

Training and Learning Plan for: Work, Health and Safety Basics

An Adult Community Education (ACE) course

Organisation ACE Provider	Name the organisation (ACE Provider) delivering this ACE course
Facilitator(s)/Assessors(s)	Name the facilitator(s) / Assessor(s) delivering this ACE course. Community Centres SA recommends that this ACE course demonstrate clearly the need for Work Health and Safety (WHS) policies and procedures within any workplace. The intent is to demonstrate that WHS is the responsibility of everyone and that each participant benefits from knowing and following WHS procedures.
Specialists	Specialists do not need to be utilised in course delivery, but it would be valuable for tutors to have a reasonable understanding of the spirit and intent of workplace health and safety legislation in a South Australian context. Bringing in subject matter experts from Safework SA, South Australian Metropolitan Fire Brigade, SA Ambulance Service or South Australian Police Officers League (SAPOL), Safety Officer from a local business, can add significant value. Having the safety message conveyed by others reinforces learning. Taking participants to a park or club where they can undertake a simple WHS audit can also be a fun and informative activity. https://www.safework.sa.gov.au/learning-centre/online-learning-programs Use this link to access on-line teaching resources to complement, or as an alternative to a visit. Many free training resources (posters, handouts etc.) are available for order online from Safework SA. https://www.safework.sa.gov.au/resources/free-resources-order-form. Postage is free. Tutors can also visit the Safework SA library at 33 Richmond Road, Keswick – Level 4 – World Park A. Phone 8204 8881 to collect resources and access copies of legislation, Standards, Codes of Practice and access a wide variety of current WHS research articles. https://www.safework.sa.gov.au/learning-centre/library-resources/free-resources

Unit of competency	FSKRDG07 Read and respond to simple workplace procedures.
Client	The target participants for this ACE delivery include but are not limited to those who have: • Limited or no recent workplace experience • Low levels of Language Literacy and Numeracy • Negative previous educational experiences • Limited concept of a future direction in their life • Possible social isolation • Low self-esteem • Limited or no network of friends, family and support etc. Participants do not need to have all of these characteristics and may have other needs and / or reasons for attending. IMPORTANT: All ACE courses have as the primary focus, the delivery of Foundation Skills training. This course is designed to teach skills in Reading and Oral Communication (Core Skills from the Australian Core Skills Framework) and these skills are taught with content relating to Work Health and Safety.
Course Costing/s	As per your organisation's ACE funding application to the Department for Industry and Skills
Venue	Name the location at which the training will be delivered.
Number of participants	Community Centres SA recommends that ideally numbers in this ACE delivery do not exceed <u>fifteen</u> - due to the nature of the delivery and the support and personal attention that participants require to maximise their learning outcomes.
Training Dates	As set by the ACE Provider organisation. This ACE course is designed to be delivered over a three hour period, one day a week over four weeks, but could be adapted to a two hour period one day a week over six weeks. (as one example)

Training Package	Certificate 2 in Foundation Skills (FSK) Training Package.	
National Code of the selected unit of competence		Elements selected from the selected unit of competence
FSKRDG07 – Read and respond to simple workplace procedures		Element 1: Prepare to read simple workplace procedures Element 2: Identify and interpret information in simple workplace procedures Element 3: Confirm, understand and respond to simple workplace procedures.
Purpose of the Program: The purpose of this ACE delivery is to teach the Foundation Skills of Reading and Oral Language (Core Skills from the Australian Core Skills Framework). Participants will learn be consciously aware of Work Health and Safety issues in all life contexts, by being able to read and comprehend key words and signs as well as procedures and instructions relating to their own safety and that of others. Participants will learn: • Purpose and features of workplace information – procedures, instructions, signs and documents • Relevant high frequency vocabulary • Reading strategies to develop their capability to read, comprehend and follow safety procedures, information, instructions and documents within multiple contexts As well, participants will learn to speak confidently within a supportive group, articulating clearly and accurately information which can be comprehended by others. Similarly, participants will learn to take small risks in learning within a supportive environment. The course has been designed to develop skills and knowledge which can be implemented by participants in the Work Health and Safety arena, but are fully transferable to other contexts within their lives including but not limited to: • Job searching • Accessing services from government and non-government organisations • Participating in further learning, including other ACE courses, VET and self-learning approaches • Confidence building and recognition of capabilities to enable increased participation within a range of community settings		

Foundation Skills will promote learning outcomes through reading, comprehending, discussing, implementing and evaluating Work Health and Safety information in different formats. (printed procedures, instructions, visual signs and diagrams, verbal information and formatted material as well as videos and on-line resources relevant to course participants).

Foundation Skills – ACSF Level 2

From the Australian Core Skills Framework

Oral Communication

Checks with trainer or supervisor that information is correct and response is appropriate.
(Taken directly from the Unit of Competency – Foundation Skills Training Package)

Focus Area: Audience and Purpose

Performance Feature: Begins to demonstrate recognition of the differences between formal and informal registers.

Reading

▪ **Focus Area:** Text Navigation

▪ **Performance Feature:** Recognises that texts have different structures and identifies some distinguishing features of those with personal relevance, e.g. the sequential nature of instruction.

▪ **Performance Feature:** Begins to skim and scan familiar texts, using pictures and graphics to help locate specific information.

Focus Area: Comprehension strategies

Performance Feature: Applies a small set of strategies to aid comprehension, e.g. identifies some key words, chunks information and searches surrounding text, re-reads or slows down when meaning is lost

Focus Area: Vocabulary

▪ **Performance Feature:** Has an expanding bank of words associated with personally relevant contexts, incorporating some compound words, abbreviations and acronyms

▪ **Performance Feature :** Uses a dictionary or online resource to check word meanings

Pre-requisites and/or co-requisites:

There are no pre-requisites required for participants other than being eligible to participate in an ACE course and have Foundation Skills aligned to ACSF Level 2.

Program Delivery Hours	Number of Sessions	Session Time(s)
4 sessions @ 3 hours per session Total hours = 12	4	e.g. 10.00am – 1.00pm or 9.30am to 12.30pm Organise to suit the needs of the ACE Provider organisation and ACE course participants
Session Outcomes		
Session 1	Introduction to the course What is Work Health and Safety and why is it necessary? Define and discuss the need to be watchful (vigilant) - with good observation skills and housekeeping practices. Questioning techniques – the importance of clarifying and understanding procedures, their purpose and how to successfully comply with appropriate responses. Checking for accurate interpretation – clarifying and confirming text meaning – (correct lifting procedure). Emphasis throughout this session is on oral communication. Demonstrate and practice verbal checking for accuracy strategies and stress the significance of these for use throughout the entire ACE course. Link the above exercise with a practical WHS issue – e.g. correct lifting procedure. Ask participants to lift a suitable object, in accordance with correct procedure. Observe and critique the actions of the lifter. Use the demonstrated task to highlight “vigilance”, questioning for clarification and comprehension etc.	
Session 2	Link this session with session 1 by reviewing the work covered in that session. Prediction reading skills – specific emphasis on: • Making some connection between prior knowledge and text content • Making some predictions about content based on text features e.g. title, visuals Review a simple procedure, Code of Practice or a Safety Data Sheet to enable participants to practise these two reading skills. Practice as well decoding strategies, in particular sounding out letters and syllables.	

	Link task to Session 1 task relating to vigilance and observation skills –. Introduce concepts of hazard identification, risk and mitigation strategies and/or conduct a brief audit of WHS relevant to the training environment. Utilise a simple formatted document to record audit outcomes (post group discussion) to identify issues and suggested mitigation strategies.
Session 3	Link this session with session 2 by reviewing work covered in that session. Undertake a vocabulary exercise listing the high frequency words associated with Work Health and Safety issues, processes and procedures. Concentrate on <u>WARNING</u> in this session. • Why warn people? • What dangers could be faced? • Safety Data Sheet information • Procedures Concentrate upon text features to assist with ready identification of information. (text navigation skills) Reinforce checking strategies to ensure information is understood and interpreted correctly and the appropriate behaviour/s resulted. Link these exercises with Session 2's audit. Utilise an item and get pairs to write a short procedure to follow as a mitigating strategy to address the identified issue. Include within this task: • High frequency vocabulary • Clear warning of possible danger • Oral communication skills within the planning process of the procedure – checking for accuracy of completed task and documented procedure Share and celebrate the finished procedures created from the task.
Session 4	Link this session with session 3 by reviewing the work covered in that session. Build upon the high frequency word usage identified in session 3 and create own word lists and word meanings. Practise pronunciations and word recognition as well as comprehension.

	Summative Task • Present a new written procedure to the group. Practise text navigation and decoding procedures as the participants learn the content of the procedure. Encourage participants to identify: • Text features • Headings • High frequency words Encourage participants to read the document - decoding and questioning for clarification and comprehension. If group are sufficiently skilled, present two procedures and divide the participants into teams. Each team to be given time to read, comprehend their procedure and prepare a very informal presentation of the information to the second team.
Delivery methods	Assessment methods
• Direct Instruction – facilitator/s provide information to participants • Small groups / pairs – participants to form small groups / pairs and supported in discussion • Video – YouTube videos will be shown to both develop learning and add entertainment within the delivery • Facilitated discussion (groups and participants collectively) – the facilitator to lead discussion and critique grammatical accuracy of oral language • Facilitated group and individual reading exercise – (Groups, pairs and individual) reading aloud as practice for pronunciation, comprehension and fluency • Power Point – learning to be supported through the visual representation of content within a Power Point presentation	• Observation – facilitator/s to observe Foundation Skill development and record individual development on the Observation Recording Document provided. • Course Activities – incidental activities which are undertaken by the participants as a component of their course participation • Group participation – provide verbal feedback to participants upon the manner in which each has participated in group activities / discussions • Summative task – each participant is required to be engaged and partake in this task

Both formative and summative assessments are a part of the delivery.

FORMATIVE ASSESSMENT

Formative assessment occurs throughout all sessions. It is a continuous assessment to monitor the demonstrated skills and knowledge of each participant. Verbal feedback is to be offered to participants, complimenting them on the level of participation, accuracy of vocabulary usage, text navigation and comprehension, demonstrated use of reading strategies, questioning techniques and quality of verbal contributions throughout the course delivery.

SUMMATIVE ASSESSMENT

Summative assessment occurs throughout all sessions. It is a cumulative continuous assessment process monitoring each participant. This process will culminate in the Summative Task in session 4 in which every participant is required to do.

Observed behaviours which demonstrate competency of the criteria documented on the Assessment Observation Checklist are recorded using this assessment instrument.

Materials and resources

The ACE Provider organisation will be provided with:

- Course Learning Plan
- Session Plans for each of the four delivery sessions
- Activity sheets aligned with each session of the course delivery
- Power Point presentation for each of the four delivery sessions

RESOURCES THE ACE PROVIDER IS REQUIRED TO MAKE AVAILABLE TO PARTICIPANTS

- Participant stationery – pad, pen, etc.
- Technical equipment necessary to show the Power Point
- Photocopying of resources (Power Point presentations and Course Activity sheets) for each participant for each session of the ACE course

Approval

Course developers: Paul Mulroney / Amanda Johnston/Colly Lesker

Organisation: Community Centres SA

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