

Facilitator guide

ITD (Technologies) Safety awareness and induction course

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Introduction

Thank you for choosing to facilitate the ITD (Technologies) Safety Awareness and Induction course.

This guide will help you deliver the online course in a collaborative group or faculty session. Facilitating face to face will give you the opportunity to:

- apply the course content to your school context
- discuss key points relevant to your Industrial Technology and Design (ITD) workshop as a group
- share best practice safety and risk management strategies used in your ITD workshop.

The guide aligns with the online course, and draws on key topics and important discussion points to help you facilitate the training session.

Whether you are working one-on-one with a staff member or facilitating a group, the knowledge and experience you share will greatly influence their understanding of ITD workshop key safety messages.

Course overview

This mandatory course provides a general safety awareness and induction for ITD teachers (including supply and contract) and teacher aides who deliver the ITD curriculum and work in ITD practical workshops. It focuses on safety culture and safe practices.

The Learning Journey



The participant's learning journey within an ITD workspace is best undertaken as part of a suite of prioritised school sessions that focus on the safety of staff and students.

The course is designed to be undertaken in conjunction with the participant's localised ITD processes and their school's induction.

Each school will manage their ITD curriculum or department slightly differently.

However, this course provides key safety messages for all employees and encourages further reflection and discussion at their school. It consists of 4 modules and includes an assessment, which we recommend you complete in order:

1. Building a safety culture
2. Hazards and risks
3. Safe systems of work
4. Targeted safety actions.

The Resources section provides additional information that can be accessed at any time.

Certificate of completion

Along with attending the facilitated session, your participants will need to enrol in the online course as per the following instruction, to complete the assessment and post-course survey.

How to register for course access in the EFI Catalogue

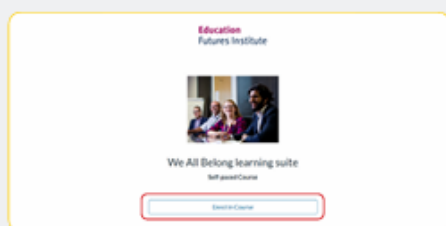
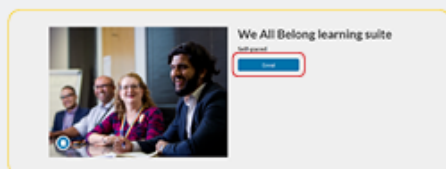
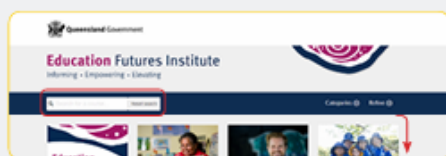
To enrol in a QLearn course, you will need to register for the course via the EFI Catalogue.

Please note, not all listings in the EFI Catalogue require registration. If there is no registration option, please read through the description to see your options. These may include:

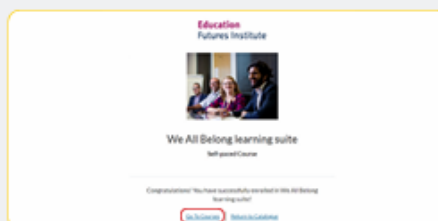
- directly accessing content;
- links to more information; or
- contacting the [Education Futures Institute](#).

Registering for a course via the EFI Catalogue

- 01 Access the [EFI Catalogue](#).
- 02 Use the "Search for a course" function or scroll to find the relevant course and select the listing. This will open a new listing page.
- 03 Select 'Enrol'. This will open a new screen.
- 04 To finalise your registration, select 'Enrol in Course'.



- 05 You are now enrolled in the course. To access the course immediately, select 'Go To Courses'.

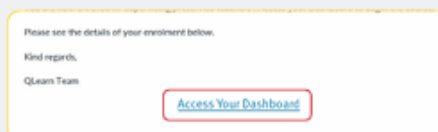


- 06 You will automatically be directed to the 'In Progress' tab of your EFI Catalogue Dashboard. Find the course you wish to complete and select 'Begin Course'.

Dashboard tips: You can also view your completed courses in the 'Completed' tab at the top of the EFI Catalogue Dashboard page.



- 07 Once you are enrolled, you will also receive an email that includes a link to the course.



- 08 To complete or access the course content at a later time, you can:
 - select the link in the email; and
 - go to your [dashboard](#).

For technical support, [log a ticket with Service Centre](#) or phone **1800 680 445** and follow the prompts.

For general queries about the EFI Catalogue contact EducationFuturesInstitute@qed.qld.gov.au.

Completion is recorded and available on the Training Completion Reporting Site.

To download their Certificate of completion, participants must:

- get 100% pass mark on the assessment
- complete a post-course survey.

Course objectives

The course is designed to provide information on:

- your role in maintaining a safe ITD environment in collaboration with others
- the hazards and risks found in an ITD workshop
- the reporting and recording processes to manage risks effectively
- departmental health and safety resources.

How to facilitate the course

The ITD (Technologies) Safety Awareness and Induction course is best facilitated by displaying the online course on a screen and guiding participants through the lessons in each module.

Pause the presentation at appropriate intervals to:

- emphasise key points
- engage in reflection, group discussion and activities.

Important note

Participants will need access to their own device to complete the assessment, which is a compulsory part of the course. Completion records are generated automatically by participants registering for the online course, achieving a 100% pass mark in the assessment, and completing the post-course survey. Completion records are available on the Training Completion Reporting Site.

This guide will give you discussion questions, additional activities and key points for each module. These are designed to generate meaningful discussion about safety culture, risk management and safe practices in an ITD workshop.

How to prepare your session

Consider the following when preparing your facilitated session:

- Time – How long do you have with your participants, and how can you maximise this time?
- Context – Are your participants from your school, a cluster of schools, or across your region? How could you contextualise the learning?
- Value adding – How could you use both your own and your participants' experiences to add value to the course content?

Preparation

- Ensure all participants have registered for the online course on QLearn prior to attending the facilitated session and have access to a laptop or computer to complete the assessment and the post-course survey at the end of the facilitated session.
- Ensure a laptop or computer is available for participants to view the online course.
- As a presenter, know (or have ready) examples relevant to your school environment such as:
 - the location of Curriculum Activity Risk Assessments on OneSchool or OneNote
 - the location of Plant and Equipment Risk Assessments and maintenance registers
 - who approves risk assessments in your ITD area or school
 - how incidents are recorded at your school (e.g. individuals log into MyHR WHS, some other method)
 - who reviews incidents in MyHR WHS
 - how chemicals are managed (e.g. paper copies of safety data sheets (SDSs), Chemwatch)
 - who approves chemical and equipment purchases
 - who is on your Health, safety and wellbeing committee or forum
 - the names and contact processes for your school's Health and Safety Advisor or Health and Safety Representative (if these are at your school).
- Additional materials. You can facilitate the activities in this session with:
 - sticky notes (multiple colours)
 - butcher's paper / flipchart paper / whiteboard
 - copies of Reflective questions handout (Appendix 1).

Module 1

Building a safety culture

Lessons	Facilitation ideas	Key points
Introduction	1. Overview	Working together is the most effective way to achieve a safety culture.
Workshop safety culture	2. Reflection Ask the group: - What do the words 'safety culture' mean to you within an ITD workspace? - Write their responses on a whiteboard or butcher's paper. - Discuss common ideas/themes. 3. Tabs Refer to the responses from the brainstorming activity and discuss how they are different/similar to the key points provided in the <i>Achieving a positive workshop safety culture</i> tabs. 4. Reflection Ask the participants to take a few minutes to think about the school's ITD workshop. Discuss the following as a group. - What signage is displayed to communicate workshop safety rules? - How do you ensure you are modelling safe practices? - What safe operating procedures (SOPs) and risk assessments have been developed for workshop activities and equipment, and how often are they reviewed? - What processes do you have in place to regularly check workshop areas and equipment?	Workshop safety culture - Explain and be clear. - Think and act safely. - Keep records and train regularly. - Assess equipment regularly. You can contribute to establishing a safety culture in an ITD workshop by modelling good practice and taking responsibility for your own safety and the safety of others by: - regularly checking, assessing and managing equipment - actively communicating concerns, and asking for assistance and advice - reviewing and monitoring systems and processes, and working together to improve them - identifying safety issues and using local processes to report and action (e.g. hazards, broken equipment) - promptly reporting and recording incidents and near misses - promoting safety awareness and sharing good safety practices daily.

Lessons	Facilitation ideas	Key points
	5. Reflection As a group, go through the 5 elements to establish a safety culture and identify examples of how your school's ITD workshop is achieving each element of establishing a safety culture.	
Legislative and regulatory requirements	Ensure participants are aware of the four key legislative requirements when working in an ITD workshop and how they can be accessed. • Work Health and Safety Act 2011 (Qld) • Work Health and Safety Regulation 2011; Part 5 (PDF, 5302 KB) • Managing risks of plant in the workplace Code of Practice 2013 (PDF, 1606 KB) • Work health and safety consultation, co-operation and co-ordination Code of Practice 2011 (PDF, 553 KB) Emphasise the duties of workers in Work Health and Safety Act 2011 (Qld), Section 28.	
Knowledge check	Answer the knowledge check questions as a group. Recap the key points: Workshop safety culture • Explain and be clear • Think and act safely • Keep records and train regularly • Assess equipment regularly	

Module 2

Hazards and risks

Lessons	Facilitation ideas	Key points
Hazard and risk awareness	1. Reflection Hand out two sticky notes of different colours to each participant. Using a different sticky note for each definition, have them answer the following questions: • How would you define a <i>hazard</i>? • How would you define a <i>risk</i>? Draw two columns on a whiteboard or flipchart and write <i>Hazard</i> at the top of one and <i>Risk</i> at the top of the other. Ask participants to place their sticky notes for each definition under the correct heading. Discuss the definitions they provided and identify the differences between the two.	A <i>hazard</i> is something that can potentially cause harm. <i>Risk</i> is the likelihood of a harmful consequence (e.g. injury) occurring when someone is exposed to a hazard. Risk levels are based on the: • likelihood of an incident occurring • consequences if it does occur.
	2. Tabs On a whiteboard or flip chart, write the following 5 categories: • Workshop environment • Activities • Equipment • Materials and substances • Behaviours • Hand out five sticky notes to each participant. Choose a category and ask each participant to write down any ITD workspace hazards and risks for that category on one of their sticky notes. Repeat the process for each category. Display the lists somewhere visible in the room and discuss as a group.	Hazards you may be exposed to: <i>Workshop environment</i> • Noise • Dust • Insufficient, untidy or congested workspace <i>Activities</i> • Manual handling of materials and projects • Inhalation of dust from sanding processes • Exposure to energy sources – electricity, gas, air, heat <i>Equipment</i> • Contact with cutting or spinning components of plant • Incorrect equipment for the task

Lessons	Facilitation ideas	Key points
	Compare ideas raised by the group to the content in each of the 5 tabs.	- Inadequate guarding of maintenance of equipment <i>Materials and substances</i> - Inhalation of vapours/fumes from resins, solvents or glues - Exposure to wood dust - Skin contact with chemicals <i>Behaviours</i> - Knowledge and behaviours of students - Behaviour and/or habits of staff - Attention during tasks
Workshop environment	3. Reflection Discuss as a group: How often do safety inspections need to be conducted in a workshop environment? How can observations be recorded and actioned? Discuss how the process will be undertaken and managed for completion and review of the new mandatory monthly Practical workshop inspection checklist. Go through the checklist.	Workshop environment Managing the workshop environment allows you to reduce the risks that may occur when using the space. It is important to: - undertake regular inspections including the mandatory monthly workshop inspection - keep floors and walkways clear - manage student considerations including adjusting for students with specific needs - manage the noise in practical activities - ventilate the area when sanding or using materials that release fumes.
Workshop activities	4. Reflection Ask participants to form pairs and discuss the following: How are hazards managed to reduce risks during ITD activities? What do you need to consider when determining the risk of an activity? Where are the opportunities to improve our practices?	There are four basic things you should consider before starting any workshop activity: Planning Supervision Communication Consultation While the Curriculum Activity Risk Assessment (CARA) process requires teachers to consider and plan curriculum-related activities, issues that may arise

Lessons	Facilitation ideas	Key points
	Have each pair share their responses with the group.	when undertaking non-curriculum activities must also be assessed.
	5. Equipment used Discuss if participants are aware of the safety features on machines within their ITD workspace, including guards and switch gear. Emphasise that all equipment must be checked regularly to ensure it is working correctly. Any damaged or faulty equipment is to be tagged out and removed from use until it is repaired or replaced.	
Knowledge check	Answer the knowledge check questions as a group. Recap the key points: Hazards and risks in an ITD workshop • Workshop environment • Activities • Equipment • Materials and substances • Behaviours	

Next module: Safe systems of work

Module 3

Safe systems of work

Lessons	Facilitation ideas	Key points
Hazard and risk management	1. Reflection Ask the group: What are some day-to-day practices that contribute to a safe system of work at your school? Write the responses on the whiteboard. Discuss the ideas raised by the group, and how they might align with the key elements: • clear processes • competent staff • safe equipment. 2. Videos Watch the video about Safe systems of work. Discuss the information presented in the video and how it aligns with the ideas raised by the group in the previous activity.	A safe system of work incorporates how to manage hazards and risks in an ITD workshop. Every school should have: • clear processes • competent staff • safe equipment.
Managing equipment	3. Activity Watch the video about Managing your ITD workshop equipment. Go through the 7 steps of the workshop equipment life cycle. 4. Reflection Ask the group to think about the processes in place for managing ITD workshop equipment. Discuss as a group and provide examples. • Do you use the Standing Offer Arrangement (SOA) for ITD equipment purchase? • Are SOPs in place for equipment, and are they all up to date? • Is there a review process for SOPs? • Does everyone check equipment and log issues?	In conjunction with effective equipment management, the following records need to be maintained: • Curriculum activity risk assessments (CARAs) • Safe operating procedures (SOPs) • Plant and equipment risk assessments (PERAs) • Equipment maintenance records (EMRs)

Lessons	Facilitation ideas	Key points
	• Is there an up-to-date equipment maintenance register? • Is there a process for actioning issues? • Do all fixed machines have a completed PERA? • Are there CARAs as required for curriculum activities? Ensure all participants know where these records are stored, and how they can be accessed and maintained.	
Knowledge check	Answer the knowledge check questions as a group. Recap the key points: Life cycle for managing ITD equipment • Purchasing the right equipment • Establishing safe procedures • Inducting and training staff and students • Regularly inspecting and cleaning • Effectively managing damaged equipment • Reviewing equipment management • Safe disposal and replacement of equipment	
Next module: Targeted safety actions		

Module 4

Targeted safety actions

Lessons	Facilitation ideas	Key points
Key safety actions	1. Reflection Discuss as a group: What are examples of safety actions in place at your school? Encourage the group to think of how the safety actions are made visible in your school's ITD workshop by providing practical examples.	The four key safety actions are: • Outline clear safety expectations • Provide safety information and training • Model and promote safety • Review and monitor safety
	2. Reflection Discuss with the group: PPE might be fast and easy to implement, but is it the best solution?	The Hierarchy of Control ranks risk control measures from most effective to least effective. PPE is the lowest order control and should be used only after all other control measures have been considered. It is often used in combination with other control measures in ITD workshops to create a barrier between the individual and the hazard.
Implementing safety actions	3. Reflection Ask the group: What would be the consequences of not implementing these safety actions at your school? 4. Think and share Allocate participants (or small groups of participants) one of these safety actions: • Managing access • Good housekeeping • Personal Protective Equipment (PPE) • Reporting processes Provide participants a copy of the Reflective Questions handout (Appendix 1) to prompt discussion relevant to their designated safety action and discuss the processes in place in your school to support that key safety action.	The four safety areas are: • Managing access • Good housekeeping • Appropriate use of PPE • Effective reporting processes

Lessons	Facilitation ideas	Key points
	Have each group then share an overview of their discussion with the rest of the group. <i>Managing access:</i> - What measures does your school have in place to restrict access to the ITD workspace, equipment and tools? <i>Good housekeeping:</i> - What housekeeping processes do you have in place in your ITD workshop? - How do you communicate storage and housekeeping expectations to staff and students? <i>Personal Protective Equipment:</i> - How do you store and replace your PPE? - Is there signage to indicate PPE requirements? - Do ITD staff always wear hearing protection while in the workshop? - Are staff part of the Hearing Conservation Program? <i>Reporting processes:</i> - Do you know how to record an incident in MyHR Workplace Health and Safety? - What is the process for recording induction and ongoing training, and where are these records stored?	
Knowledge check	Answer the knowledge check questions as a group. Recap the key points: Key safety actions are an integral part of establishing a safety culture in an ITD workshop. The four areas of the workshop where safety actions can be implemented include: - Managing access - Good housekeeping - Personal Protective Equipment - Reporting processes	

Next module: Conclusion

Conclusion

Lessons	Facilitation ideas	Key points
Summary	5. Video Watch the video about <i>Workshop Safety</i> and discuss the main ideas.	
Next steps and resources	6. Reflection Ask each participant to recall at least one new thing they have learnt from the course. 7. Recap the key points to remember Discuss value of and explain how to access the Practical Handbook for ITD staff. Share key HSW contacts. Bring their attention to the resource list. Show participants how to go to QLearn and complete their assessment. Next steps Please return to QLearn to complete the assessment and short, post-course survey.	Key points to remember • Ensure CARAs are completed as required for curriculum activities. • Be aware of any hazards and risks, and ensure controls are in place to manage them appropriately. • Actively supervise student activities. • Be aware of others and what is occurring around you in the workshop, including changes to the environment and unfamiliar noises (e.g. malfunctioning machinery, students using equipment incorrectly). • Talk to others, work as a team, and ask for help. • Report and record incidents and maintenance issues, and ensure relevant staff are informed. • Communicate and share information with colleagues. • Ensure your school has consistent workshop processes, and that everyone is following the same process. • Know where resources are located (e.g. SOPs, PERAs, staff manuals and information). • Ensure all processes have been followed, and documentation for equipment has been completed. Refer to the Industrial technology and design guideline – A practical handbook for ITD staff (PDF, 3.4 MB) for additional information.

Appendix 1 Reflective questions

Implementing safety actions

Managing access

What measures does your school have in place to restrict access to the ITD workspace, equipment and tools?

Housekeeping

What housekeeping processes do you have in place in your ITD workshop?

How do you communicate storage and housekeeping expectations to staff and students?

Appropriate use of personal protective equipment

How do you store and replace your PPE?

Is there signage to indicate PPE requirements?

Do ITD staff wear hearing protection at all times while in the workshop?

Are ITD staff part of the Hearing Conservation program?

Effective reporting processes

Do you know how to record an incident in MYHR Workplace Health and Safety?

What is the process for recording induction and ongoing training, and where are these records stored?