

FACILITATOR GUIDE



SAQA ID	NQF LEVEL	CREDITS	UNIT STANDARD
259622	2	3	Describe the functions of the workplace health and safety representative

Facilitator Guide

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Facilitator Information

Details	Please Complete this Section
Name & Surname:	
Organisation:	
Unit/Dept:	
Facilitator Name:	
Date Started:	
Date of Completion:	

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Facilitator Guide Introduction

About the Facilitator Guide...	This Facilitator Guide provides a comprehensive overview of Apply health and safety to a work area , this guide has been designed and developed to assist you in effectively and efficiently prepare and implement your various training interventions.		
Purpose	The purpose of this Facilitator Guide is to assist facilitators in delivering training sessions, related to The Guide also provides information on facilitation methodologies and strategies to be adopted during training sessions.		
US No	US Title	Level	Credit
259622	Describe the functions of the workplace health and safety representative	2	3
Objectives	<ul style="list-style-type: none"> ▲ To understand the facilitation methodology and strategy to be adopted for this learning program ▲ To provide the necessary learner support and guidance during the training session 		
Facilitation Methodology	<p>The programme is very practical and aims to provide practical tools and skills for adult learners. The methodology should ensure that:</p> <ul style="list-style-type: none"> ▲ The learning environment is physically and psychologically comfortable. ▲ Contact training periods are short and varied to avoid boredom. ▲ Learner expectations are articulated and clarified and managed by the learner and facilitator. ▲ The experience of participants is acknowledged and drawn on in the learning programme. ▲ Facilitation, rather than teaching, is used to allow participants to participate fully. ▲ The facilitator balances the presentation of new material, debate and discussion in such a way that the outcomes of the module are met, while ensuring that all participants are valued and are able to contribute to the learning process. ▲ The learning will be problem-oriented, personalized and accepting of participants' needs for self-direction and personal responsibility. 		

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	<p>⚠ The module presented in a way that allows a participant to participate fully in the language of their choice.</p> <p>⚠ The facilitation process accommodates participants who may not be literate, or who are not literate in English.</p> <p>The contact session uses a participatory methodology.</p> <p>This is appropriate for adult audiences who come with a wide range of experiences and skills. It also accommodates a broader range of learning styles. Some techniques that can be used include:</p> <table border="1" data-bbox="544 674 1430 1984"> <thead> <tr> <th data-bbox="544 674 868 725">Method</th> <th data-bbox="868 674 1430 725">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 725 868 931">Structured learning experience</td> <td data-bbox="868 725 1430 931">Participants engage with a complex game or activities that represent real-life situations that they may encounter in the course of their work.</td> </tr> <tr> <td data-bbox="544 931 868 1084">Group work</td> <td data-bbox="868 931 1430 1084">Participants work on tasks in their groups and report their findings back to plenary.</td> </tr> <tr> <td data-bbox="544 1084 868 1290">Lecture</td> <td data-bbox="868 1084 1430 1290">The facilitator presents a short talk (maximum of 10 minutes) to introduce a new subject, to provide details, or to wrap up a session.</td> </tr> <tr> <td data-bbox="544 1290 868 1496">Discussion</td> <td data-bbox="868 1290 1430 1496">This is a free exchange of ideas or experiences on a particular topic. It may be between the facilitator and the participants or between the participants.</td> </tr> <tr> <td data-bbox="544 1496 868 1747">Brainstorming</td> <td data-bbox="868 1496 1430 1747">Participants generate a number of ideas on a particular subject or question. It may be used to gather different opinions or to find out what participants know about a particular topic.</td> </tr> <tr> <td data-bbox="544 1747 868 1984">Panel discussion</td> <td data-bbox="868 1747 1430 1984">This is a planned presentation by one or more experts. It may be followed by a discussion session or a round of questions.</td> </tr> </tbody> </table>	Method	Description	Structured learning experience	Participants engage with a complex game or activities that represent real-life situations that they may encounter in the course of their work.	Group work	Participants work on tasks in their groups and report their findings back to plenary.	Lecture	The facilitator presents a short talk (maximum of 10 minutes) to introduce a new subject, to provide details, or to wrap up a session.	Discussion	This is a free exchange of ideas or experiences on a particular topic. It may be between the facilitator and the participants or between the participants.	Brainstorming	Participants generate a number of ideas on a particular subject or question. It may be used to gather different opinions or to find out what participants know about a particular topic.	Panel discussion	This is a planned presentation by one or more experts. It may be followed by a discussion session or a round of questions.
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Resources	 White board and/or Flipcharts	
	 Laptop & Data Projector (not compulsory)	
	 Facilitator & Learner Guide	
	 Learner Workbook	
	 Fire extinguishers	
Time for 259622	Contact/ Facilitation Days	1 Days
	Theory	8 Hrs.
	Practical	16 Hrs.
	Assessments	2 Hrs.
	Workplace Application Days	1 Days

Facilitator's Checklist & Training Aids

Learner Support Strategies:

Learners are supplied with all resources and aids as required by the program – including: Objects & devices such as equipment, protective clothing, and safety gear, etc. Learner Guides and Learner Workbook. Visual aids, etc.


Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learner's background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my		

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programme delivery, reporting & administrative tasks accordingly.		
Equipment Check:		
Learner guides x 1 per learner		
Learner workbook		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proximal projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		
Documentation Checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Training Programme

	<p>Start with an “ice-breaker”, and eventually discuss the global outcome of the learning units with learners and emphasize the assessment process.</p>		
	Topics	Time	Remarks
	Ice Breaker	15 min	Please refer to Learner Guide and Assessment Guide for details.
	Course expectations	10 min	
Assessment Criteria	5 min		
Learner’s Responsibilities			

Facilitator Workbook Memoranda

Apply health and safety to a work area

UNIT STANDARD NUMBER : 259622
LEVEL ON THE NQF : 2
CREDITS : 3




Module 1

Framework of workplace health & Safety legislation pertaining to health.

Activity 1, AC1	Question Description	Mark
1)	Framework of workplace health and safety legislation pertaining to health and Safety representatives.	25
2)	Conducting safety, health and environmental activities at a working place	15
3)	Addressing safety, health and environment related issues.	8
4)	Complying with activities within safety, health and environmental structures	5
Total		52

Formative Memo She and Incident-

Group Activity	Activity	Questions Description	Mark	SO
	1	Framework of workplace health and safety legislation pertaining to health and Safety representatives.	25	1

1) Define the following terms. (AC1)

 Accident. (2)

An unplanned event that results in harm to people, damage to property or loss to process

⚠ Hazard. (2)

a source of or exposure to danger equipment

2) Who must ensure a healthy and safe environment? (1) (AC2) (AC6)

Employer

3) What are the objectives of OHSA? (6) (AC2)

⚠ The health and safety of persons at work.

⚠ The health and safety of persons in connection with the use of plant and machinery.

⚠ The protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work.

4) Give two instances where an inspector recommends a fine? (2) (AC3)

When any person contravenes or fails to comply with the provisions of the Act. Has reason to believe an employer has contravened or failed to comply with any provisions as contemplated in the provisions of the Act.

5) How many health and safety representatives should be appointed for a designated workplace, which has 127 employees? (AC4)

⚠ Shops and offices: 2

⚠ Other workplaces: 3

6) I work in an office and I have a degree in finance. Can I be appointed as a she representative for the electrical engineering workshop? Why or Why not? (2) (AC4)

No, you are to be appointed in an area where you work and understand the activities thereof

7) My supervisor insists that I must do health and safety inspections & attend health & safety meetings after normal working hours because of production constraints. What shall I do? (2) (AC4)

You have the right to refuse doing your SHE responsibilities outside working hours, report to the employer or the Department of Labour

8) How often should health and safety committee meet? (1) (AC4)

Once every three months minimum

9) When must health and safety committees be established? (2) (AC5)


When two or more representatives are designated.

10) Give three functions of the health and safety committee. (3) (AC5)

△ Make recommendations to the employer about the health and safety of workers.

△ Discuss any incident that leads to the injury, illness, or death of any worker and may report about it in writing to the inspector.

△ Keep record of every recommendation to the employer and every report to an inspector.

Group Activity	Activity	Questions Description	Mark	SO
	2	Conducting safety, health and environmental activities at a working place.	15	2

1) Give any three functions of a health and safety representative. (3) (AC1)

△ Health and safety audits

△ Identify potential dangers

△ Investigate incidents

△ Make representations to the employer about health and safety issues

△ Inspections

△ Attend committee meetings

2) Give any three purposes of inspections? **(3) (AC2)**

- △ Listen to the concerns of workers and supervisors**
- △ Gain further understanding of jobs and tasks**
- △ Identify existing and potential hazards**
- △ Determine underlying causes of hazards**
- △ Monitor hazard controls (personal protective equipment, engineering controls, policies, procedures)**
- △ Recommend corrective action**

3) Give examples of hazards in your work environment, mention 3. **(3) (AC2)**


Learner gives 3 hazards found at their workplace

4) What are unsafe acts? **(3) (AC2)**

Unsafe acts are the result of unsafe human behaviour, which could cause injury, illness, disease, or damage

5) What are unsafe conditions? **(3) (AC2)**

Poor engineering designs, technology, or workplace methods, which result in deficiencies or deviations from SHE standards and could be the cause of incidents

Group Activity	Activity	Questions Description	Mark	SO
	3	Addressing safety, health and environment related issues.	8	3

1) Why is workplace inspection important? Give two examples. **(2) (AC2)**

Help prevent injuries and illnesses. (1)


Prevent unsafe act and unsafe conditions (1)

2) When can you conduct an unplanned inspection? (3) (AC2)

Daily prior to start-up at shift change, and sometimes during operations (2)

3) When conducting a planned inspection, what will you be inspecting? (3) (AC2)

Structural integrity, housekeeping standards, machinery and operational (4) equipment, fire equipment, storage and material controls, demarcated areas, hand tools, PPE, etc.

Group Activity	Activity	Questions Description	Mark	SO
	4	Complying with activities within safety, health and environmental structures	6	4

1) Who should provide information and education about health and safety at the workplace? (1) (AC1)

Employer

2) What should the employer consult the workers on, mention any two. (2) (AC2)

Health and safety matters
Hazards faced by the employee.

3) What is the difference between self-monitoring and reactive monitoring? (4) (AC4)

Self-monitoring looks at both hardware (premises, plant and substances) and software (people, procedures and systems, including individual behaviour and performance). (2)

Reactive monitoring is used to establish why controls have, by investigating the accidents, ill-health or incidents that could have caused harm or loss.

(Grand Total 55)