Facilitating and Learning Materials

NATIONAL CERTIFICATE 2

TRADE AREA:

CASHEW VALUE CHAIN

UNIT 5:

COORDINATION OF OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENT IN AGRIBUSINESS OPERATIONS

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Introduction and preliminary notes

This unit provides **basic** knowledge and skills on coordinating **safety**, **health**, and environmental hazards in agribusiness operations**.**

LO 1: Demonstrate skills for coordinating participation in occupational safety, health and environment issues

PC (a): Implement procedures for consultation over occupational safety, health and environment issues

Consultation is a legal requirement and an essential part of safety systems. A safe workplace is more easily achieved when everyone involved in the work communicates with each other to identify hazards and risks, talks about any health and safety concerns and works together to find solutions.
This includes cooperation between the people who manage or control the work and those who carry out the work or who are affected by the work.

Effective health and safety consultation also have other benefits:

Greater awareness and commitment – because workers who have been actively involved in how health and safety decisions are made will better understand the decisions	
Positive working relationships –because understanding the views of others leads to greater co-operation and trust	

Below are steps that can be followed to implement a procedure for consultation with workers.

1. Comply with the provisions of the Hazard Identification, Risk Assessment and Control (HIRAC) Procedure.	
2. Share with the employees whose health or safety may be affected by the change information about the proposed workplace change.	
3. Give the employees a reasonable opportunity to express their views about the matter, and take into account those views.	
4. If the employees are represented by Health and Safety Representative(s), involve them in the consultation.	
5. If the proposed workplace change needs to be modified after the HIRAC Review or after consultation with the employees and HSR(s), inform the employees and HSR(s).	

6. If the proposed workplace change includes modifications to the structure of buildings, to emergency evacuation routes or assembly points, to fire protection systems, to rescue or first aid equipment, etc., consult with the Manager – Risk, Health and Safety.	

It may be useful to also consult workers about matters that are not listed above, for example when conducting investigations into incidents or 'near misses'. Regular consultation is better than consulting on a case-by-case basis.

Consultation does not mean telling your workers about a health and safety decision or action after it has been taken.

Workers should be encouraged to:

- ask questions about health and safety
- raise concerns and report problems
- make safety recommendations
- be part of the problem solving process.

PC(b): Resolve issues raised through consultation

Report any health and safety issue to your direct Supervisor/Manager and to your Health and Safety Representative, if applicable. Issues may relate to a proposed workplace change as outlined above.

If, as a result of the consultation outlined above, any of the employees and/or the Health and Safety Representative feel that a health and safety issue exists, handle it in accordance with the following process:

This information may include:

- health and safety policies and procedures
- technical guidance about hazards, risks and risk control measures

- hazard reports and risk assessments
- proposed changes to the workplace, systems of work, plant or substances
- data on incidents, illnesses or injuries (in a way that protects the confidentiality of personal information).

1. Make every reasonably practicable attempt to resolve the issue to the satisfaction of all parties.

2. If the issue is resolved and the Health and Safety Representative requests it:

    - detail in writing the issue and all matters relating to its resolution on a Hazard/Near-Miss Report or HIRAC Report Template; and

    - ensure that details of the agreed resolution are communicated to all employees concerned, and to the Manager - Risk, Health and Safety.

Example 1:

Consultation in a workplace with no health and safety representatives	
Overview	A small crane hire business employs 7 workers, 5 of whom are crane operators. When the operators return to the yard after a job, they report any defects or problems with the crane. This has been an informal process and many times there have been failures to report mainly small problems. The owner has decided to introduce a checklist to be filled out by the operator when returning the crane.
When to consult	Consultation with workers was required for: •the identification and assessment of hazards and risks •making decisions about control measures •proposing changes to the workplace. Before introducing the checklist, the owner wanted to discuss its merits with the crane operators.
Who to consult	As there are no health and safety representatives in the workplace, the company consulted with all workers directly.

How to consult	The agreed consultation procedure for the workplace is the regular weekly meeting with workers where work health and safety is always an item on the agenda. The owner circulated the checklist to the workers a week before the meeting. In discussions at the meeting, there was support for using the checklist with a few more items added to it. It was agreed that workers would trial the new checklist for three months as some operators were concerned that it would be a waste of time if no action was taken on any problems recorded on the checklist. The business kept records of significant work health and safety issues that were discussed, actions to be taken and timelines for taking action. The records were displayed on the noticeboard in the workplace and were sent via email to workers as well.

Example 2:

Consultation in a transport company with health and safety representatives	
Overview	his company operates around the clock and has 200 workers. Work groups have been established covering all workers working across three shifts, each of which is represented by a health and safety representative. A health and safety committee has been established and is made up of all health and safety representatives and some management representatives who hold senior positions in the organization. When the company identified the need to move to new premises, it recognized this had the potential to affect all workers. The committee played a major role in obtaining worker and health and safety representative input about warehouse layout, ergonomics, selection of new equipment and machinery, traffic management, access/egress and emergency procedures. Regular site visits were arranged to view progress and provide advice.
When to consult	Consultation with workers was required for: • the identification and assessment of hazards and risks • making decisions about control measures • proposing changes to the workplace, and • making decisions about the adequacy of welfare facilities. The design and fit-out of the new premises included consideration of layout, equipment selection, new work systems, lighting installation, design and commissioning of a sorting table and warehouse airflow.

Who to consult	The relocation affected all workers and they were all consulted via their respective health and safety representatives. The committee acted as a centralized conduit for information flow in this process.
How to consult	The organization consulted via health and safety representatives and the committee. Health and safety representatives Health and safety representatives acted as a communication channel between management and workers. Health and safety representatives chaired the health and safety sections of weekly toolbox meetings, using these as an open forum to the committee. Health and safety committee Consultation procedures were developed and agreed and the membership of the committee was determined via extensive consultation between health and safety representatives and all workers. The committee takes ongoing responsibility for ensuring that all relevant health and safety information is posted on worker noticeboards, e.g. meeting agendas, minutes, alerts and newsletters. The committee also sets timelines and frameworks for evaluating systems and processes, e.g. warehouse airflow to be assessed by external consultant every three months.

PC(c): Report unresolved issues to appropriate personnel

It is important to report unresolved issues to the relevant person in charge as soon as possible to avoid further issues.
If these attempts are unsuccessful, meet as soon as possible

Consider:

a) the number and location of employees affected by the issue; and
b) whether appropriate temporary measures are possible or desirable; and
c) the time that may elapse before the issue is permanently resolved; and
d) who, on behalf of the agribusiness, is responsible for performing and overseeing any action agreed necessary to resolve the issue
e) Detail in writing the issue and all matters relating to its resolution on a Hazard/Near-Miss Report or HIRAC Report.
f) Ensure details of the agreed resolution are brought to the attention of the employees affected by the issue.

PC(d): Communicate The Outcomes Of Consultation Over Occupational Safety, Health And Environment Issues To Relevant Personnel

Management commitment and open communication between managers and workers is important in achieving effective consultation. Your workers are more likely to engage in consultation when they know their ideas are listened to and concerns taken seriously.

Communications include all written, spoken, and electronic interactions so it's important to be clear on how you are communicating.

You should prioritise the available methods of communication, using both written and oral.

Written	**Oral**
Email Leaflets and flyers Newsletters Leaflets and flyers	Meetings Demonstrations Video Toolbox talks

During the oral communication process ensure you have an attendance sheet available so that you know who is present during the outcomes discussion.

Self – assessment

LO 1: Demonstrate skills for coordinating participation in occupational safety, health and environment issues

PC (a): Implement procedures for consultation over occupational safety, health and environment issues.

1. What are the steps that can be followed to implement a procedure for consultation with workers?

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PC (b): Resolve issues raised through consultation

1. Which process should be followed, the information may include:

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PC (c): Report unresolved issues to appropriate personnel

1. List three things to consider if attempts are unsuccessful.

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PC (d): Communicate the outcomes of consultation over occupational safety, health and environment issues to relevant personnel

1. Why do you think communication is important in the workplace, give reasons and examples for your answers.

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2. How can important information be communicated to workers?

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Job Task: Communication

PC (a): Implement Procedures for Consultation Over Occupational Safety, Health and Environment Issues

Situation: You are a co-worker on a small agribusiness “Palm Ahoy”. You have noticed after consultation not many of your co-workers attended the consultation. Demonstrate to your employer how to correctly coordinate /communicate to co-workers their participation in occupational safety, health and environment issues.

Instructions:

1. Develop a participants list for consultation with co-workers for a given procedure.
2. Schedule a consultative meeting and invite everyone by email.
3. Post a notice on the notice board for team members without email.
4. Conduct a toolbox talk consulting on the procedure.
5. Attendance register is completed for consultative toolbox talk.
6. Note any comments and responses for further action with management.
7. You have **4 hours**

Performance Criteria:

1. Participant list is developed and relevant to topic to be discussed.
2. Email invitation is sent to participants with email addresses.
3. Notice is printed and placed on notice board for members without email addresses.
4. Toolbox talk is conducted and attendance register completed.
5. Comments and responses are noted and communicated to management.
6. Time limit is adhered to.

Use the checklist to follow the stated steps in communicating and coordinating participation in consultation to your co-workers. Rate your own performance critically and honestly after you have completed each activity.

Excellent Okay Try Again

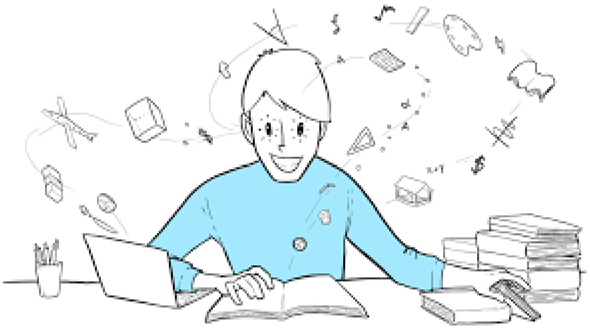
Consult on procedures	**Rate**
1. Participant list is developed and relevant to topic to be discussed.	
2. Email invitation is sent to participants with email addresses.	
3. Notice is printed and placed on notice board for members without email addresses.	
4. Toolbox talk is conducted and attendance register completed.	
5. Comments and responses are noted and communicated to management.	
6. Time limit is adhered to.	

LO 2: DEMONSTRATE SKILLS FOR COORDINATING OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENT TRAINING

PC (a): State the importance of occupational safety, health and environment training

Organizations such as construction companies/ agriculture businesses that use dangerous equipment use safety training to set safety into the workplace culture. **The importance** of safety training extends beyond a worker's introduction to the job. It also includes situations when his job changes or when working conditions change. Without an understanding of safety practices related to his or her job, a worker will be at a higher risk for workplace injury, illness or death.

Company culture	
When employees join a new workplace, they should be given an immediate sense that the company places a high priority on safety. This should be ingrained into the culture as a whole. One way to do this is to have everyone, from low-wage workers to senior executives, show public support for and knowledge of safety programs. Employees should also learn about safety training through detailed policies and procedures laid out by the company.	

<table>
<tr><td>Safety training includes studying incidents</td><td></td></tr>
<tr><td colspan="2">Safety-oriented organizations learn from accidents and illnesses that affect workers' health. They study each incident, then make any necessary changes to policies and procedures to prevent similar accidents or illnesses in the future. Part of this process falls to the head safety officer. He oversees the collection of incident data and reviews it with the assistance of an interdisciplinary team. Executive leaders delegate the development of better safety training to explain revised policies and procedures to managers. These managers ensure that updated safety training programs clearly explain changes to policies and procedures to affected workers.</td></tr>
<tr><td>Safety training fits a dynamic organization</td><td>Employees need safety training whenever their job changes in a substantial way. This is especially true when an employee is exposed to increased risk, such as when she takes a new position, gets a change in duties, gets introduced to new equipment or changes in how equipment is used, and is introduced to new technology. New safety training should also be implemented when the employee works with more at-risk workers or needs to satisfy the employer's insurance provider.</td></tr>
<tr><td>Safety training responds to identified risks</td><td>
</td></tr>
<tr><td colspan="2">Executives and safety officers must lead the way when it comes to safety procedures. They should recommend new or improved safety training to prevent workplace accidents and illnesses. They can do this by keeping lines of communication open among workers throughout the firm, including how safety data is shared between workers and management. Executives and safety officers need input from all employees to identify risks facing the organization and then use a team approach to develop methods of minimizing or preventing risks.</td></tr>
</table>

PC(b) & (c): Identify Needs And Coordinate Occupational Safety, Health And Environment Training

4 Steps to Identifying and Delivering Training: Plan, Do, Check, Act

1

Plan

Do a risk assessment to identify the training needs, knowledge and skills with specific areas of responsibility, tasks and their inherent risks so workers can work in a safe and healthy way. Consult workers, employee representatives regarding the planning and organizing of any training.

Make your training goals:

Specific,

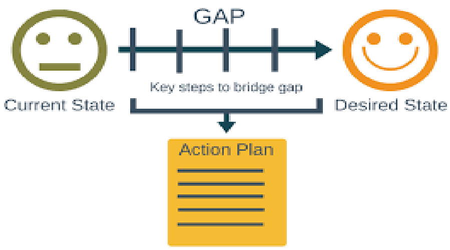
Measurable,

Achievable,

Realistic and

Time-Related.

At this stage you should:

Compare required skills and knowledge against employees' current skills and knowledge to **identify gaps**	
Review recorded injuries, near misses or ill-health	

Evaluate risk assessments for information and/or training needs identified as factors in the control of risk	
Consider **awareness-raising training** needs for all workers, including directors, managers and supervisors, this will include	
Prioritize – does the law require you to carry out specific training? Prioritize: • workers whose lack of information and/or training could result in serious harm • the training that benefits the most workers • new employees or those in a new work environment/with new areas of responsibility • those needing to use new equipment	
Consult workers or employee representatives for their views and opinions	

Provide training during working hours and not at the expense of workers	

2

Make special **arrangements** for **part-time staff** or shift workers	SPECIAL ARRANGEMENTS

Do

It is important that you select the right training methods and resources for your workers. While there are many external training providers that will be able to help you in this, there is also a lot of effective training that can be carried out in-house.

- **Select** the right **training methods** for workers:
  - providing instruction and/or information
  - on-the-job training or coaching/mentoring/shadowing
  - classroom-based training
  - online (computer-based and interactive) or distance learning
  - in-company training
  - blended learning
  - individually or in groups
- Meet the **training needs of the entire workforce**, including those who might not have good English, people with reduced literacy skills or those with disabilities – such as of hearing or sight
- **Evaluate who can assist** in providing information, materials, training courses or consultancy services

- **Deliver your training** in a way that is **easy to understand** for your audience, using a variety of training methods where appropriate to account for all learning preferences.

3

Check

In committing time and money to any training, you will want to be assured of its success. **Post-training evaluation** is often overlooked but is the cornerstone of good practice in health and safety.

- **Get answers** to the following questions once your training has been delivered and learning consolidated:
  - Are employees aware of what is required of them?
  - Do they actually have the knowledge and skills needed to work safely now?
  - Are staff members working as they always have?
  - Is there any **improvement** in organizational health and safety **performance**?
  - What is the **feedback** from line managers and those trained?
  - Is there a need for further information and/or training?
  - Was the most suitable training method used?
  - Could any improvements be made?
  - Has there been a **change in behaviour** and practice amongst staff?

4

Act

Training should be considered as a ‘rolling programme’ to ensure that employers/managers and staff alike are kept up-to-date with regulatory and legislative changes and to ensure that a culture of both learning and, by definition, safety becomes embedded within the all parts of business operations.

- **Keep records of training** undertaken, even if it is in-house – good record keeping will be necessary in the event of an incident or accident requiring a site visit from an HSE inspector
- **Monitor training records** and administer refresher training as and when required

To meet safety competencies, the adequate education/training of management and workers are needed, plus **collective learning from experiences**, planned safety actions, incidents, accidents, and also unforeseen situations. Organizations can aspire to develop an organizational learning 'attitude' and 'climate', which will, in turn, 'foster the development and adoption of safety relevant innovations'.

Answer this question: are your workers appropriately trained to fulfil their health and safety requirements so your business will run smoothly and without incident?

PC (d): Maintain records and reports concerning occupational safety, health and environment training

It's important–and in many cases, legally required–to create and store records and other documentation related to safety training.

This includes records about the:

- Company delivering the safety training
- Workers completing the safety training

Records should be:

- Maintained in an orderly fashion
- Accurate
- Current
- Legible
- Dated
- Easy to retrieve
- Easy to identify
- Kept for a specified amount of time
- In conformance with any regulatory and/or legislative requirement that applies

3 types of records are identified:

Records of training development: During training development, keep records that identify: • Intended target audience • Learning objectives • Sources used to develop training • All training materials actually developed • Plans for evaluating effectiveness of training • Plans for continuous improvement of training
Records of training delivery and completion Your records of training deliver and completion should identify: • Date of training • Location of training • Duration of training • Name of trainer(s) delivering training, if applicable • Delivery materials used • Trainees who participated in/attended the training (each trainee should have a unique number associated with him/her) • Trainees who completed the training • Certification of training and testing
Records of training evaluation You should also keep records of the periodic evaluations you perform of your safety training materials. Learning management systems (LMSs) can help you simplify the task of creating safety training records.

Recordkeeping and documentation considerations related to workers Completing the safety training

In addition, there are some aspects of safety training record keeping that are more directly related to the employees. These include issuing certificates and credits, and the confidentiality and availability of those records.

Each are discussed below.

Issuing certificates and credits

If you issue a certificate to employees for successfully completing the training, that certificate should include:

- Trainee's name
- Unique trainee identifying number
- Title of course
- Statement that trainee completed course
- Level of training or type of certificate awarded if applicable
- Number of credits issue, if credits were issued
- Date of training
- Duration of training
- Name and address of trainer or training provider
- Signature of trainer or training provider
- Any other information required by regulations, legislation, etc.

Confidentiality and availability of training records

Your company should establish procedures for making training records accessible and available to employees and yet also keeping them confidential.

Self Assessment

LO 2: Demonstrate skills for coordinating coocupational safety, health and environment training

PC(a): State the importance of occupational safety, health and environment training

1. Finish the sentence, The importance of safety training extends beyond?

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PC(b): Identify needs for occupational safety, health and environment training

1. Your training goals must be?

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PC(c): Coordinate occupational safety, health and environment training

1. Select the right training methods for workers – list 4 different methods.

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PC(d): Maintain Records And Reports Concerning Occupational Safety, Health And Environment Training

1. Name three types of records

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LO 3: Demonstrate skills for evaluating occupational safety, health and environment training effectiveness

PC (a): State the importance of evaluating training effectiveness

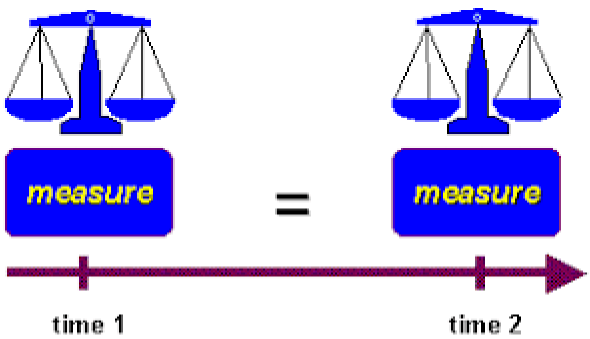
Evaluation is considered as being an important process of a training event in order to reflect, analyze and improve its effectiveness and efficiency.

The main purpose of evaluating a training program is to gain knowledge about whether it has achieved or failed its objectives.

Advantages	**Disadvantages**
	
Reflection about the training among participants and lecturers	Enhanced legitimation and rationality of the training
Identification of new and different perspectives on the training	Requirement of considerable time and cost efforts for valid evaluation
Gaining insight in the weaknesses of the training	Difficulty of analyzing the subjective perspectives
Improvement and optimization of the training	Difficulty of analyzing the subjective
Enhanced legitimation and rationality of the training	No definite and closed action but continuous process

PC (b): Apply different methods to evaluate training effectiveness

A properly designed and conducted method of evaluation provides useful insights of the effectiveness of the training. This also enables an organization to monitor and modify the training program.
Some useful methods of evaluating training effectiveness are as follows:

<table>
<tr><td>Observation method</td><td>
</td></tr>
<tr><td colspan="2">Observation conceives the ideas of closely observing the activities during the delivery of training program. Under this method, direct observation takes place in order to assess the changed knowledge, skills and attitudes of the participants. During observation, the errors and mistakes in actual work situation are carefully observed and recorded. Finally, the effectiveness of training can be evaluated through the reaction of trainees.</td></tr>
<tr><td>Test-retest method</td><td>
</td></tr>
<tr><td colspan="2">Test-retest method is another important method of evaluating training effectiveness. Under this method, the trainees are given a test before the conduction of training program to assess their existing knowledge, skills and attitudes. And after training program also, a similar test is conducted to assess their changed behavior. Then the comparison is made between trainees' level of knowledge, skills and attitudes before and after the training program. If a considerable change is observed in the behavioral interaction of the trainees, the training is said to be effective.</td></tr>
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<table>
<tr><td>Pre-post performance</td><td></td></tr>
<tr><td colspan="2">It is similar to the pre-test method. But here, the concentration is given on the analysis or evaluation of actual job performance. Under this method, the actual job performance is first rated before any training is provided. After the training program is completed, the participant's job performance is evaluated. Then the increased performance of the trainees is attributed to the instruction.</td></tr>
<tr><td>Experimental Control Method</td><td> </td></tr>
<tr><td colspan="2">In this method of evaluating training effectiveness, participants are first divided into two groups, the first is control group and the second is experimental group. Members of control group work on the job but they do not go under any instruction, they have no clear guidance at work. On the other hand, members of the experimental group are given the instruction and guidance at work. Finally, at the conclusion of training, the performance of these two groups is re-evaluated. If the training is really effective, the performance of experimental group will have improved substantially more than that of controlled group. On the other hand, if the difference remains unchanged, the training will be considered unsuccessful.</td></tr>
</table>

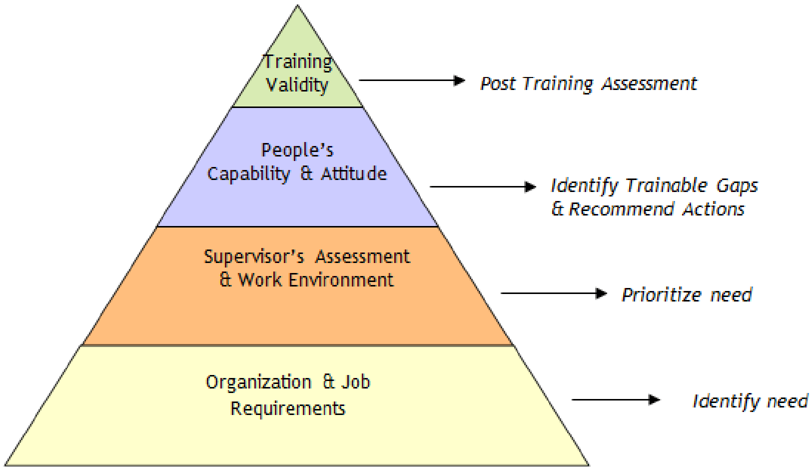
PC(c): Discuss strategies to enhance training effectiveness

How do you improve the effectiveness of training -- ie. learning, transfer of learning, and bottom line, improved business results?

There's no ONE way. In fact effective training involves doing a lot of the little things correctly, from identifying needs to creating just the right balance of content and process, right through to ensuring that the training is reinforced after the seminar, and on the job.

Five simple strategies for improving training impact

1. Identify the skills that employees need to do their jobs, identify gaps between where they are and what they need, and focus training on resolving the gaps. Always start with job tasks and work backwards to be sure the training is targeted to improving necessary job skills. **Do training needs assessments that focus on job tasks**, rather than asking people what they want. The latter is usually misleading.



2. In skills training, **need to be used by learners IMMEDIATELY** upon returning to their work environments. Training that occurs way in advance of applying the skills fails.

3. Consider doing **follow-up mini-sessions** a month or two after a training session, where participants can interact and talk about their experiences and challenges applying what was learned. Even an hour long mini-session can be hugely effective, and participants really like this focus on application of learning.

4. **Encourage managers of participants to both attend the same training of their employees** AND talk about the training back on the job. Managers often want to "fire and forget" when it comes to training, but if they are onside from the beginning and actively coach, and/or remind staff to apply what they've learned the training becomes much more effective.

5. **Encourage and/or arrange for participants to teach or communicate what they learned.** This is often a very cost effective way to train many people, but if participants know up-front that they will be training others, or even reporting back to their peers, they tend to learn more effectively and the act of communicating what they learned to others is a way to reinforce learning.

PC(d): Evaluate effectiveness of occupational safety, health and environment training

Some evaluation advice:

Be selective! Do not hand out the learner a huge list of questions. Work out what you really want to know and the best way of finding this out.

Be realistic! Form-filling is never fun. So do not expect people to conscientiously work their way through a long and complex evaluation form.

Be creative! Why not evaluating with an activity that is itself engaging and enjoyable! Create evaluative processes that will engage participants and provide you at the same time with a valid feedback.

Be balanced! You may develop a standardised evaluation process in order to monitor results over time. However, by asking the same questions, you are always looking at courses from the same perspective. Try to combine a standardised element that allows you to make comparisons over time, with a random/changing element which shows you a new perspective.

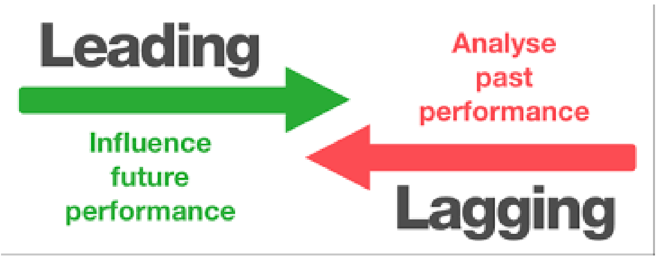
Be holistic! After a course in which people have gained a whole range of experiences, it is not realistic to expect anyone to express their true evaluation of a course on a piece of paper. Paper exercises can be very useful but it should be seen as part of a much wider evaluation process that includes dimensions of learning that are less easy to capture on paper.

Once a safety and health program are established, it should be evaluated initially to verify that it is being implemented as intended. After that, employers should periodically, and at least annually, step back and assess what is working and what is not, and whether the program is on track to achieve its goals.

Whenever these assessments identify opportunities to improve the program, employers, managers, and supervisors—in coordination with workers—should make adjustments and monitor how well the program performs as a result. Sharing the results of monitoring and evaluation within the workplace, and celebrating successes, will help drive further improvement.

Program evaluation and improvement includes:

- Establishing, reporting, and tracking goals and targets that indicate whether the program is making progress.
- Evaluating the program initially and periodically thereafter to identify shortcomings and opportunities for improvement.
- Providing ways for workers to participate in program evaluation and improvement.

<table>
<tr><td>Action item 1: Monitor performance and progress</td><td>
</td></tr>
<tr><td colspan="2">The first step in monitoring is to define indicators that will help track performance and progress. Next, employers, managers, supervisors, and workers need to establish and follow procedures to collect, analyse, and review performance data.

How to accomplish it:

Both LAGGING and LEADING indicators should be used. Lagging indicators generally track worker exposures and injuries that have already occurred. Leading indicators track how well various aspects of the program have been implemented and reflect steps taken to prevent injuries or illnesses before they occur.</td></tr>
<tr><td>Action item 2: Verify that the program is implemented and is operating</td><td>
</td></tr>
<tr><td colspan="2">Initially and at least annually, employers need to evaluate the program to ensure that it is operating as intended, is effective in controlling identified hazards, and is making progress toward established safety and health goals and objectives. The scope and frequency of program evaluations will vary depending on changes in OSHA standards; the scope, complexity, and maturity of the program; and the types of hazards it must control.</td></tr>
<tr><td>Action item 3: Correct program shortcomings and identify opportunities to improve</td><td>
</td></tr>
</table>

Whenever a problem is identified in any part of the safety and health program, employers—in coordination with supervisors, managers, and workers—should take prompt action to correct the problem and prevent its recurrence.

If you discover program shortcomings, take actions needed to correct them.

- Proactively seek input from managers, workers, supervisors, and other stakeholders on how you can improve the program.
- Determine whether changes in equipment, facilities, materials, key personnel, or work practices trigger any need for changes in the program.
- Determine whether your performance indicators and goals are still relevant and, if not, how you could change them to more effectively drive improvements in workplace safety and health.

Self Assessment

LO 3: Demonstrate skills for evaluating occupational safety, health and environment training effectiveness

PC(a): State the importance of evaluating training effectiveness

1. What is the main purpose of evaluating a training program?

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PC(b): Apply different methods to evaluate training effectiveness

2. What useful methods of evaluating training effectiveness can be used?

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PC(c): Discuss strategies to enhance training effectiveness

3. List five simple strategies for improving training impact

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PC(d): Evaluate effectiveness of occupational safety, health and environment training

4. List the evaluation advice provided.

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Job Task: Evaluate training effectiveness

LO 3: Demonstrate skills for evaluating occupational safety, health and environment training effectiveness

PC(b): Apply different methods to evaluate training effectiveness

Situation: You are a co-worker on a small established agribusiness “Palm Ahoy”. You’ve noticed that some of your colleagues need safety training. Demonstrate to your employer how training of co-workers can be evaluated.

Instructions:

1. Identify co-workers that have recently been through training.
2. Identify the topics covered by the training intervention.
3. Decide on evaluation methodology and develop evaluation tool.
4. Evaluate effectiveness of training intervention.
5. Report the results of the evaluation.
6. You have **4 hours**

Performance Criteria:

1. Recently trained co-workers are identified.
2. Topics covered during training are identified.
3. The evaluation methodology is selected.
4. Effectiveness of training intervention is evaluated.
5. Results of the evaluation are reported.
6. Time limit is adhered to.

Use the checklist to follow the stated steps in demonstrating how co-workers can be evaluated. Rate your own performance critically and honestly after you have completed each activity.

Excellent Okay Try Again

Daily PM Activities	Rate
1. Recently trained co-workers are identified.	
2. Topics covered during training are identified.	
3. The evaluation methodology is selected.	
4. Effectiveness of training intervention is evaluated.	
5. Results of the evaluation are reported.	
6. Time limit is adhered to.	

Reflection on your learning in this unit

You will write **short reflections** of your learning and actions relating to the knowledge you have learnt and the practical skills you have developed.

Tips for writing your Reflection/Reflection Journal: You should write in your Reflection Journal within 24 hours of completing your practical session to record your experiences while they are fresh in your memory.

Use the **'What, So What, Now What Model'** to guide your writing. Answer the following questions:

What happened **to**…? (Describe what happened when did what you did)

So What did I learn from that? (Give at least 2 examples)

Now, What can I do better in future? (How can I improve next time?)
What did you learn to do?

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What difficulties did you face in this unit?

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What can I do it better in future?

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How long did it take you each time you did it?

Attempt 1..

Attempt 2..

Attempt 3……………………………………………………………………………

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