



# Forest Safety for Contractors

**Work Health & Safety  
Facilitator Guide**

This guide was developed by ForestWorks under the Training and Skills Development Services (TSDS). The TSDS is funded by the Australian and Tasmanian Governments to support the rebuilding and reskilling of the Tasmanian forest and timber industry.

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# Symbols

The following symbols are used throughout this guide.



Important point



Slide reference  
(Forest Safety for Contractors – Facilitator PowerPoint)



Break activity  
(between learning topics)

## Why has this Facilitator Guide been developed?

This guide supports the unit of competency *FWPCOR2205 Follow WHS policies and procedures*. It is part of a set of materials that has been developed to support forest workers who are required to follow health and safety procedures in Tasmania's forest industry.

The complete set of materials includes the following:

- Forest Safety for Contractors – Learner Guide
- Forest Safety for Contractors – Learner Questionnaire
- Forest Safety for Contractors – Facilitator Guide
- Forest Safety for Contractors – Facilitator Presentation
- Forest Safety for Contractors – Assessor Guide
- Forest Safety for Contractors – Mapping Document.

While the materials focus on harvesting and clearing, the same principles apply to roading and site preparation.

# Introduction

This Guide aligns with and supports the unit of competency *FWPCOR2205 Follow WHS policies and procedures*, which has been included below.

<b>FWPCOR2205 Follow WHS policies and procedures</b>	
<p><b>Application</b></p> <p>The unit of competency describes the outcomes required to follow WHS policies and procedures: it covers risk identification and emergency procedures that could reasonably be expected to occur in a forestry or wood products environment.</p> <p>The unit applies to those working in a broad range of job roles across different work settings, including a forest environment, saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, forest products factory, and forest products sales and service, horticultural, domestic, local council and emergency services.</p> <p>Licensing, legislative, regulatory or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. In some states, this unit is one of a group of units required to obtain a Forest Operator Licence.</p>	
<p><b>Pre-requisite unit</b></p> <p>Nil</p>	
<p><b>Unit sector</b></p> <ul style="list-style-type: none"> <li>• Forest Growing and Management</li> <li>• Harvesting and Haulage</li> <li>• Sawmilling and Processing</li> <li>• Timber Manufactured Products</li> <li>• Timber Merchandising</li> <li>• Wood Panel Products</li> <li>• Timber Truss and Frame Design and Manufacture</li> </ul>	
<p><b>Elements and performance criteria</b></p>	
<p><b>ELEMENTS</b></p> <p><i>Elements describe the essential outcomes.</i></p>	<p><b>PERFORMANCE CRITERIA</b></p> <p><i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i></p>
<p>1. Follow safe work practices</p>	<p>1.1 Identify organisational and site WHS policies and procedures.</p> <p>1.2 Operate and use tools, equipment and machinery appropriate to work task and according to manufacturer’s recommendations.</p> <p>1.3 Select, use and store personal protective equipment and clothing appropriate to work task requirements.</p> <p>1.4 Use plant and equipment guards according to manufacturer’s specifications.</p> <p>1.5 Identify and follow safety signs and symbols.</p>

## FWPCOR2205 Follow WHS policies and procedures

2. Identify risks	<p>2.1 Identify existing and potential hazards in the work area and report to appropriate personnel.</p> <p>2.2 Identify WHS issues and risks in the work area and report to appropriate personnel.</p> <p>2.3 Follow workplace procedures and work instructions for controlling risks and protecting the environment.</p> <p>2.4 Complete hazard, accident or incident reports accurately and clearly and according to organisational policies and procedures.</p>
3. Follow emergency procedures	<p>3.1 Notify appropriate personnel in the event of an emergency.</p> <p>3.2 Follow workplace procedures for dealing with accidents and emergencies.</p> <p>3.3 Practise emergency and evacuation procedures and carry out emergency and evacuation procedures in the event of an emergency.</p> <p>3.4 Record and accurately report emergencies and evacuation procedures.</p>

### Foundation skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Reading skills to:	<ul style="list-style-type: none"><li>• understand safety signs and symbols</li><li>• understand manufacturer's specifications for plant and equipment guards</li><li>• understand organisational policies and procedures.</li></ul>
Numeracy skills to:	<ul style="list-style-type: none"><li>• use a risk matrix and calculate risk</li><li>• estimate weight and volume, and establish centre of gravity.</li></ul>
Writing skills to:	<ul style="list-style-type: none"><li>• complete a hazard report clearly and legibly</li></ul>
Communication skills to:	<ul style="list-style-type: none"><li>• notify and report hazards to appropriate personnel</li></ul>
Problem solving skills to:	<ul style="list-style-type: none"><li>• manage risks and respond to hazards</li></ul>

### Unit mapping information

FPICOR2205B Follow OHS policies and procedures

### Links

<https://vetnet.gov.au/Pages/TrainingPackages.aspx>  
Select *Forest and Wood Products Training Package*

Word and PDF copies of *FWPCOR2205 Follow WHS policies and procedures* are downloadable from the National Register of VET website at: <https://training.gov.au/Training/Details/FWPCOR2205>

## Assessment requirements for FWPCOR2205 Follow WHS policies and procedures

### Performance evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify risks and hazards in the workplace and implement appropriate actions to address those risks and hazards
- use and maintain personal protective equipment and clothing to ensure their own safety
- follow emergency and evacuation procedures
- interpret and follow safety signs and symbols
- complete and maintain workplace information, records and reports about hazards, risks and incidents.

### Knowledge evidence

A person competent in this unit must be able to demonstrate knowledge of:

- legal and organisational requirements and codes of practice relevant to WHS
- enterprise and site standards, policies and procedures for WHS, as they apply to the job role
- environmental risks and hazard identification
- hazard and risk control
- equipment used for workplace health and safety, and procedures for its safe use and maintenance
- personal protective equipment and clothing and its properties
- firefighting equipment
- fatigue management
- elimination of hazardous substances
- machine guarding
- manual handling including shifting, lifting and carrying
- procedures for recording and reporting workplace information.

### Assessment conditions

The following resources must be made available:

- personal protective equipment
- organisational policies and procedures
- manufacturer's instructions for the safe use of equipment.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

### Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations
- be able to demonstrate vocational competencies at least to the level being assessed
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

# Learning and assessment approach

It is envisaged the unit *FWPCOR2205 Follow WHS policies and procedures* could be delivered and assessed over eight non-consecutive hours in the following manner.

Learning activity	Materials	Duration
<b>Structured training</b> <ul style="list-style-type: none"> <li>Forest workers will attend off-site training at regional facilities around the state, including Trade Training Centres linked to secondary schools at Bridgewater, Deloraine, George Town, Huonville, Scottsdale, Smithton, Sorell and St Helens.</li> </ul>	Facilitator Guide Facilitator Presentation	4 hours
<b>Self-paced learning (unsupervised)</b> <ul style="list-style-type: none"> <li>Forest workers will make their way through a hard copy learner guide and questionnaire to reinforce the knowledge and skills they attain through the structured training.</li> <li>This learning will be supported with pictorial guides and short videos (20 second vignettes).</li> <li>The learner guide and questionnaire may be used by individual learners in a self-paced mode, or they may be used by training organisations as part of a structured training activity.</li> </ul>	Learner Guide Learner Questionnaire	2 hours
<b>Total learning duration</b>		<b>6 hours</b>

Assessment activity	Materials	Duration
<b>Assessment task 1: Questioning (30 minutes)</b> <ul style="list-style-type: none"> <li>Forest workers will be asked to respond verbally or in writing to a series of short <i>selected response</i> questions.</li> <li>Their responses will be checked against an approved set of model answers.</li> </ul>	Assessor Guide	2 hours
<b>Assessment task 2: Direct observation (90 minutes)</b> <ul style="list-style-type: none"> <li>Forest workers will be observed following health and safety procedures at a forest worksite.</li> <li>They will also be asked a number of targeted questions during the on-site observation.</li> </ul>		
<b>Supplementary evidence (third-party referee report)</b> Supervisors / bush bosses will sign third-party reports to confirm that forest workers have <i>consistently</i> followed health and safety procedures in a range of circumstances over a period of time.		
<b>Total assessment duration</b>		<b>2 hours</b>



# Structure

This guide has been divided into four learning topics which correspond to the following topics in the Forest Safety for Contractors – Learner Guide:

- **forest safety** (what you need to know)
- **follow** (safe work practices)
- **identify** (risks)
- **respond** (to accidents and emergencies).



This guide has been developed for use in conjunction with the following:

- Forest Safety for Contractors – Learner Guide
- Forest Safety for Contractors – Learner Questionnaire
- Forest Safety for Contractors – Facilitator PowerPoint

## Your role in the learning process

As a facilitator or supervisor, your role is to support forest workers through the learning process.

This typically involves the following:

- helping them identify their current competencies and learning needs
- helping them work through the learner guide and learner questionnaire
- giving feedback on their performance
- helping them improve their estimating skills
- helping them calculate the likelihood and consequences of health and safety risks
- offering ongoing guidance, support, encouragement and advice
- clarifying the requirements of the unit *FWPCOR2205 Follow WHS policies and procedures*
- clarifying the requirements of the Forest Safety Code (Tasmania)
- describing how safety is regulated in Tasmania's forests
- answering any queries about the learning topics.

# Topic 1: Forest safety

This learning topic is aligned to the *knowledge evidence* component of the unit *FWPCOR2205 Follow WHS policies and procedures*. It covers the key regulatory requirements that a forest worker needs to understand in order to work in Tasmania's forests.

## Positive safety culture

Introduce the concept of a *positive safety culture*, and try not to over emphasise *safety compliance*. Focus on everyone getting home to their families at the end of each working day.

## Forest safety in Tasmania

Forest workers need to understand how safety is regulated in Tasmania's forests, and they also need to understand their role as a duty holder under the *Work Health and Safety Act 2012*. However, they do not need to understand the legislation and code of practice in detail. Try not to commit too much time to this during the introductory session of a training session.



WHS regulation is complex, and there are only a few key features that forest workers need to be aware of.

### The legislation

>> *Work Health and Safety Act 2012* (WHS Act)

This sets down the safety rules that all employers and workers have to follow in Tasmania. Anyone who breaks these rules is breaking the law, and they can be prosecuted.

### The Code

>> Forest Safety Code (Tasmania)

This applies under the WHS Act. It provides practical advice on how to manage health and safety risks in Tasmania's forest industry, and it is administered by WorkSafe Tasmania. Forest workers are not expected to commit every segment of the Code to memory, but there are a few key aspects they should always keep in mind. For example, they need to:

- confirm they've been trained to do their job
- confirm they've been inducted to the site
- check the site-specific WHS procedures
- check the FOS Plan
- check their PPE
- check their tools
- check the evacuation procedure
- keep an eye out for safety signs
- report all accidents, incidents and near misses.

### *Forest Safety Code (Tasmania) – 2020 Review Update*

Some forest workers may only be attending training to get an update on the recently reviewed Code. While a synopsis of the major changes is warranted, try not to spend too much time on the revisions during your training session.

Whenever you discuss the Code during a training session, it must relate to the following essential outcomes of the unit *FWPCOR2205 Follow WHS policies and procedures*:

- Follow safe work practices
- Identify risks
- Follow emergency procedures.

### The regulator

>> WorkSafe Tasmania

This government department is Tasmania's work health and safety regulator. It audits workplaces to ensure they are complying with the WHS Act, and it also investigates workplace incidents.

### The PCBUs

>> Person conducting a business or undertaking (PCBU)

This is the term for an 'employer' under the WHS Act. Forest managers, landowners and contractors are all PCBUs under the WHS Act. They prepare Forest Operations Safety (FOS) Plans, and they have a duty to ensure workers are not exposed to health and safety risks.



PCBUs have the *primary* duty of care for the health and safety of people operating at and visiting forest worksites.

You will need to clarify that a contractor is a PCBU **and** a worker under the WHS Act:

- They have the duties of a *PCBU* to the forest workers they employ.
- They have the duties of a *worker* to the forest manager/landowner they are contracted to.

### The plans

>> Forest Operations Safety (FOS) Plans

These are required for all new forest operations. They are prepared by forest managers, landowners and contractors. They list the *known* and *likely* hazards at a forest worksite, along with the controls that will eliminate or minimise the risks posed by the hazards.



Forest workers must be familiar with the FOS Plan.

### The workers

Contractors and their workers put FOS Plans into action. They have a duty to take reasonable care of their own health and safety, and not to create health and safety risks for others.



Refer slides 4 to 11

## Forest safety jargon

The key safety-related terms and acronyms will become familiar to forest workers as they make their way through the learner guide and questionnaire. Don't spend too much time on this up front – let it evolve naturally through the learning process.

However, there are a few terms that need an introduction early in the learning process:

- *Competent person*: A person who has sufficient knowledge and skills (acquired through training and experience) to carry out a specific task at a forest worksite
- *Hazard*: Anything that has the potential to cause harm to people at a forest worksite
- *Risk control*: An action taken to eliminate or minimise a risk
- *Risk*: The likelihood of a hazard causing harm to people at a forest worksite.



Refer slide 12

## AFCA's life saving commitments

These must become part of every forest worker's daily routines. A number of key Tasmanian forest industry stakeholders have embraced them, so it imperative they be covered in training.



Refer slide 13



Before moving to the next topic, break up the session with an activity. Maybe create and share an *in-class* Kahoot game. If you use the basic education plan, it's free. Everyone will need to download the app to their devices beforehand (you'll need to organise this prior to the training starting).

# Topic 2: Follow

This learning topic is aligned to *Element 1: Follow safe work practices*. It also covers some foundation skills and knowledge/performance evidence components from the unit of competency.

## Conduct safety checks

Discuss the importance of daily safety checks:

- check your skills (forest workers **must** be competent)
- check the FOS Plan to confirm the *known* and *likely* hazards at the site
- check if any additional safety procedures apply at the site
- check the safe work procedures that apply at the site (especially the separation of workers into *safe work areas* and *exclusion zones*)
- check your PPE
- check your tools
- check the guards on your equipment (e.g. hand guards, heat shields and protective structures such as FOPS, OPS and ROPS)
- check the manufacturer's specifications for the guards
- check the first-aid kit
- check the firefighting equipment.



Refer slides 15 to 22, and emphasise the important role that forest workers have to play in building a positive safety culture in Tasmania's forests.

## Shift, lift and carry things safely

Discuss the importance of safe work procedures for manual handling tasks, including:

- the semi-squat approach to lifting (as recommended by WorkSafe Tasmania)
- how to determine the centre of gravity of an object you're about to lift
- how to estimate weight and volume.

### Activity: Estimating weight

To complete this activity, forest workers will need a pen and some handheld weighing scales. Ask them to draw two columns (B/C) on a piece of paper and then follow the instructions on slide 25.

When they check their estimates, they should be within an error ratio of 0.2 (20%). For example, if the actual weight is 6 kilograms, the estimated weight will need to be within 4.8 and 7.2 kilograms.



Refer slides 23 to 25

## Look out for signs of fatigue

Discuss the following:

- The tell-tale signs of fatigue
  - tiredness (even after sleep)
  - slow reflexes
  - short-term memory problems
  - inability to concentrate
  - blurred vision
- What causes fatigue
- How fatigue reduces a forest worker's ability to work safely and effectively
- Common risk controls for fatigue.



Refer slide 26

## Follow safety signs

Discuss the following:

- The use of safety signs as a communication tool at forest worksites
- The six main *types* of safety signs
  - mandatory signs tell you what you must do (e.g. *safety equipment must be worn*)
  - prohibition signs tell you what you can't do (e.g. *do not proceed past this point*)
  - danger signs alert you to life-threatening hazards (e.g. *danger – tree felling ahead*)
  - warning signs alert you to non-life-threatening hazards (e.g. *slippery when wet*)
  - emergency signs help you locate emergency facilities (e.g. *emergency assembly point*)
  - fire signs help you locate firefighting equipment (e.g. *fire extinguisher*).



Refer slide 27



Before moving to the next topic, break up the session with an activity. Maybe create and share an *in-class* Kahoot game. If you use the basic education plan, it's free. Everyone will need to download the app to their devices beforehand (you'll need to organise this prior to the training starting).

# Topic 3: Identify

This learning topic is aligned to *Element 2: Identify risks*. It also covers some foundation skills and knowledge/performance evidence components from the unit of competency.

## Identify hazards

Discuss the following:

- Common hazards and the potential harm they can cause
  - chemicals (skin damage, poisoning, lung disease, cancer)
  - equipment and machinery operation (injury caused by falling or flying objects)
  - excessive noise (hearing loss)
  - extreme weather (heat stress/hypothermia)
  - hazardous manual tasks (musculoskeletal disorders)
  - hazardous trees (injury caused by falling limbs)
  - power lines – overhead or underground (electrocution)
  - sloping, rough, uneven or unstable ground (injury caused by rollovers, slips, trips and falls)
  - snakes, spiders and insects (toxic reaction, severe allergic reaction)
  - sunlight – ultraviolet radiation (sunburn, eye damage, sunspots, skin cancer)
  - unmaintained equipment and machinery (injury caused by chain shot)
  - workers who are fatigued (higher likelihood of workplace incidents)
  - workers who are influenced by drugs or alcohol (higher likelihood of workplace incidents)
  - workers who do not observe separation distances (higher likelihood of workplace incidents)
  - workers who do not take safety seriously (higher likelihood of workplace incidents)
  - working alone – isolation (declining health while waiting for help, if injured)
- How some hazards may not be listed in the FOS Plan
- How forest workers must report new hazards to the site supervisor
- How forest workers must **always** be aware of hazards when they are on-site.



Refer slides 29 to 34

## Calculate risks

Discuss the three step risk evaluation process:

1. Identify the *likelihood* of a hazard causing harm
2. Identify the *consequence* of this happening
3. Determine a *risk rating* for the hazard.



Refer slide 35

**Activity: Calculating risk**

Ask forest workers to identify a risk rating for the three scenarios (refer slides 36 to 38).

To complete this activity, forest workers will need a copy of the risk matrix which has been provided at Appendix A (refer page 23). You will need to print the risk matrix prior to the training session, and you will need to ensure each forest worker has a copy.

*Activity answers*

Slide 36	Sunburn	High
Slide 37	Hearing loss	Medium
Slide 38	Severe allergic reaction	Low



Refer slides 36 to 38

**Activity: Identifying risk**

Ask forest workers to identify the safety hazards and potential safety risks they can see in the two worksite photos.

*Activity answers*

Slide 39	Safety hazard	Hazardous tree
	Potential safety risk	Injury caused by falling limbs

Slide 40	Hazard	Excessive noise
	Potential safety risk	Hearing loss



Refer slides 39 and 40



## Control risks

Discuss the following:

- A *risk control* is an action taken to eliminate or minimise a risk
- FOS Plans identify risk controls
- Forest managers, landowners and contractors have safety management systems that include risk controls for common hazards, and these can be additional to those identified in FOS Plans
- Forest workers must confirm the risk controls that apply at each site (e.g. some forest managers require chainsaw operators to wear safety eyewear under their safety helmet visor to minimise the risk of eye injuries, while other forest managers only require the use of a safety helmet visor).



Refer slides 41 to 43

## Complete reports

Discuss the following:

- Ask forest workers to discuss the types of reports they have been required to complete, such as:
  - hazard reports (a sample has been included overleaf)
  - accident reports
  - incident reports
- Some contractors only require verbal reports, whereas others require formal reports submitted in hard copy (e.g. paper forms) or electronically (e.g. via mobile phone apps)
- WorkSafe Tasmania must be informed if a *notifiable incident* occurs onsite, and an online form must be lodged within 48 hours of the incident
- While forest workers must be aware of notifiable incidents, the reporting responsibility for these incidents lies with the contractor, forest manager or landowner.



Refer slides 44 to 46



Before moving to the next topic, break up the session with an activity. Maybe create and share an *in-class* Kahoot game. If you use the basic education plan, it's free. Everyone will need to download the app to their devices beforehand (you'll need to organise this prior to the training starting).

## Sample hazard report

Hazard report			
Hazard description			
Hazard location			
Potential harm			
Likelihood of harm			
Consequence of harm			
Risk rating	Low	Medium	High
Controls in place			
Controls needed			
Revised risk rating	Low	Medium	High
Action by			
Due date			
Completion date			

# Topic 4: Respond

This learning topic is aligned to *Element 3: Follow emergency procedures*. It also covers some foundation skills and knowledge/performance evidence components from the unit of competency.

## Notify people

Discuss the following:

- The types of emergencies that can occur at forest worksites, such as:
  - chemical spills
  - coupe invasions
  - injured workers
  - unplanned fires
- The importance of notifying the site supervisor if an emergency occurs
- The importance of notifying the worksite first aider if someone is injured
- The importance of using reliable communication devices in emergency situations.



Refer slides 48 and 49

## Follow emergency plans

Discuss the following:

- Forest worksites must have emergency plans
- Emergency plans must contain the following information
  - emergency meeting points (EMPs)
  - emergency phone contacts
  - emergency communication protocols (including the UHF radio channel for emergency use)
  - emergency procedures (including what to do in an emergency if you are working alone)
  - evacuation procedures.
- Forest workers must know where the EMPs are
- Forest workers must be familiar with the evacuation procedure.

### Activity: Emergency plans

Take forest workers through the sample emergency plan for an unplanned fire (slide 51). Ask them to propose an emergency plan (in chronological dot points) for a chemical spill, coupe invasion and injured worker.



Refer slides 50 and 51

## Test emergency procedures

Discuss the following:

- The importance of testing emergency procedures
- How to test emergency procedures
  - test communication across the worksite
  - test communication to external contacts
  - check/update emergency contact details (and ensure these are accessible at multiple known locations across the worksite)
  - discuss and review emergency plans at toolbox meetings
  - maintain on-site emergency equipment
  - confirm the EMPs with on-site workers
  - confirm the EMPs with emergency services
  - check appropriate transport is available for an evacuation
  - practice an evacuation – regularly!



Refer slide 52

## Record emergency procedures

Discuss the following:

- Emergency procedures are discussed at toolbox meetings
- Encourage workers to raise emergency issues during toolbox meetings
- For example, they may have noticed a more effective escape route than the one identified in the current evacuation procedure
- If everyone agrees, the site supervisor will:
  - record the toolbox discussion
  - update the evacuation procedure in the safety management system
  - make sure everyone understands the change.



Refer slide 53



Encourage workers to raise safety issues at toolbox meetings. When they do this, they make the worksite safer for themselves and their work mates.

# Where to from here?

The following learning and assessment materials have been developed to reinforce and validate the structured training you provide to forest workers.

## Learning checklist

A health and safety checklist has been provided at Appendix B (refer page 24). Ask forest workers to complete the checklist at the end of the training session. It will only take a minute or so, and it will provide them with a useful summary of the topics they've covered during the training. You will need to print the checklist prior to the training, and you will need to ensure each forest worker has a copy.



This is not an assessment process – it's simply a tool to reinforce learning.

## Self-paced learning materials

Hand out copies of the following materials to each forest worker at the end of the training:

- Forest Safety for Contractors – Learner Guide
- Forest Safety for Contractors – Learner Questionnaire.

These have been designed as self-paced learning materials, and they aim to reinforce the knowledge and skills attained through structured training. Encourage forest workers to make their way through the materials in their own time, especially the questionnaire (which includes all answers at the back). Once again, this is not a formal assessment process – it's simply a tool to reinforce learning.

## Assessment tool

If you intend to assess forest workers at the end of the training, an assessment tool is provided in the Forest Safety for Contractors – Assessor Guide.

# Acknowledgements

A number of key industry stakeholders supported the development of this guide, including:

- AKS Forest Solutions
- CFMEU Manufacturing Division
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- MechLog
- Sustainable Timber Tasmania
- Timber Training Creswick
- Timberlands Pacific
- TP Bennett and Sons.

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All photographs used in this guide are attributable to purple infinity.

## Disclaimer

This work is the result of consultations with Australian forestry industry participants. It is a collaborative view and does not necessarily represent the view of the developers or any specific body. For the sake of brevity, it may omit factors which could be pertinent in particular cases.

The developers do not accept any liability for any damage or loss (including direct and consequential loss) incurred by any person as a result of relying on the information contained in this material.

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# Appendix A: Risk matrix

## Step 1: Identify the likelihood

What is the likelihood of a hazard causing harm? *Unlikely* or *Certain*

## Step 2: Identify the consequence

What is the consequence of this happening? *Minor* or *Serious*

## Step 3: Determine the risk rating

Determine a risk rating for the hazard. *High (1)*, *Medium (2)* or *Low (3)*

<b>Risk Matrix</b>		<b>Consequence</b>	
		Minor	Serious
<b>Likelihood</b>	Certain	<b>2</b>	<b>1</b>
	Unlikely	<b>3</b>	<b>2</b>

<b>Risk Rating</b>	
<b>1</b>	<b>HIGH</b> (Stop and fix the problem)
<b>2</b>	<b>MEDIUM</b> (Actively reduce the risk)
<b>3</b>	<b>LOW</b> (Closely monitor the risk)

# Appendix B: Health and safety checklist

HEALTH AND SAFETY CHECKLIST <span style="float: right;">✓</span>	
I know how to:	
❖ check a FOS Plan	
❖ check my PPE	
❖ check on-site safety equipment	
❖ use tools and machinery safely	
❖ use equipment guards	
❖ shift, lift and carry things safely	
❖ look out for signs of fatigue	
❖ follow safety signs	
❖ identify and report hazards	
❖ calculate and report risks	
❖ control risks	
❖ complete hazard, accident and incident reports	
❖ notify people in an emergency	
❖ follow emergency plans	
❖ test and record emergency procedures	
I understand:	
❖ how forest safety is regulated in Tasmania	
❖ how the Forest Safety Code is applied in Tasmania	
❖ how FOS Plans are used at forest worksites	
❖ the importance of hazard identification and risk control	
❖ the importance of maintaining safety equipment	
❖ the importance of reporting safety-related information	



# Appendix C: What you need on the day

You will need print copies of the following key documents when you deliver the unit of competency *FWPCOR2205 Follow WHS policies and procedures* to forest workers in Tasmania.

Title	<b>Forest Safety for Contractors – Learner Guide</b>
Access	ForestWorks

Title	<b>Forest Safety for Contractors – Learner Questionnaire</b>
Access	ForestWorks

Title	<b>Forest Operations Safety (FOS) Plans</b>
Access	It is advisable to have a selection of hard copy (and well-prepared) FOS Plans

Title	<b>Forest Safety Code (Tasmania)</b>
Access	WorkSafe Tasmania

Title	<b>The semi-squat approach to lifting</b>
Access	WorkSafe Tasmania

Title	<b>Fire Prevention at Forest Operations procedure</b>
Access	Tasmanian Forest Industry Fire Management Council

Title	<b>Risk matrix</b>
Access	Appendix A (page 23 of this document)

Title	<b>Health and safety checklist</b>
Access	Appendix B (page 24 of this document)

### PowerPoint

You will need an electronic version of the following PowerPoint file, along with any necessary audio visual equipment (including a computer and data projector).

Title	<b>Forest Safety for Contractors – Facilitator Presentation</b>
Access	ForestWorks

### Handheld Weighing Scales

You will need some handheld weighing scales for the *estimating weight* activity (refer page 13).

### Apps

If you think forest workers will be comfortable using apps as part of the training, you could ask them to download the following before you start any structured training.

Title	<b>Kahoot</b> (game-based learning platform with multiple choice quizzes)
Access	<a href="https://kahoot.com/schools/plans">https://kahoot.com/schools/plans</a>

### Assessment

If you intend to assess forest workers at the end of the training, you will need to print a copy of the assessment tool from the following Assessor Guide.

Title	<b>Forest Safety for Contractors – Assessor Guide</b>
Access	ForestWorks

# Notes

A series of horizontal dotted lines for writing notes.



Forest safety...  
it's up to you

  
**ForestWorks**