

Student-Course Information	
Registration details	Vocational Education and Training Accreditation Board (VETAB) Registered Training Organisation number 90909 and ABN 63 114 756 857
Contact details	Phone 1300 559 064
Course name and code	Follow Safe Manual Handling Practices HLTHSE204B
What will I receive following the course	A4 Statement of attainment and a plastic card
Type	<input type="checkbox"/> Qualification <input type="checkbox"/> Accredited Course <input checked="" type="checkbox"/> Unit of Competency
What Training Package does this course/unit come from	HLT07 Health Training Package
Partial completion	
How long is the course	4 Hours
Is there a need to re-fresh this training on a yearly/three yearly cycle	Recommended every year
Course purpose and Vocational outcomes of this course/unit	This unit of competency This unit is concerned with the workers ability to carry out their work in a safe manner within the health care environment. Work will usually be performed within a prescribed range of functions involving known outlines and procedures.
Is there a course/unit that I must complete prior to this training course? This is called a Pre-requisite	There are no pre-requisites or co-requisites for this competency unit
If I complete the pre-requisite at the same time of this course, the additional time would be	
Course fees	This course may be delivered by way of partnership arrangements with your trainer. The course fee will be paid direct to the trainer (the partner organisation). This course is usually arranged by the employer of a workgroup and the employer can be invoiced for the training. If the employer does not arrange the training, or the employer does not agree to fund the training, training fees must be paid by the individual students direct to the trainer. All partners will be required to meet minimum resource and facility requirements and course fees are available at the time of enrolment.
Where will the training be conducted?	The training required by the target group requires training either at the employer's workplace so that they can develop skills consistent with their job description in their own employment practice, at a simulated workplace or in a classroom. A flexible learning strategy incorporating On line learning programs may be utilised where appropriate. This information will be made available at the time of enrolment.

<p>Induction procedures</p>	<p>A formal induction will be conducted at the start of your Course. The following is an outline of what is covered during this induction -</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Details of emergency procedures, emergency wardens, first aid, accident/injury reporting, security and occupational health and safety <input checked="" type="checkbox"/> Discussion of building access <input checked="" type="checkbox"/> Assessment information <input checked="" type="checkbox"/> All students have a copy of or have sighted the Student Handbook <input checked="" type="checkbox"/> Framework of the program , outcomes <input checked="" type="checkbox"/> Outline of course information and course delivery <input checked="" type="checkbox"/> Provides information on break times <input checked="" type="checkbox"/> Role of trainers <input checked="" type="checkbox"/> Recognition of prior learning – what is it, how to apply, procedures undertaken <input checked="" type="checkbox"/> Completion time frames <input checked="" type="checkbox"/> Facilities and equipment, amenities, refreshment areas <input checked="" type="checkbox"/> Messages <input checked="" type="checkbox"/> Contacting trainers <input checked="" type="checkbox"/> Classroom behaviour.
<p>Occupational health and safety of our students</p>	<p>Allens Training is committed to providing a safe and healthy work environment for its staff, students, contractors (such as trainers) and visitors. Allens encourages all workplace participants to regard accident prevention and working safely as a collective and individual responsibility.</p> <p>Allens Training recognises its corporate responsibility under the AOHS Acts and regulations. Students as well as trainers and assessors share a dual responsibility for ensuring the health and safety of staff, students, contractors and visitors. In fulfilling this responsibility, trainers have a duty to provide and maintain, as far as practicable, a learning environment that is safe and without risk to health.</p> <p>This includes to:</p> <ul style="list-style-type: none"> • Provide and maintain safe equipment and systems of work. • Provide, monitor and maintain systems for safe use, handling, storage and transportation of equipment and substances. • Maintain the workplace in a safe and healthy condition. • Provide adequate facilities to protect the welfare of all employees and students. • Provide information, training and supervision for all staff and contractors, helping them to integrate OHS into their work areas and roles. • Provide information, where relevant, to students, allowing them to learn in a safe and healthy manner. • Check OHS system compliance via ongoing auditing. • Integrate continuous improvement into the training - OHS performance. <p>Occupation Health & Safety Act can be found at www.legislation.nsw.gov.au</p>

<p>Is there any recognition of my prior learning or experiences (RPL) or recognition of my current competencies</p>	<p>If you have completed courses in a related field you may be able to take advantage of a facility called “RPL” or “Recognition of Prior Learning”. This means that account may be taken of related qualifications to satisfy some or all of the course requirements. Evidence considered for assessment is the RPL Application Form plus a wide range of supporting evidence. If further evidence is required then this is negotiated with the candidate. The process may include a further interview, written assignment, workplace assessment, and collection of other material.</p> <p>The outcome may be that we can:</p> <ol style="list-style-type: none"> 1. Provide the qualification based on the material supplied. 2. Provide the qualification subject to some form of assessment, but without classroom attendance. 3. Provide partial recognition of units of the course and thereby reduce the classroom and assessment process leading to course completion. <p>Fees will be charged for the RPL service and will be discussed when you approach Allen’s Training to determine the requirements that will need to be supplied.</p>
<p>Who would be the target audience for this course?</p>	<p>Existing employees in this industry: Existing employees in the industry would benefit from this training.</p> <p>School leavers: School leavers may benefit from the completion of this course as it will provide increased employment options and will improve safety.</p> <p>Mature age not employed in this industry: This unit may be suitable for mature age students even if they are not in the industry. The safety and prevention focus in this training may be especially beneficial to mature workers who may be more susceptible to injury.</p>

<p>What does reasonable adjustment mean to the student</p>	<p>If a person with a disability meets essential entry requirements, the RTO must make changes or "reasonable adjustments" necessary for that person to perform their course-work.</p> <p>In most situations, the student with a disability will be able to tell the RTO what he or she needs to be able to study. If necessary, the RTO should also seek advice from disability areas within government departments or organisations that represent or provide services to people with a disability.</p> <p>Adjustments may include:</p> <ul style="list-style-type: none"> • Modifying educational premises. For example, making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability. • Modifying or providing equipment. For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system. • Changing assessment procedures. For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability. • Changing course delivery. For example, providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.
<p>Physical disability</p>	<p>A person with a disability has the right to study at an educational institution in the same way as any other student.</p> <p>The <i>Disability Discrimination Act (DDA) 1992</i> makes it illegal for an educational authority to discriminate against persons with a disability. A registered training organisation (RTO) may not prejudice and must offer people with a disability the same educational opportunities as everyone else.</p> <p>The DDA protects people with a disability against discrimination in education, such as:</p> <p>Admission:</p> <ul style="list-style-type: none"> • Refusal or failure to accept an application for admission from a person with a disability • Accepting a person with a disability as a student on less favourable terms or conditions than others. For example, asking a person with a disability to pay higher fees. <p>Access:</p> <ul style="list-style-type: none"> • Denying or limiting access to people with a disability. For example, delivering lectures in an inaccessible format, inaccessible student facilities. • Subjecting a person with a disability to any other detriment such as discriminatory selection criteria.
<p>Access to student support:</p>	<p>Our clinical advisor is available either by email, jim@allenstraining.com.au or by phoning 1300 559 064. Assistance can also be available by contacting your Instructor.</p>

<p>Academic and Vocational Counselling</p>	<p>Students may receive academic or vocational counselling from the trainer or other qualified person. The trainer monitors the student's progress and intervenes to provide counselling or support and where needed refers the student on to the general manager, program manager or other qualified person, depending on the nature of the problem.</p>
<p>Personal Counselling</p>	<p>Any student showing signs of distress or discomfort is to be approached by the staff member who noticed and offered support. Support may take the form of advice, referral to the General Manager, or other qualified person, depending on the nature of the problem.</p>
<p>Language, Literacy and Numeracy Support</p>	<p>Students needing language, literacy and numeracy (LLN) support are identified on application. In most cases, LLN support can be provided. Where only a low level of support is needed, the program manager may arrange for the student to receive extra-curricular assistance from the trainer or other staff member. Where extensive support is needed, specialised LLN classes may be set up. This will attract a fee. Where an applicant's LLN deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined.</p>
<p>Where to go for additional support</p>	<p>If you feel that you have any problems with literacy and numeracy, we can arrange contact support units are:</p> <p>The Adult Literacy Information Office (TAFE NSW) Phone 131601 or Centrelink Literacy & Numeracy Training Phone 132850 or Southern Region Community College 1300 655 296 who have a certificate in General Education for Adults, which is a literacy program for adults to gain skills for employment and further training opportunities. They offer, one on one or small groups, with confidentiality assured.</p>
<p>Appeals and complaints</p>	<p>All students have the right to express a concern or problem they may be experiencing when undergoing training. If you have a concern and wish to lodge a complaint, initially make a formal or informal approach to your trainer/assessor, or to the Office Manager. At any time you may phone 1300 559 064 and press 5 and request assistance from the welfare officer.</p> <p>The complaint procedures are as follows:</p> <ol style="list-style-type: none"> 1. All complaints must be made in writing and addressed to the Complaint Officer – Complaints to be initially assessed by Manager who will then make the decision in regard to the response required and the personnel responsible for replying. 2. In cases where complaints require further consultation, or assessment, the complaint will be directed to the General Manager –All complaints must be responded to in writing within in 24 hours of receipt <p>All grievances will be treated with confidentiality and will in no way be detrimental to the initiator.</p>

Refund policy	Following receipt of any pre course study material, there is a service charge for non-attendance to the course. There are no exit fees for substitution of another date.
Lost or damage certificates	<p>Lost certificates can be replaced on request. Fees apply for this replacement; currently this fee is \$11. An application form is located on our web site for requesting a replacement. The link is http://www.allenstraining.com.au/Documents.aspx</p> <p>You should allow a minimum of 7 working days to receive the replacement certificate.</p>
What is in the course (course content)	
<p>Section 1</p> <p>Training package information Define-manual handling Organisation procedures for risk management Lift safely Manual handling injuries Solutions to common manual handling problems Safe work practices for packaging and handling loads Lifting limitations</p> <p>Section 2</p> <p>Responsibilities of employers and employees Identifying hazards Hazardous manual handling Assessing risks Controlling the risks Workplace reporting Group revision</p>	
<p>How will I be assessed in this course</p> <p><input checked="" type="checkbox"/> Written paper – comprisingshort answer/multiple choice questions. The pass mark will be 75%.</p> <p><input checked="" type="checkbox"/> Group activities and questioning</p> <p><input checked="" type="checkbox"/> Practical demonstrations</p> <p>Based on group activities and practical demonstrations, your Trainer/assessor will determine whether you have acquired the following competencies:</p>	

This is a short description of the training package and the fine detail concerning the course:

	Element and Performance Criteria -	Range Statement
1	<p>Follow organisation procedures, for a particular task, to minimise risk of injury:</p> <p>1.1 Use <i>appropriate posture and handling techniques</i> to reduce muscle load on exertion</p> <p>1.2 Manage work tasks involving vibration in accordance with <i>workplace policies</i> and procedures</p> <p>1.3 Use appropriate <i>manual handling</i> techniques and equipment to meet customer needs within own scope of responsibility</p> <p>1.4 Package loads appropriately for easy handling</p> <p>1.5 Follow lifting limitations prescribed within relevant guidelines</p> <p>1.6 Use safe work practices in handling loads</p> <p>1.7 Wear appropriate <i>personal protective equipment</i></p>	<p><i>Appropriate posture and handling techniques may include:</i></p> <ul style="list-style-type: none"> • Bending from the knees • Maintaining a straight back when lifting and carrying • Using two hands to lift or carry • Avoiding lifting objects above shoulder height • Adopting non repetitive movements • Positions not held for long periods of time • Correct use of mechanical aids
2	<p>Utilise and implement strategies as directed to improve workplace organisation:</p> <p>2.1 Identify OHS hazards, assess risk and report to <i>supervisor</i></p> <p>2.2 Contribute to workplace design and task analysis to ensure appropriate work areas are developed</p> <p>2.3 Follow workplace policies and procedures in relation to pacing and scheduling of tasks</p> <p>2.4 Carry out equipment and environmental maintenance in accordance with a workplace preventative maintenance schedule</p> <p>2.5 Follow workplace procedures for reporting symptoms and injuries to self and or others</p> <p>2.6 Follow workplace procedures for any <i>return to work program</i></p>	<p><i>Workplace policies and procedures will include:</i></p> <ul style="list-style-type: none"> • Hazard identification policies and procedures • Emergency, fire and accident procedures • Procedures for the use of personnel clothing and equipment • Hazard identification and issue resolution procedures • Job procedures and work instructions • Waste management • Security procedures
		<p><i>Manual handling equipment may include:</i></p> <ul style="list-style-type: none"> • Lifting apparatus • Hoists • Trolleys • Belts • Pallet jacks

		<p><i>Personal protective equipment may include:</i></p> <ul style="list-style-type: none"> • Plastic aprons • Gowns • Gloves including heavy duty • Overalls • Enclosed shoes • Eye protection
		<p><i>Hazards include:</i></p> <ul style="list-style-type: none"> • Manual handling • Client handling • Toxic or hazardous substances/radiation • RSI prevention mandatory
		<p><i>Supervisor may by:</i></p> <ul style="list-style-type: none"> • Nominated personnel • OHS nominee
		<p><i>Workplace organisation may include:</i></p> <ul style="list-style-type: none"> • Grievance procedures • Appropriate induction of staff • Team meetings • Debriefing procedures following crisis • Management performance levels • Employee assistance with problems and introducing them to services available in the community
8		<p><i>Return to work program may include:</i></p> <ul style="list-style-type: none"> • Persons returning from injury and/or stress • Persons returning after extended leave