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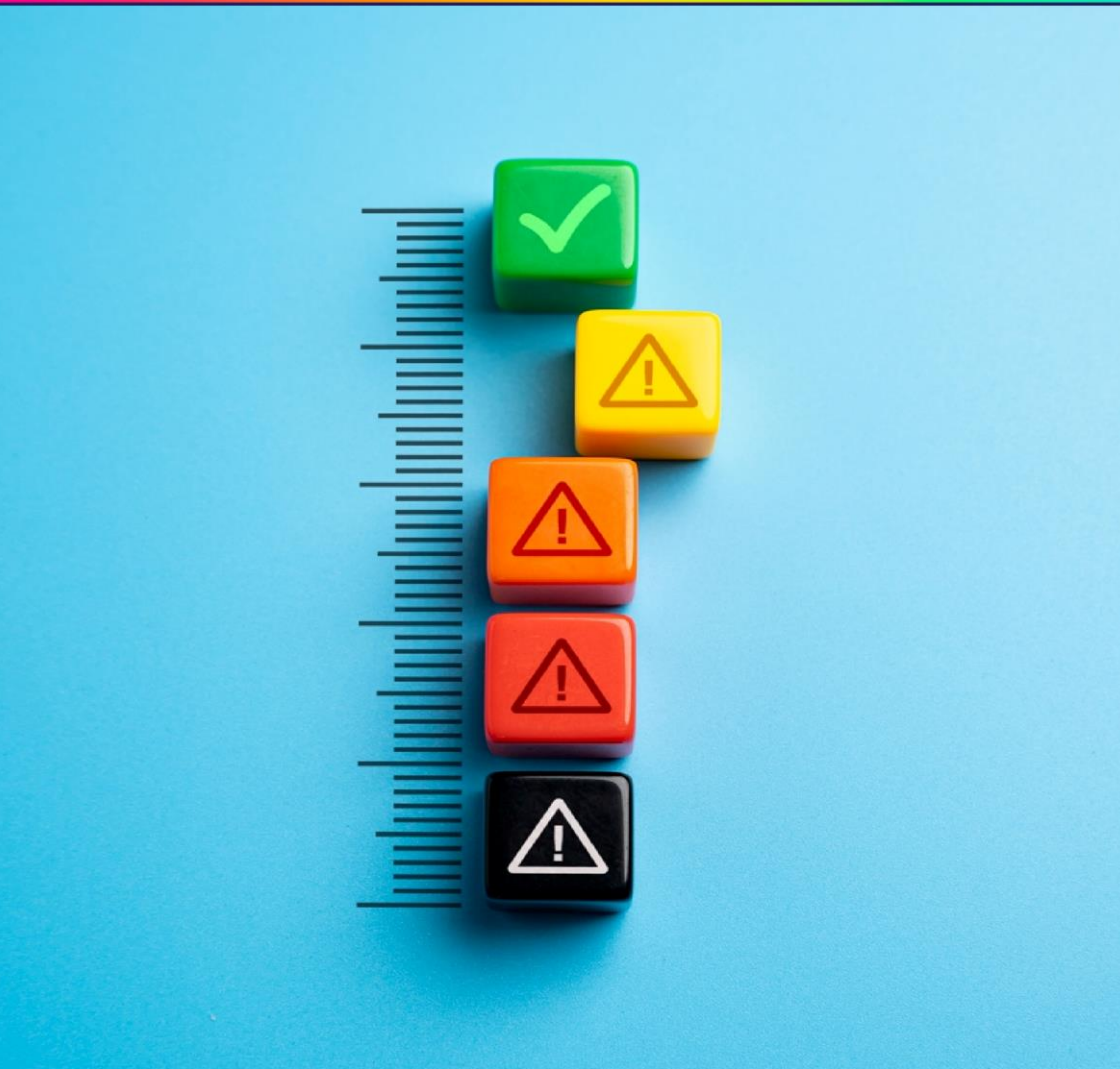
Creators of fine learning material

Operational OHS Risk Assessor (Sample booklet)



What's in the box?

FILE LIST

LGTRAS000 - OHS Risk Assessor (Document register) FR
LGTRAS000 - OHS Risk Assessor (Document register) FR
LGTRAS002 - OHS Risk Assessor (Course Matrix) FR
LGTRAS002 - OHS Risk Assessor (Course Matrix) FR
LGTRAS010 - OHS Risk Assessor (Crucial Notes) FR
LGTRAS020 OHS Risk Assessor (Document cover PNG) FR
LGTRAS020 OHS Risk Assessor (Document cover RIF) FR
LGTRAS050 - OHS Risk Assessor (Learner Guide) FR-P
LGTRAS055 - OHS Risk Assessor (Learner Guide Lite) FR-P
LGTRAS060 - OHS Risk Assessor (Facilitator Guide) FR-P
LGTRAS065 - OHS Risk Assessor (Slide Deck Wireframe) FR
LGTRAS070 - OHS Risk Assessor (Assessor Guide) FR
LGTRAS070 - OHS Risk Assessor (Assessor Guide) FR
LGTRAS080 - OHS Risk Assessor (Moderator Guide) FR
LGTRAS080 - OHS Risk Assessor (Moderator Guide) FR
LGTRAS090 - OHS Risk Assessor (Lesson Plan) FR
LGTRAS090 - OHS Risk Assessor (Lesson Plan) FR
LGTRAS100 - OHS Risk Assessor (Learner Formative Assessment) FR
LGTRAS100 - OHS Risk Assessor (Learner Formative Assessment) FR
LGTRAS105 - OHS Risk Assessor (Answers for Formative Assessment) FR
LGTRAS105 - OHS Risk Assessor (Answers for Formative Assessment) FR
LGTRAS120 - OHS Risk Assessor (Learner Summative Assessment) FR
LGTRAS120 - OHS Risk Assessor (Learner Summative Assessment) FR
LGTRAS125 - OHS Risk Assessor (Answers for Summative Assessment) FR
LGTRAS125 - OHS Risk Assessor (Answers for Summative Assessment) FR
LGTRAS130 - OHS Risk Assessor (FISA Generator Passwords) FR
LGTRAS130 - OHS Risk Assessor (FISA Generator Passwords) FR
LGTRAS140 - OHS Risk Assessor (FISA Knowledge - Generator) FR
LGTRAS142 - OHS Risk Assessor (FISA Knowledge - Learner Test) FR
LGTRAS144- OHS Risk Assessor (FISA Knowledge - Rubric) FR
LGTRAS144- OHS Risk Assessor (FISA Knowledge - Rubric) FR
LGTRAS150 - OHS Risk Assessor (FISA Practical - Generator) FR
LGTRAS152 - OHS Risk Assessor (FISA Practical - Learner Test) FR
LGTRAS152 - OHS Risk Assessor (FISA Practical - Learner Test) FR
LGTRAS154 - OHS Risk Assessor (FISA Practical - Rubric) FR
LGTRAS154 - OHS Risk Assessor (FISA Practical - Rubric) FR
LGTRAS160 - OHS Risk Assessor (FISA Developer's Report) FR
LGTRAS160 - OHS Risk Assessor (FISA Developer's Report) FR
LGTRAS162 - OHS Risk Assesssor (Developer CV) FR
LGTRAS164- OHS Risk Assessor (FISA Moderator's Report) FR
LGTRAS164- OHS Risk Assessor (FISA Moderator's Report) FR
LGTRAS166- OHS Risk Assessor (FISA Confidentiality) FR
LGTRAS166- OHS Risk Assessor (FISA Confidentiality) FR
LGTRAS170 - OHS Risk Assessor (Career Pathway) FR
LGTRAS170 - OHS Risk Assessor (Career Pathway) FR
LGTRAS180 - OHS Risk Assessor (Letter of permission)
LGTRAS200 - OHS Risk Assessor (Curriculum Document)
LGTRAS200 - OHS Risk Assessor (Curriculum Document)
LGTRAS210 - OHS Risk Assessor (SP Document)
LGTRAS210 - OHS Risk Assessor (SP Document)
LGTREP220 - OHS Risk Assessor (Plan QCTO Form 3) FR
LGTREP220 - OHS Risk Assessor (Plan QCTO Form 3) FR
LGTREP230 - OHS Risk Assessor (Matrix QCTO Form 4) FR
LGTREP230 - OHS Risk Assessor (Matrix QCTO Form 4) FR

DOCUMENT REGISTER

DOC ID	DOCUMENT	DESCRIPTION
LGTRAS000	**Document register**	Register of documents in this set (This document)
LGTRAS001	**Operational OHS Risk Assessor**	Name of this manual suite; the product containing all these components.
LGTRAS002	**Course matrix**	Visual map of the entire course for zooming in and out and for planning.
LGTRAS010	**Crucial notes**	Crucial guidance and assistance for the purchaser on how to use this entire suite.
LGTRAS012	**Sample file and walkthrough**	A guided walkthrough of the learning material suite and everything it includes.
LGTRAS020	**Document cover for re-design**	Cover for you to brand. Given in PNG and Coral Draw RIF files for editing.
LGTRAS050	**Learner guide**	**Guide for the learner, and the master course file referred to in matrices.**
LGTRAS055	**Learner guide lite**	**A lighter, more print-friendly version with any non-crucial images removed.**
LGTRAS060	**Facilitator guide**	Guide for the facilitator. NB Learner and facilitator guides given in PDF only.
LGTRAS065	**Slide deck wireframes**	PowerPoint deck, wireframe, matches level 1,2 and 3 headings from learner guide.
LGTRAS070	**Assessor guide**	Container for assessments: Formative, summative, & 2 FISAs (knowledge & prac).
LGTRAS080	**Moderator guide**	For recording a moderator's review of the assessor's assessment.
LGTRAS090	**Lesson plan**	Scheduling of training (each module), assessments, and the class timetable.
LGTRAS100	**Learner formative assessment**	Formative assessments are required, conducted at a basic level during training.
LGTRAS105	**Answers for formative assessment**	The rubric / answers for the above test.
LGTRAS120	**Learner summative assessment**	The learner is required to do this short test to gain access to the FISA as per QCTO.

LGTRAS125	**Answers for summative assessment**	The rubric / answers for the above test.
LGTRAS130	**FISA generator passwords**	Passwords to open the MS Excel Visual Basic coded FISA generators (both).
LGTRAS140	**Knowledge: FISA generator**	**Click a button & get a complete FISA (500,000 unique tests).** Video demo.
LGTRAS142	Knowledge: FISA learner test	Paste the generated knowledge FISA here, takes 60 seconds. See video demo.
LGTRAS144	Knowledge: FISA rubric	The matching rubric for the test generated, as per QCTO formatting. See demo.
LGTRAS150	**Practical: FISA generator**	**Click a button & get a complete practical FISA (37,000 unique tests).** Video demo.
LGTRAS152	Practical: FISA learner test	Paste the generated practical FISA in here, takes 60 seconds. See video demo.
LGTRAS154	Practical: FISA rubric	The matching rubric for the test generated, as per QCTO formatting. See demo.
LGTRAS160	FISA developer's report	Completed and signed off QCTO form for FISA approval by FISA developer.
LGTRAS162	FISA developer's CV	CV of the person who developed the FISA (prac and knowledge).
LGTRAS164	FISA moderator's report	Completed for you, but must be signed off by your moderator / invigilator.
LGTRAS166	FISA confidentiality report (developer)	Confidentiality agreement as can be completed for generator and question bank.
LGTRAS170	Career pathway	Detailed OHS career pathway and guidance; includes diagrams.
LGTRAS180	Letter of permission	Letter of permission from developer to user (use together with your invoice).
LGTRAS200	QCTO curriculum document	QCTO curriculum and requirements (QAP is HWSETA).
LGTRAS210	QCTO skills program document	QCTO curriculum and requirements (QAP is HWSETA).
LGTRAS220	QCTO form 3 completed for you	QCTO form 3 (QCTO Implementation plan).
LGTRAS230	QCTO form 4 completed for you	QCTO form 4 (QCTO Learning material matrix).

The FISA Generator

Many learning material suppliers provide only a small number of static FISAs and expect training providers to manually rotate or rearrange them between cohorts.

Where the same assessment material is supplied to multiple training providers, the variety dries up quickly and manually shuffling questions in Word is very messy.

CAN YOU AFFORD TO REASSESS LEARNERS YOU TRAINED MONTHS AGO?

The QCTO is known to instruct training providers to **recall and re-assess learners** (dating back months) **if they did not use unique FISAs.**

HOW I'VE SOLVED THESE PROBLEMS USING SOFTWARE YOU ALREADY HAVE

The FISA generators supplied with this suite eliminate this problem in two ways:

1. **The FISAs are generated automatically** at the click of a button, removing the need to manually create, edit, or rotate assessments.

2. **The generators produce an exceptionally large number of unique FISAs,** ranging from tens of thousands to billions of possible FISA combinations.

This is achieved through two key features that no other supplier currently offers.

1. **A large question bank** containing more questions than are required for a single FISA. Questions are organised into categories and subcategories to ensure all curriculum outcomes are covered, and there is variety to select from.

2. **VBA code programmed into Excel** to select only some questions (e.g. two randomly chosen questions out of four available) from each category (e.g. there may be 16 in total) and provide a FISA table and a matching rubric table.

THE GENERATOR SUPPLIED WITH THIS SPECIFIC PROGRAM

For this program, two FISA generators are supplied to ensure that the extensive FISA requirements of the QCTO curriculum are fully met for Risk Assessor.

The first is a written (knowledge) FISA generator, which provides example data together with written questions that the learner answers.

The second is a practical FISA generator, which provides example data and generates practical tasks that the learner completes in multiple steps per scenario.

Both generators produce a learner assessment containing the generated FISA, space for the learner's answers, a corresponding rubric, and marking guidelines.

A matching rubric is also generated and provides the expected answer, competent and not yet competent outcomes, marking guidelines, and pass marks.

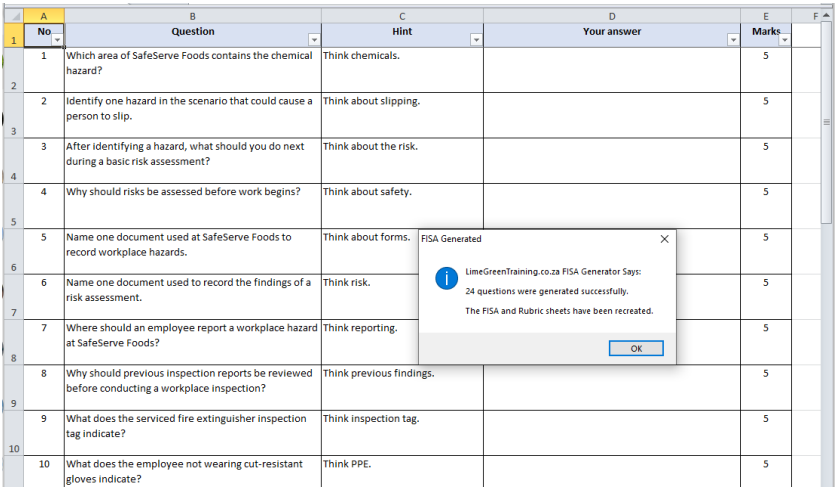
The generator is coded into Microsoft Excel or Google Sheets, so you can use software you already have:

1	Got to the "Generator" sheet (this sheet)
2	Click the button below
3	It will generate two sheets called "FISA" and "Rubric"
4	If those sheets existed it will overwrite, otherwise it will generate them anew
5	Copy the test, paste it into your FISA and Rubric templates supplied (ms Word)
6	Generate Learner FISA and rubric and copy them both, they will match.
7	Do not copy learner FISA, click generate again, then copy Rubric, it will mismatch

Generate a unique FISA and matching Rubric

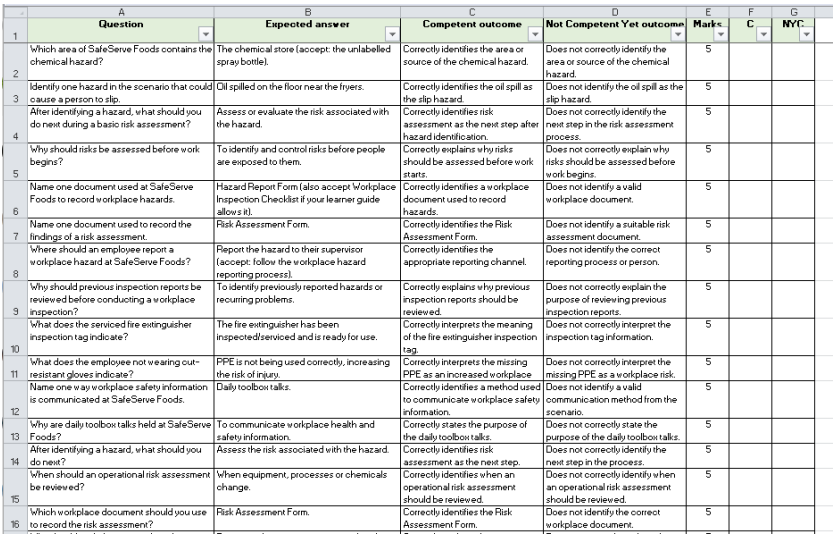
The generator produces formatted tables for the FISA and rubric **in a single click.** The questions reference example data given in learner FISA document.

Auto generated: Learner FISA (copy entire table and paste into the supplied file)



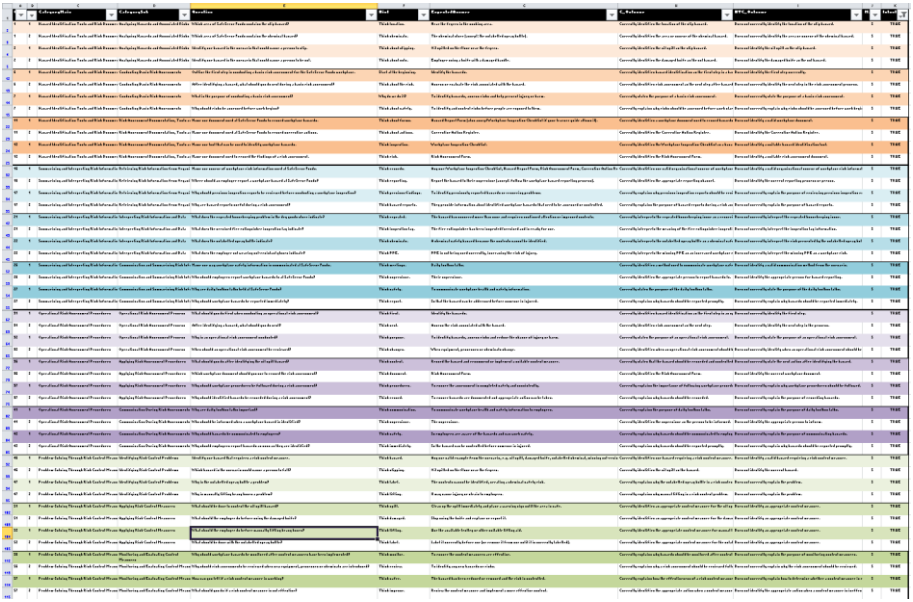
No	Question	Hint	Your answer	Marks
1	Which area of SafeServe Foods contains the chemical hazard?	Think chemicals.		5
2	Identify one hazard in the scenario that could cause a person to slip.	Think about slipping.		5
3	After identifying a hazard, what should you do next during a basic risk assessment?	Think about the risk.		5
4	Why should risks be assessed before work begins?	Think about safety.		5
5	Name one document used at SafeServe Foods to record workplace hazards.	Think about forms.		5
6	Name one document used to record the findings of a risk assessment.	Think risk.		5
7	Where should an employee report a workplace hazard at SafeServe Foods?	Think reporting.		5
8	Why should previous inspection reports be reviewed before conducting a workplace inspection?	Think previous findings.		5
9	What does the serviced fire extinguisher inspection tag indicate?	Think inspection tag.		5
10	What does the employee not wearing cut-resistant gloves indicate?	Think PPE.		5

Auto generated: Matching rubric



Question	Expected answer	Competent outcome	Not Competent Yet outcome	Marks	C	NYC
Which area of SafeServe Foods contains the chemical hazard?	The chemical store (accept: the unlabelled spray bottle).	Correctly identifies the area or source of the chemical hazard.	Does not correctly identify the area or source of the chemical hazard.	5		
Identify one hazard in the scenario that could cause a person to slip.	Oil spilled on the floor near the fryers.	Correctly identifies the oil spill as the slip hazard.	Does not identify the oil spill as the slip hazard.	5		
After identifying a hazard, what should you do next during a basic risk assessment?	Assess or evaluate the risk associated with the hazard.	Correctly identifies risk assessment as the next step after hazard identification.	Does not correctly identify the next step in the risk assessment process.	5		
Why should risks be assessed before work begins?	To identify and control risks before people are exposed to them.	Correctly explains why risks should be assessed before work starts.	Does not correctly explain why risks should be assessed before work begins.	5		
Name one document used at SafeServe Foods to record workplace hazards.	Hazard Report Form (also accept Workplace Inspection Checklist if your learner guide allows it).	Correctly identifies a workplace document used to record hazards.	Does not identify a valid workplace document.	5		
Name one document used to record the findings of a risk assessment.	Risk Assessment Form.	Correctly identifies the Risk Assessment Form.	Does not identify a suitable risk assessment document.	5		
Where should an employee report a workplace hazard at SafeServe Foods?	Report the hazard to their supervisor (accept: follow the workplace hazard reporting process).	Correctly identifies the appropriate reporting channel.	Does not correctly identify the correct reporting process or person.	5		
Why should previous inspection reports be reviewed before conducting a workplace inspection?	To identify previously reported hazards or recurring problems.	Correctly explains why previous inspection reports should be reviewed.	Does not correctly explain the purpose of reviewing previous inspection reports.	5		
What does the serviced fire extinguisher inspection tag indicate?	The fire extinguisher has been inspected/serviced and is ready for use.	Correctly interprets the meaning of the fire extinguisher inspection tag.	Does not correctly interpret the inspection tag information.	5		
What does the employee not wearing cut-resistant gloves indicate?	PPE is not being used correctly, increasing the risk of injury.	Correctly interprets the missing PPE as an increased workplace	Does not correctly interpret the missing PPE as a workplace risk.	5		
Name one way workplace safety information is communicated at SafeServe Foods.	Daily toolbox talks.	Correctly identifies a method used to communicate workplace safety information.	Does not identify a valid communication method from the scenario.	5		
Why are daily toolbox talks held at SafeServe Foods?	To communicate workplace health and safety information.	Correctly states the purpose of the daily toolbox talks.	Does not correctly state the purpose of the daily toolbox talks.	5		
After identifying a hazard, what should you do next?	Assess the risk associated with the hazard.	Correctly identifies risk assessment as the next step.	Does not correctly identify the next step in the process.	5		
When should an operational risk assessment be reviewed?	When equipment, processes or chemicals change.	Correctly identifies when an operational risk assessment should be reviewed.	Does not correctly identify when an operational risk assessment should be reviewed.	5		
Which workplace document should you use to record the risk assessment?	Risk Assessment Form.	Correctly identifies the Risk Assessment Form.	Does not identify the correct workplace document.	5		

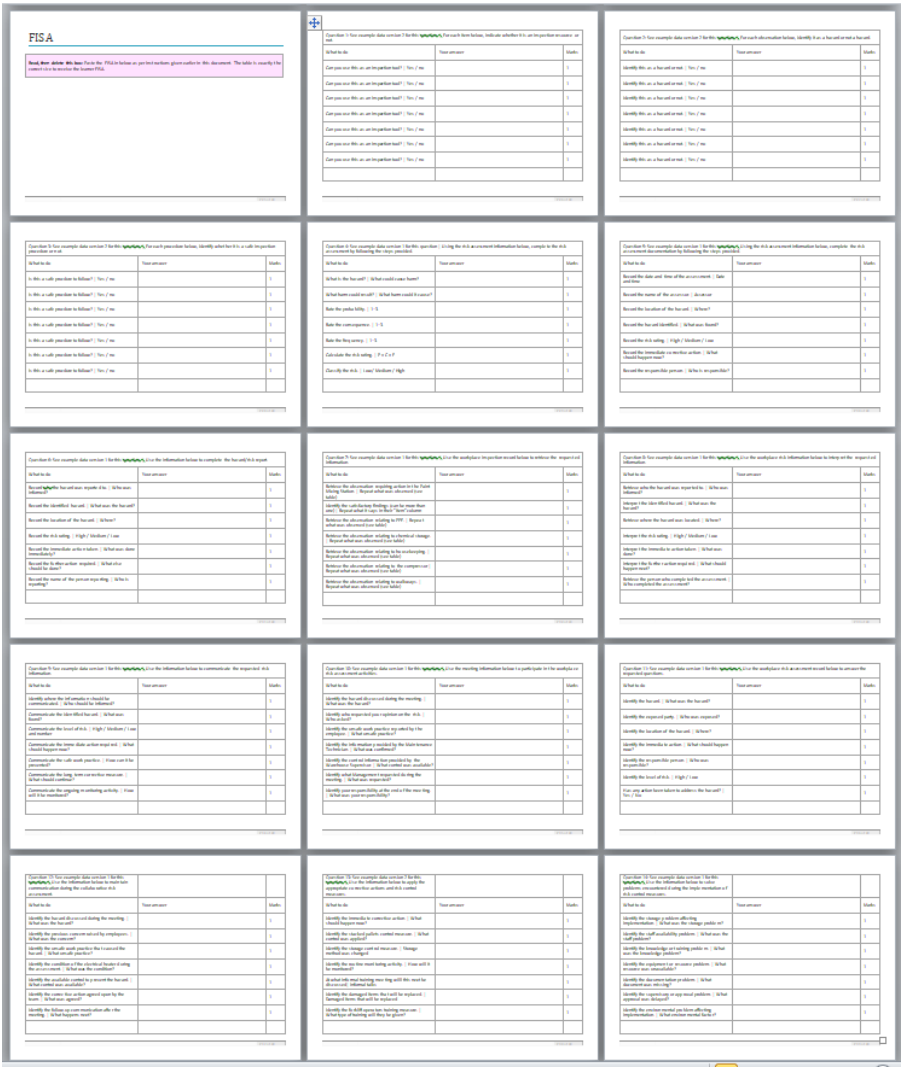
You can edit the question banks if you like, but they are supplied fully populated



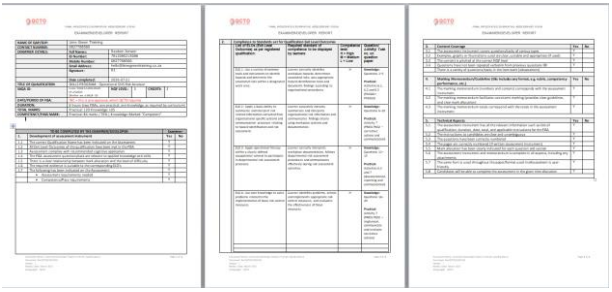
	A	B	C	D	E	F	G	H	I	J
152	22	Team-Based Operational Risk Assessment	CAT4B_V2	Using workplace procedures and supporting documents	2	4	CAT4B_V2_STEP4	What should happen now?	Identify the immediate action.	Correctly used
153	22	Team-Based Operational Risk Assessment	CAT4B_V2	Using workplace procedures and supporting documents	2	5	CAT4B_V2_STEP5	Who was responsible?	Identify the responsible person.	Correctly used
154	22	Team-Based Operational Risk Assessment	CAT4B_V2	Using workplace procedures and supporting documents	2	6	CAT4B_V2_STEP6	High/Low	Identify the level of risk.	Correctly used
155	22	Team-Based Operational Risk Assessment	CAT4B_V2	Using workplace procedures and supporting documents	2	7	CAT4B_V2_STEP6	Yes / No	Has any action been taken to address the hazard?	Correctly deter
156	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	1	CAT4C_V1_STEP1	What was the hazard?	Identify the hazard discussed during the meeting.	Correctly comr
157	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	2	CAT4C_V1_STEP2	What was the concern?	Identify the previous concern raised by employees.	Correctly comr
158	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	3	CAT4C_V1_STEP3	What unsafe practice?	Identify the unsafe work practice that caused the hazard.	Correctly comr
159	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	4	CAT4C_V1_STEP4	What was the condition?	Identify the condition of the electrical heater during the assessment.	Correctly comr
160	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	5	CAT4C_V1_STEP5	What control was available?	Identify the available control to prevent the hazard.	Correctly comr
161	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	6	CAT4C_V1_STEP6	What was agreed?	Identify the corrective action agreed upon by the team.	Correctly comr
162	23	Team-Based Operational Risk Assessment	CAT4C_V1	Maintaining communication during collaborative assessments	1	7	CAT4C_V1_STEP7	What happens next?	Identify the follow-up communication after the meeting.	Correctly comr
163	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	1	CAT4C_V2_STEP1	What was the hazard?	Identify the hazard discussed during the meeting.	Correctly comr
164	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	2	CAT4C_V2_STEP2	What was the concern?	Identify the previous concern raised by employees.	Correctly comr
165	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	3	CAT4C_V2_STEP3	What unsafe practice?	Identify the unsafe work practice that caused the hazard.	Correctly comr
166	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	4	CAT4C_V2_STEP4	What was the condition?	Identify the condition of the electrical heater during the assessment.	Correctly comr
167	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	5	CAT4C_V2_STEP5	What control was available?	Identify the available control to prevent the hazard.	Correctly comr
168	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	6	CAT4C_V2_STEP6	What was agreed?	Identify the corrective action agreed upon by the team.	Correctly comr
169	24	Team-Based Operational Risk Assessment	CAT4C_V2	Maintaining communication during collaborative assessments	2	7	CAT4C_V2_STEP7	What happens next?	Identify the follow-up communication after the meeting.	Correctly comr
170	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	1	CAT5A_V1_STEP1	What should happen now?	Identify the immediate corrective action.	Correctly applie
171	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	2	CAT5A_V1_STEP2	What control was applied?	Identify the flammable liquid control measure.	Correctly applie
172	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	3	CAT5A_V1_STEP3	Where should it be stored?	Identify the storage control measure.	Correctly applie
173	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	4	CAT5A_V1_STEP4	How will it be monitored?	Identify the monitoring activity.	Correctly applie
174	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	5	CAT5A_V1_STEP5	What training was provided?	Identify the training measure.	Correctly applie
175	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	6	CAT5A_V1_STEP6	What warning was given?	Identify the warning or safety communication measure.	Correctly applie
176	25	Implementing and Evaluating Risk Control Measures	CAT5A_V1	Applying corrective and risk control measures	1	7	CAT5A_V1_STEP7	What ongoing activity?	Identify the ongoing workplace activity.	Correctly applie
177	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	1	CAT5A_V2_STEP1	What should happen now?	Identify the immediate corrective action.	Correctly applie
178	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	2	CAT5A_V2_STEP2	What control was applied?	Identify the stacked pallets control measure.	Correctly applie
179	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	3	CAT5A_V2_STEP3	Storage method was changed	Identify the storage control measure.	Correctly applie
180	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	4	CAT5A_V2_STEP4	How will it be monitored?	Identify the routine monitoring activity.	Correctly applie
181	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	5	CAT5A_V2_STEP5	Informal talks	At what informal training meeting will this next be discussed	Correctly identi
182	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	6	CAT5A_V2_STEP6	Damaged items that will be replaced	Identify the damaged items that will be replaced.	Correctly applie
183	26	Implementing and Evaluating Risk Control Measures	CAT5A_V2	Applying corrective and risk control measures	2	7	CAT5A_V2_STEP7	What type of training will they be given?	Identify the forklift operators training measure.	Correctly applie
184	27	Implementing and Evaluating Risk Control Measures	CAT5B_V1	Solving problems during implementation of controls	1	1	CAT5B_V1_STEP1	What was the storage problem?	Identify the storage problem affecting implementation.	Correctly identi
185	27	Implementing and Evaluating Risk Control Measures	CAT5B_V1	Solving problems during implementation of controls	1	2	CAT5B_V1_STEP2	What was the stock problem?	Identify the stock availability problem.	Correctly identi

I did a video demonstrating how this can be done in **60 seconds**

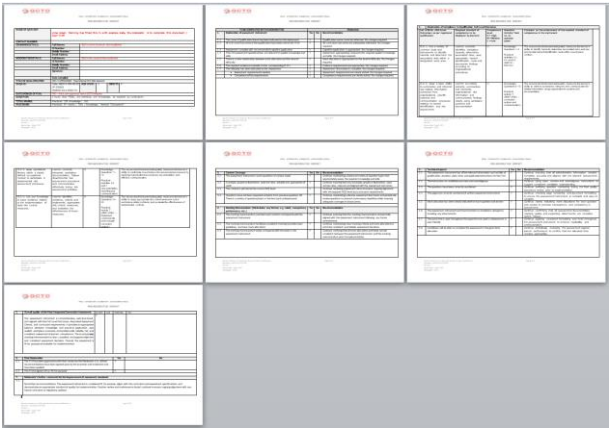
The FISA looks like this once pasted into the MS word template.



I've supplied the QCTO developer's report form filled in for you, along with the qualified developer's CV and ETDP SETA statement of results:

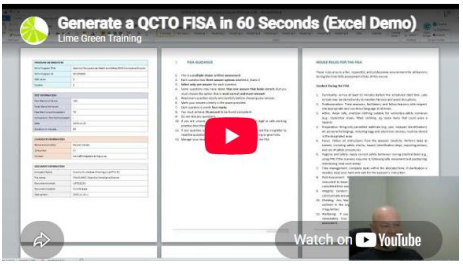


I've also filled in the QCTO FISA moderator report for you, but you'll need to get your moderator to sign it off since the moderator must be a different person.



Here's a video demo of some of the generators I've built. Watch me create a FISA and rubric in 60 seconds:

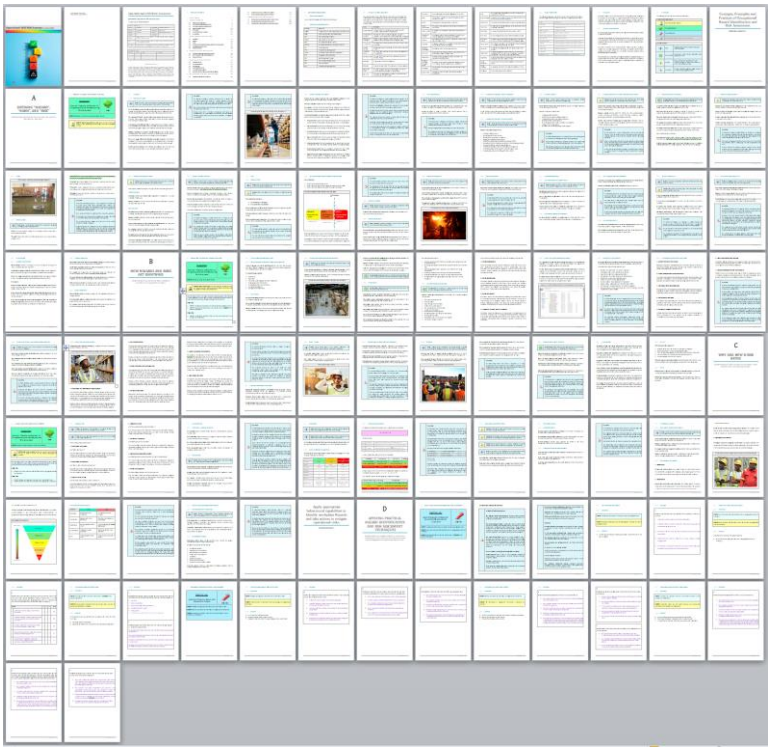
https://limegreentraining.co.za/fisa-generator-qcto-skills-programmes/



Learner Guides

The learner guide is written by a qualified, experienced writer who understands instructional design. The main learner guide is master document of the suite. Not just that, they are also beautiful.

Two versions are supplied. A full learner guide, and a **print-friendly version** with non-essential images removed.



Here are some close-ups of the learner guide:

2.3 GLOSSARY OF TERMS AND WORDS

This glossary explains some of the health and safety terms used throughout this learner guide. It is recommended that learners read through this section before starting the course, and refer back to it whenever they encounter an unfamiliar word or phrase. Understanding these terms will make the remainder of the guide easier to follow.

Term	Definition
Acceptable risk	A level of risk that is considered low enough for work to continue safely under the existing controls.
Administrative controls	Measures that reduce risk by changing the way work is organised, such as procedures, training, supervision, or signage.
Behavioural techniques	Methods used to observe, communicate with, and understand people in order to identify hazards and improve safety.
Consequence	The seriousness of the harm that could occur if a hazard causes an incident.
Control measure	Anything put in place to eliminate a hazard or reduce the level of risk.
Corrective action	An action taken to remove a hazard or reduce the likelihood of it causing harm.
Dynamic hazard	A hazard that changes over time as workplace conditions or activities change.
Employee	A person who works for an employer.
Employer	A person or organisation that employs one or more employees.
Ergonomic hazard	A hazard caused by the way work is designed, such as poor posture, repetitive movements, or heavy lifting.
Exposure	The extent to which people, equipment, or the environment come into contact with a hazard.

2.7 ICONS USED

The following icons are used in this manual to aid learning:

CURRICULUM COMPONENTS	
	Internal Assessment Criteria
	Knowledge Module
	Practical Module
	Work Experience Module (none for this curriculum)

IN-COURSE ALERTS		
	Note	Highlights important information that learners should remember.
	Good practice	Recommends a safe, effective, or preferred way of carrying out a task.
	Caution	Draws attention to potential hazards, risks, common mistakes, or actions that could lead to harm or undesirable outcomes.
	In practice	Provides a realistic workplace example showing how the concepts apply in practice.

3 DEFINING A HAZARD AND RELATING IT TO RISK

KNOWLEDGE Concepts, Principles and Practices of Occupational Hazard Identification and Risk Assessment.	 **KM01**
KT0101: Definition of a Hazard and How Hazards Relate to Risks	

	**IAC0101 Internal Assessment:** Describe what a hazard is and how it relates to risks, providing practical examples from various workplace settings.

3.1.2 BROAD CATEGORIES OF HAZARDS

Hazards do not always neatly slot into well established categories. Hazard categories are tools used to improve the way we deal with hazards.

Overlap is accepted and preferred over missing hazards altogether.

An example of a hazard that fits into more than one category is a hot surface. The hot surface near people is a physical hazard, while heat buildup making a work area unbearably hot is an environmental hazard.

Broad hazard categories are based on where harm comes from. All hazards will be able to fit into one or more of these categories.

1. **Physical hazards** cause harm through direct physical contact or exposure that can injure the body. For example a sharp edge, open flame, or a moving blade.

2. **Chemical hazards** involve chemical substances that can cause harm through exposure or contact. For example a corrosive chemical or toxic fume.

3. **Biological hazards** involve exposure to living organisms or biological materials that can cause illness. For example infectious bacteria or viruses in the air.

4. **Ergonomic hazards** arise from how work is designed and performed, placing strain on the body. For example poorly designed workstations.

5. **Psychosocial hazards** affect mental well-being due to work demands, pressure, or interpersonal issues. For example excessive workload or workplace bullying.

6. **Environmental hazards** arise from workplace conditions that affect safety, comfort, or exposure. For example poor ventilation or extreme weather.

7. **Organisational and management hazards** arise from weaknesses in workplace systems, communication, or management practices. For example unclear procedures, poor training and supervision, or ineffective communication.

In practice:

At GreenLeaf Packaging, a pallet-wrapping machine operates on the production floor. The exposed moving parts of the machine present a physical hazard if a worker comes into contact with them.

Maintenance staff use a solvent-based degreaser on the equipment, creating a chemical hazard if it is inhaled or spills onto skin.

Workers often buy food from the onsite tuckshop, where poorly stored prepared food has previously become contaminated; creating a biological hazard that could cause illness.

The repeated lifting and turning of heavy pallets introduces an ergonomic hazard due to strain on the body.

During busy shifts, bullying and pressure to meet production targets can create a psychosocial hazard through stress and fatigue.

In summer, high temperatures in the workshop, combined with the lack of air-conditioning, create an environmental hazard that affects comfort and heat exposure.

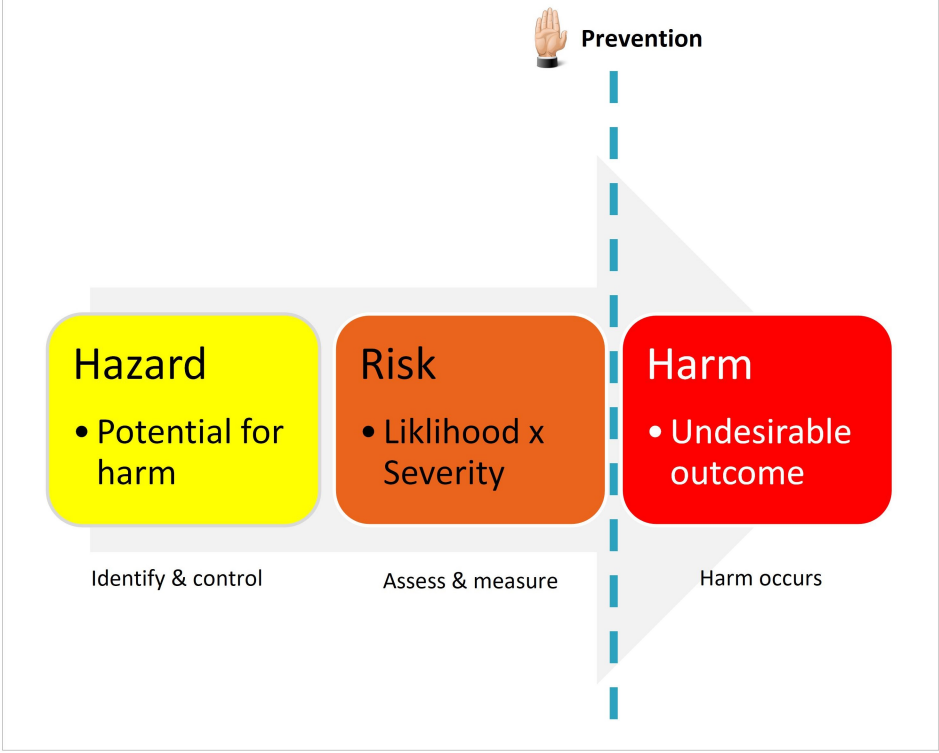
Unclear shift handover instructions can also create an organisational hazard, increasing the chance of unsafe work practices.

3.4 THE RELATIONSHIP BETWEEN HAZARDS, RISK, AND HARM

The relationship:

- Hazards create the potential for harm
- Risk is a measure of potential; how likely and severe that harm may be.
- Harm is the undesirable outcome when that potential is realised.

THE RELATIONSHIP BETWEEN HAZARDS, RISK, AND HARM



Risk is not static. A hazard may exist, but the level of risk depends on the situation. Risk is affected by factors such as exposure, conditions, and the work being done.

For example, a chemical stored in a sealed container may present low risk, while the same chemical being used incorrectly or without controls presents a higher risk.

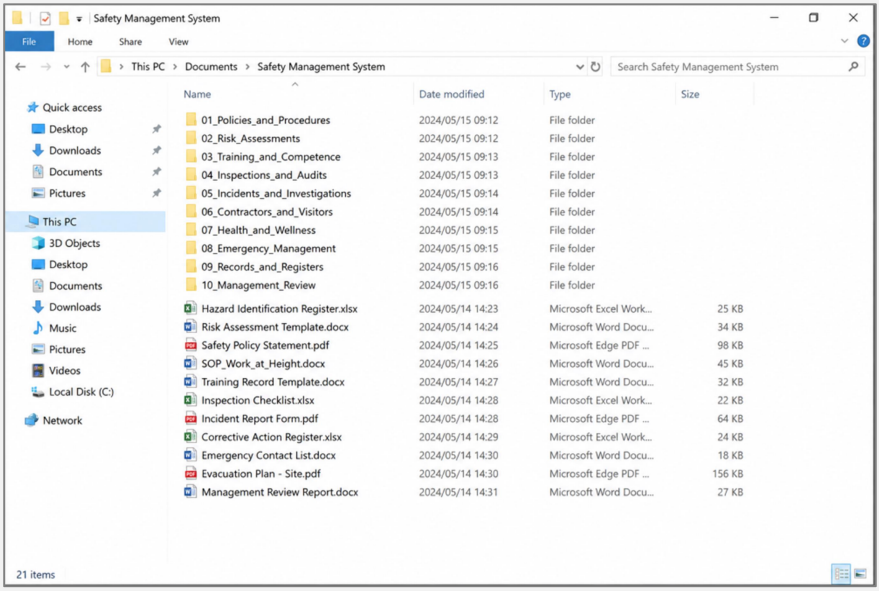
4.1.6 HEALTH AND SAFETY MANAGEMENT SYSTEMS

An organisation's health and safety management system is a comprehensive collection of documents, records, and other information that supports the management of workplace health and safety over time.

It is the central source of workplace health and safety information. It should be organised so that information is easy to find, understand, analyse, and use. It describes current workplace conditions as well as lessons learned from the past.

It includes various kinds of evidence. It may consist of paper records, electronic documents, or a dedicated software system that brings different types of evidence together and makes it easier to manage safety as a whole.

Example of a folder containing health and safety management system records.



5.3.2 A SIMPLE RISK CALCULATION

A simple and effective formula can be used to calculate risk on a basic level:

P x C x F = R

The letters mean:

P	Probability	How likely it is that the hazard will actually cause harm
C	Consequence	How serious the harm could be if the hazard causes an incident.
F	Frequency	How often people or equipment are exposed to the hazard.
R	Risk Rating	The result of the calculation, which is an expression of the risk.

Create a simple rating scale for each factor. For example:

Probability	Consequence	Frequency	**Rating**
Extremely unlikely	Minor or no harm	Rarely occurs	**1**
Could possibly happen	Moderate harm	Occurs occasionally	**2**
Very likely or certain	**Serious harm**	**Occurs frequently**	**3**

Assign a rating of 1 to 3 for each factor and multiply them together to calculate the overall risk rating. For example: *1 × 1 × 1 = 1* or *3 × 3 × 3 = 27*

The calculated score can then be grouped into simple risk categories.

Calculated risk (PxCxF)	Risk rating	Interpretation
1 – 7	Low	Acceptable risk, controls appear adequate
8 - 17	Medium	More controls or improvements required
18 - 27	**High**	**Unacceptable, immediate action required**

In practice:

At SafeServe Foods, Ashwyn Coetzee notices that a container of raw chicken has been stored on a shelf directly above uncovered ready-to-eat salads in the cold room. He also observes that this storage arrangement has occurred on several occasions and is accepted as normal practice.

Ashwyn identifies the hazard as the incorrect storage of raw chicken above ready-to-eat food. He determines that contamination could possibly occur (P = 2), that it could result in serious illness if contaminated food is consumed (C = 3), and that the unsafe practice occurs regularly (F = 3).

Ashwyn assesses the hazard using the workplace risk formula:

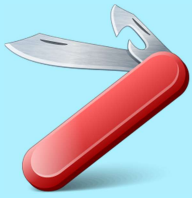
Probability (P)	Could possibly happen	= 2
Consequence (C)	Serious harm	= 3
Frequency (F)	Occurs frequently	= 3

P × C × F = R
2 × 3 × 3 = 18

Ashwyn compares the calculated risk with the workplace risk rating scale and determines that a score of 18 is a High and Unacceptable risk.

Immediate action is required. The ready-to-eat food is discarded, the raw chicken is stored correctly, and employees are reminded to follow the workplace's food storage procedures to prevent cross-contamination.

6 APPLY BEHAVIOURAL TECHNIQUES FOR RISK ASSESSMENT

PRACTICAL SKILL Apply behavioural techniques for hazard identification and risk assessment	 **PM01-PS01**

PA0101: Use behavioural techniques to observe and identify workplace hazards.

PA0102: Assess risks associated with identified hazards using appropriate tools and techniques.

PA0103: Document identified hazards and assessed risks, and report them to relevant stakeholders.

EXAMPLE DATA FOR PRACTICAL SECTION

At AutoCoat Refinishing Solutions:

The afternoon shift is about to begin in the spray-painting workshop. Production has been particularly busy during the past week due to increased customer demand.

The spray-painting workshop is a large open work area where vehicle panels and components are prepared, painted, and finished. It contains spray booths, workbenches, paint mixing stations, storage cabinets, compressors, and various hand tools and equipment. Employees move between the different work areas throughout the day, transporting materials, equipment, and completed work as production progresses.

The paint mixing station consists of a sturdy workbench used to measure and mix paints, thinners, and hardeners before spraying. Shelving above and beside the bench stores paint tins and mixing containers, while measuring equipment, stirrers, and other tools are kept within easy reach. Employees regularly move between the mixing station, the spray booth, and the storage area during normal production.

Several activities are taking place throughout the workshop:

Cardboard boxes stand in front of a fire extinguisher. Workers are moving solvents, spray equipment, and paint containers through a congested walkway.

Paint tins, cardboard boxes, and other materials are positioned around the paint mixing station.

Some items are stacked against the wall while others have been placed on the floor within the work area.

6.2.3 OUTCOME

A

Hint: Use the hazards identified in the previous practical. Assess the risk associated with each hazard using the Probability × Severity × Frequency (P × F × S) risk assessment matrix covered in the knowledge sections. Use a 1 – 3 rating for each one. Use at least the three hazards you identified earlier as a minimum.

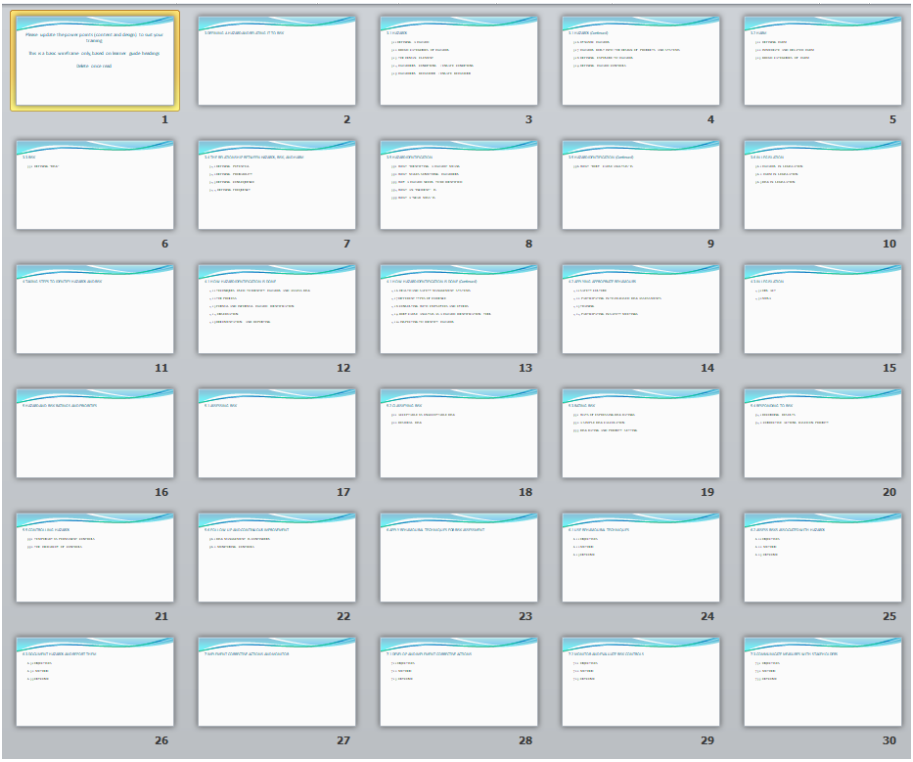
	Hazard	P	F	S	**Risk**
1	*Cardboard boxes obstructing access to the fire extinguisher.*	*3*	*2*	*3*	***18***
2	*Congested walkways caused by employees moving solvents, equipment, and materials through the same area.*	*3*	*3*	*2*	***18***
3	*Paint tins, cardboard boxes, and other materials stored around the paint mixing station.*	*2*	*3*	*2*	***12***
4	*Materials placed on the floor within the work area, creating a potential tripping hazard.*	*2*	*2*	*2*	***8***
5	*An employee not wearing the required eye protection while mixing paint. (Include this only if it appears in your final example data.)*	*2*	*2*	*2*	***8***

Back to the sample

Slide deck (wireframe)

The fully editable Slide Deck Wireframe gives facilitators a professionally planned presentation that can be completed in a fraction of the time while still reflecting their own branding and delivery style.

The PowerPoint is the exact structure of the Learner Guide, with headings presented in the same order. Because the Learner Guide is already aligned to the curriculum, the wireframe provides a solid presentation skeleton.



Formative and Summative Assessments (Not the FISA)

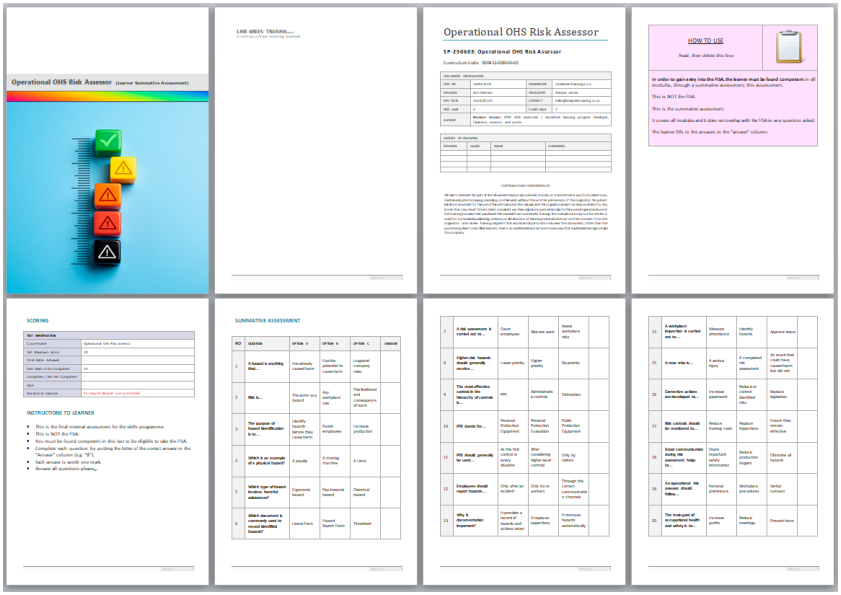
I've made testing and assessment as easy as they can be…

QCTO has set extremely excessive testing requirements for this skills program. Their curriculum document requires 6hrs of FISAs for this 20 notional hour course.

QCTO requires formative and summative assessments are also completed by the learner. These must be done, but the exact amount of this testing is not prescribed.

This learning material suite includes both formative and summative assessments that are compliant, but also understanding of the fact that the FISA is excessive.

Both these assessments are provided for you and include the question papers and matching answers. They are minimal since testing amounts are not prescribed.



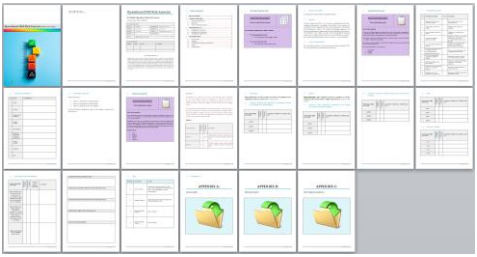
Assessor and Moderator Guides

There are similarities in how the assessor and moderator guides were used for the **SETA system, but it is different for QCTO training** since the FISA is the result that declares the learner competent, not a POE (portfolio of evidence) as such.

Nonetheless, **for QCTO compliance you are still recording evidence of assessments** (formative, summative, and FISA) for every skills program. You are also moderating the assessor's assessment which also needs to be recorded.

As a result I've stuck with the **hierarchy system** I used before, but changed it up a little. There are fewer tables in the assessor guide; you simply include your FISA and rubric instead (which is what QCTO requires) as appendices.

The moderator guide then has a table where the moderator agrees or disagrees with the findings of the assessor for each module and sub-module. The guide also becomes a "how to" for the moderator, and a container for attachments (e.g. CV's)

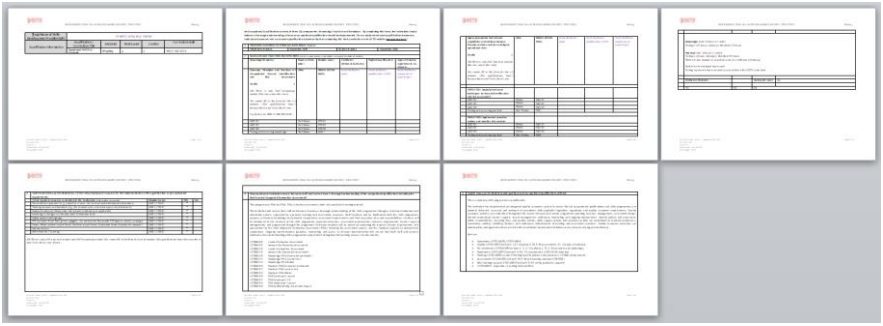
Assessor guide	Moderator guide
	

The QCTO Matrix and Implementation Plan

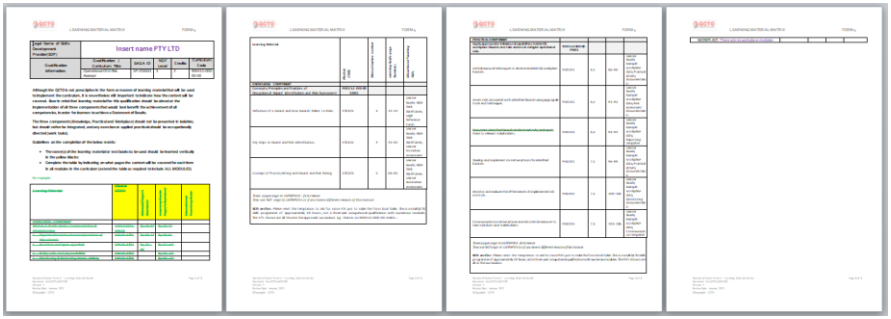
QCTO FORMS 3 AND 4

You are supplied with QCTO Forms 3 and 4 fully filled in for you.

QCTO Form 3: Implementation plan for course



QCTO Form 4: Learning material matrix (aligned to learner guide)



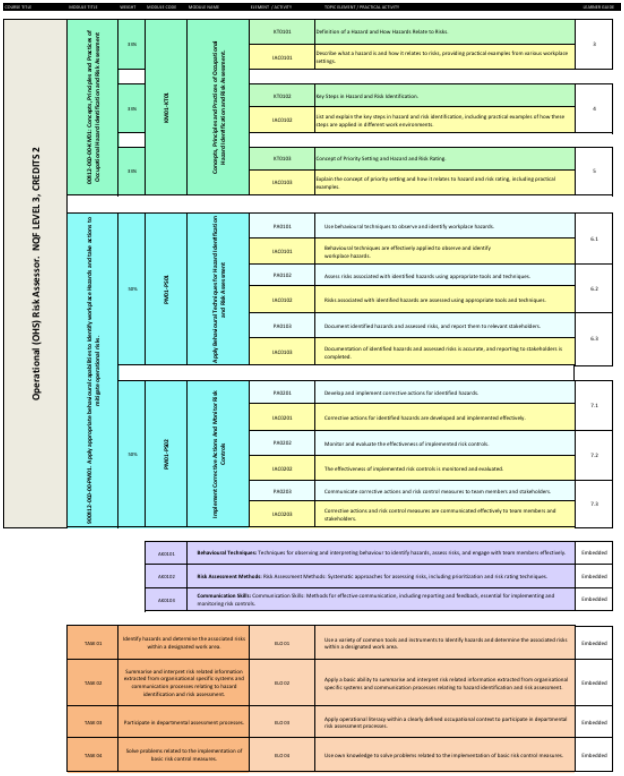
A VISUAL COURSE MATRIX

QCTO Forms 3 and 4 are not practical for planning and delivering training; they are simply designed for compliance.

This suite includes tools that really simplify course planning, and does so in a practical way that training providers will appreciate every day.

The Course Matrix provides a clear, colour-coded, one-page visual overview of the entire skills programme.

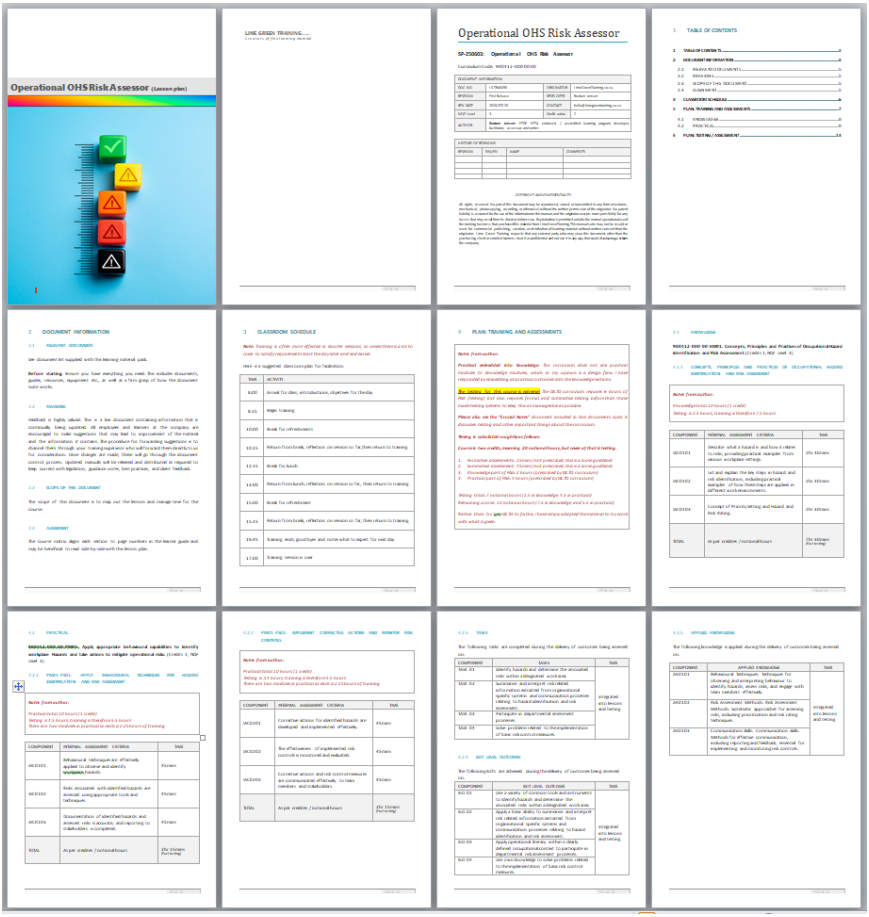
It shows the hierarchy and alignment of the curriculum, allowing you to zoom in for detail or out for the bigger picture when planning and delivering training.



THE LESSON PLAN

The Lesson Plan is a practical course timing and planning system. Created by a facilitator, it takes the guesswork out of course timing

There is a reason many freelance facilitators insist on using Lime Green learning material wherever they train. Some refuse to train with any other material.



User support and guidance

REVISIONS

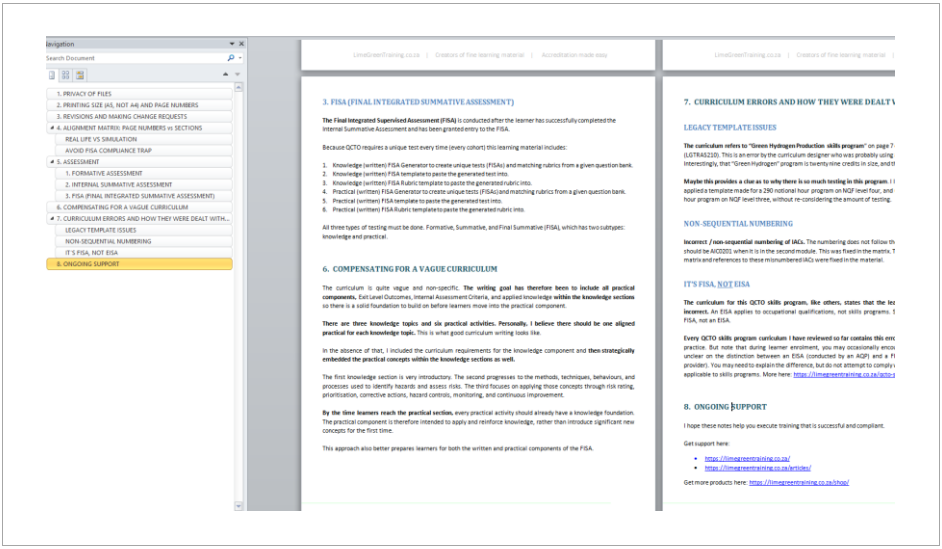
All LimeGreenTraining.co.za material is periodically revised, and updates are distributed to users. To date suites have been updated without charge.

Examples include nine revisions to the QMS, first aid manuals that have been revised annually, and OHS manuals and FISA systems that are constantly improved.

CRUCIAL NOTES AND GUIDANCE

The first point of support is the Crucial Notes document, which provides comprehensive written guidance to you, the user on purchase. The QCTO training environment is complex, and this guide helps you navigate those waters.

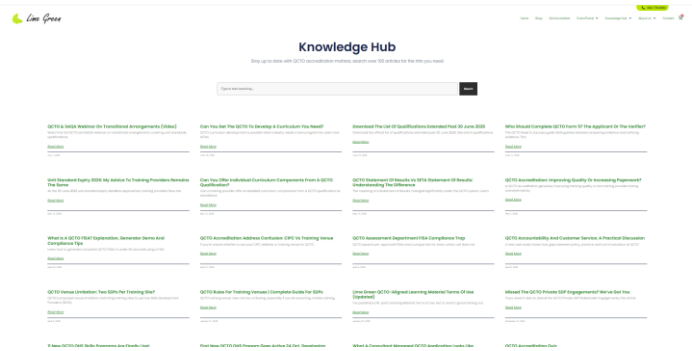
It helps you implement the training program successfully, while avoiding common pitfalls. It is built on years of practical experience, and explains how curriculum ambiguities and complexities have been addressed within the learning material.



WEBSITE: KNOWLEDGE HUB AND ONLINE SHOP

The website LimeGreenTraining.co.za contains over 100 articles on compliance and accreditation that hundreds of training providers use every month. There is a **search tool** to help you to find the information you need more easily

Want this product or more? Buy here: https://limegreentraining.co.za/shop/



OHS REPRESENTATIVE (QCTO SP-250815)

R3500

Add to cart

ESSENTIAL OHS COMPLIANCE ENSURER (QCTO SP-250604)

R3500

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QMS, QCTO ALIGNED QUALITY MANAGEMENT SYSTEM

R3000

Add to cart

OHS ACT COLOUR CODED AND SIMPLIFIED (FREE)

R0

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QMS, PLUS QCTO FORM 5 INDEXED TO IT

R4000

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INTERMEDIATE FIRST AID, LEVEL 2 (QCTO SP-230802)

R3500

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BASIC FIRST AID, LEVEL 1 (QCTO SP-230801)

R3500

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GUIDE FOR THE NEWLY QCTO-ACCREDITED (Learner enrolment etc)

R2000

Add to cart