manufacturer's specifications for use • correct fitting • serviceability. <p>The importance of correct fitting PPE.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Maintenance of PPE according to manufacturer's instructions and workplace/enterprise policy and procedures including:</p> <ul style="list-style-type: none"> • cleaning and decontamination • correct storage • regular checks for damage • repair/replacement or worn, malfunctioning or damaged equipment/parts • disposal of single-use equipment.
2 Apply safe working practices	2.1 Workplace procedures and work instructions for controlling risk are followed accurately.		<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of risk management including how to:</p> <ul style="list-style-type: none"> • identify hazards • assess associated risks • use appropriate control measures to eliminate or minimise risks • monitor and review the control measures. <p>A basic awareness of the hierarchy of risk control measures:</p> <ul style="list-style-type: none"> • Level 1 – eliminate the risk (such as discontinue the activity and not use the equipment) • Level 2 – minimise the risk by: <ul style="list-style-type: none"> - substituting the system of work/equipment (with something safer) - modifying the system of work/equipment (to make it safer) - isolating the hazard (such as introducing a restrictive work area) - introducing engineering control • Level 3 – other controls including: <ul style="list-style-type: none"> - adopting administrative controls and safe working practices - using PPE.
	2.2 Workplace procedures for dealing with accidents, fires and emergencies are followed according to work procedures and scope of responsibility and competencies.		<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • illness • accident • incident.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Causes of common workplace injuries including:</p> <ul style="list-style-type: none"> • lack of protection and safety equipment • slips, trips and falls • poor housekeeping • poor maintenance • inadequate lighting • spills • obstructions • faulty or incorrect equipment • poor ergonomics • inadequate instruction, training and supervision • personal factors including stress, tiredness and inappropriate behaviour • unrealistic time frames • negligence • fatigue. <p>An awareness of a range of potential workplace injuries including:</p> <ul style="list-style-type: none"> • shock • allergic reactions • dislocations and fractures • puncture wounds and cuts • sprains and strains • medical conditions including epilepsy, diabetes and asthma • poisoning and toxic substances • electrical burns • electric shock. <p>Measures to prevent common workplace accidents, injury or impairment including:</p> <ul style="list-style-type: none"> • following safety procedures accurately • adopting correct posture and manual handling techniques • taking adequate rest breaks • using PPE • correctly using of chemicals and dangerous substances/equipment • stressing management techniques • using tools, machinery and equipment safely • procedures to deal with emergency, fire and accidents • risk management.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Emergency situations including:</p> <ul style="list-style-type: none"> • bomb threat • accident • serious injury/illness • robbery • fire • armed hold-up • natural disaster. <p>How and when to seek assistance.</p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>A basic awareness of the primary role of personnel in an emergency including:</p> <ul style="list-style-type: none"> • first aid officer • safety officer/representative • OHS committee member • colleagues • emergency services • WorkCover NSW • union representative. <p>Knowledge of emergency contact numbers:</p> <ul style="list-style-type: none"> • 000 – landline number • 112 – mobile phones. <p>Procedures to follow in the event of an emergency including:</p> <ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities - colleagues - supervisors • enterprise/workplace policies and procedures <ul style="list-style-type: none"> - evacuate - secure building. <p>An awareness of information required by emergency services attending the site including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • location • nearest cross street • nature of the incident • number of casualties • nature of injuries • contact name and number. <p>A basic knowledge of:</p> <ul style="list-style-type: none"> • established first aid principles such as DRABCD – danger, response, airway, breathing, CPR and defibrillator (if available) • generalised principles of first aid management including: <ul style="list-style-type: none"> - assessing location and nature of the work environment and emergency situation - minimising the risk of further injury to self or others - minimising movement of the casualty - assessing injuries - seeking assistance appropriate to situation including raising the alarm with emergency services and/or health professionals - locating and using available first aid equipment or other suitable alternative resources - providing essential first aid - providing basic life support measures (CPR) - reassuring casualty in a caring and calm manner - making casualty as comfortable as possible using available resources - monitoring patient’s signs of life such as whether they are conscious, responsive, breathing normally and moving - monitoring unresolved dangers of the area where the injury occurred • emergency procedures, first aid and equipment specific to an electric shock victim.
3 Follow workplace procedures for hazard identification and risk control	3.1 Hazards are identified and control measures implemented and monitored through active participation in the consultation process with employer and other employees.	3.1	<p>Learning experiences for the HSC must address:</p> <p>An acknowledgement that OHS is the responsibility of everyone in the workplace.</p> <p>The concepts of ‘participation’ and ‘consultation’ as they relate to workplace safety and employee rights and responsibilities.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An understanding of the election/formation, role and responsibilities of the OHS representative or committee.</p> <p>A range of sample workplace documents for safety inspection checklists/reports.</p> <p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> • self • visitors • colleagues • customers • the general public. <p>Identification of hazards including:</p> <ul style="list-style-type: none"> • tools and equipment <ul style="list-style-type: none"> - operation - maintenance - broken/faulty • manual handling • materials in use • work procedures/practices • work environment <ul style="list-style-type: none"> - poor/inadequate lighting - inadequate amenities - poor housekeeping - wet or slippery floors - exposed cables, extension leads and wires - falling objects - noise - vibration - poor ventilation • working <ul style="list-style-type: none"> - alone - with electricity - in confined spaces • human factors including <ul style="list-style-type: none"> - stress - violence/bullying - fatigue - playing practical jokes - failure to follow procedures - lack of training or experience - carelessness

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			<ul style="list-style-type: none"> - poor personal health/hygiene - using wrong techniques/procedures - ignoring safety rules/signs - taking short cuts - knowingly using unsafe equipment/tools • simultaneous operations • repetitious tasks.
	<p>3.2 Hazards in the work area are recognised and reported to appropriate personnel according to established procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of designated personnel in relation to hazard identification and control within a workplace/enterprise.</p> <p>How and when to report.</p> <p>Appropriate person(s) including:</p> <ul style="list-style-type: none"> • supervisor/team leader • manager • trainer • OHS representative/committee • union representative. <p>A basic awareness of monitoring and reporting for OHS including:</p> <ul style="list-style-type: none"> • formal/informal • verbal • written <ul style="list-style-type: none"> - safety inspection reports - checklists - accident reports - WorkCover NSW notification - registers/log/files.
	<p>3.3 OHS records of incidents are completed in accordance with regulatory requirements and established procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>An understanding of current business practices in relation to preparing required documentation.</p>
	<p>3.4 Workplace instructions and training are followed accurately within established procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>An awareness of:</p> <ul style="list-style-type: none"> • the importance of following workplace instructions and SOPs

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • the reasons for the use of SOPs. <p>An acknowledgement of the importance of training in safe work practice and emergency procedures to meet OHS requirements.</p>