



Quality Assurance Guidelines

Handbook

For SeniorNet Federation Learning Centres

***The Federation of New Zealand
SeniorNet Societies Incorporated***

October 2017

Quality Assurance

This Handbook is a guide for Learning Centres regarding Quality Assurance.

All SeniorNet Learning Centres (Societies) that are members of the Federation have, as a condition of their membership, agreed to meet the Federation's Quality Assurance standards.

The Federation requires the Executive Officer to help Learning Centres meet these standards.

The Federation National Office

The Executive Officer, Grant Sidaway, is the contact person for questions about all matters set out in this Handbook.

Grant can be contacted at

Telephone: 021 178 7837

Email: grant@seniornet.co.nz

Mail: P.O. Box 9406, Wellington.

Your Federation Regional Committee Member may also be able to help.

The Federation Website

The Federation website is: www.seniornet.co.nz

Copies of all Federation documents are available for download from the web site.

As these documents will be updated frequently, you are encouraged to always check for the most recent versions.

To logon to the Federation section of the web site, enter the ID: **learning** and password: **technology**

Governance and Management

The central key to Quality Assurance is the quality of the governance and management of each Learning Centre.

The Federation requires each Learning Centre to have a Constitution, the objects of which relate to education and training in technological material, principally technology skills.

Further, each Learning Centre must be established as an independent Incorporated Society and have charitable status.

But the Federation also requires each Learning Centre to be managed effectively by a competent, enthusiastic, knowledgeable and forward-looking committee. While in a voluntary environment this may be difficult always to achieve, Learning Centres are required to make that their goal. The Executive Officer of the Federation is on hand to advise and help the committee.

Commitment to Quality

To provide context and understanding to quality in a Learning Centre environment the one-page statement on the following of this document should be used as a preface to all courses and workshops undertaken at the Learning Centre. Its purpose is to show commitment by the Learning Centre and the student.

In addition, the Commitment to Quality Statement should be displayed in the Learning Centre.



Commitment to Quality at our SeniorNet Learning Centre

We strive to deliver quality learning for all our students in a friendly environment.
We adhere to the quality management practices of the SeniorNet Federation

Learning Centre Commitments

- Objectives and goals will be described before each session.
- Provide quality resources for learning.
- Our Volunteer Tutors are selected to teach the given topics.
- Our Tutors will do their best to pace their teaching commensurate with the student's ability and where ever appropriate provide individual tuition.

Student Commitments

- Maintain an open and positive approach to learning.
- Respect other students and be patient, we all learn at a different pace.
- Respect the Tutors, remember they do this voluntarily.
- Undertake practice sessions in your own time.
- Keep to class timetables.
- Provide constructive feedback to help improve learning at the Centre.

Educational Activities:

To be eligible for grants from the Federation, a SeniorNet Society Learning Centre must be a member of the Federation.

The following must also be met:

Environment:

SeniorNet activities should be held in a comfortable learning environment that is conducive to members meeting new people, particularly in their own age group, and thus assist their learning and strengthen social cohesion.

Activity Type:

SeniorNet activities should include skills that supports and motivates people to enjoy and use technology in their everyday lives. Activities should be designed to keep members interested in learning new skills, so that they are involved in keeping themselves and their minds active and committed to life-long learning.

This may best be done by offering well focussed activities that proceed through several stages and by offering new activities whenever possible.

SeniorNet Learning Centres should be aware of changes in technology and offer activities that help members use those new technologies.

Tutor Support:

It is expected that tutors and committee members will get to know their members, so that support networks are developed.

The Federation encourages Learning Centres to continue, wherever possible the “seniors teaching seniors” concept, as it has proved to be very effective.

Class Sizes:

The Federation does not impose restrictions regarding class sizes but suggests class sizes be small. Tutor to student rations should also be small.

Educational Activity Quality Assurance Requirements:

Activity Content and Length:

Provided Learning Centres operate within the objects of their Constitutions, the Federation places no requirements on Learning Centres as to activity content, or length.

The Federation however, suggests content is regularly reviewed and that its length is determined by the ability of the students.

Learning techniques should match the learners' pace.

Information for Members about Activities:

Publicity materials should be made freely available to members that sets out the main objectives and where possible, the content of activities. These should be sufficiently detailed so that members can make well informed decisions prior to joining in the activities. They should also list any pre-requisites that the activities require.

These materials should be included in brochures, newsletters, web sites, etc, as much as possible.

Objectives:

A set of Objectives should be written for each activity and should preferably be included at the beginning of all workbooks and handout notes. The Federation will assist Learning Centres where possible, to do this.

Workbooks and Notes:

Learning materials should match the learners' pace, proceed in a logical way, avoid complicated and technical jargon, incorporate the use of repetition and be tailored specifically for older people.

Workbooks should be reviewed whenever activity content is reviewed.

Wherever possible, workbooks and handout notes should be made available at the beginning of each activity, for members to keep. This allows students to back up class work with exercises and projects at home.

Appointment of Tutors:

Learning Centres should appoint whenever possible, experienced tutors.

Tutors should be members of the Learning Centre and have at least been a student in the activity before they are appointed as a tutor. The Federation encourages a ratio of at least one tutor to every three participants.

Tutor Training:

Learning Centres must ensure that tutors receive adequate training.

It also sees the use of lead tutors to lead other tutors and thus also to ease new tutors into the role by having them assist the lead tutor, as an excellent way of training tutors.

Learning Centres and regional groups may offer tutor training sessions. Also, the Federation Executive Officer undertakes Regional Tutor Training programmes. Learning Centres should ensure that their tutors participate in these.

Good Teaching Practice and Code of Conduct:

SeniorNet Societies should adhere to good teaching practice and conduct. See Appendices A, B and C.

Capital and Accommodation Responsibilities:

As part of Quality Assurance, Learning Centres are required to maintain up to date, suitable and sufficient equipment for their Learning Activities.

Also, as part of Quality Assurance, Learning Centres are required to maintain comfortable accommodation in which to conduct the Learning Activities.

Policies and Procedures

Learning Centres, should, as part of Quality Assurance to have effective Policies and Procedures. It is important that SeniorNet members of the Learning Centre have access to all policies and procedures. Learning Centres are advised to have policies at least covering:

1. Complaints and Discipline
2. Privacy
3. Health and Safety
4. Fee Refunds

See suggested templates of Policies and Procedures in Appendix H.

Local Records

Learning Centres are advised to keep the following records.

These documents do not need to be forwarded to the Federation, but should be retained for some years in case of audit.

Many of these records will be available as Reports from the SeniorNet Administration Database (SNAP system) if it is used by the Learning Centre.

1. Learner Enrolment Records:

Learning Centres should have an efficient system for processing enrolments for all activities.

Learning Centres should either retain application forms on which the course/workshop applicant records their name, the course/workshop name and the date of the course/workshop. OR in the case where applicants call tutors to have their names listed for a course/workshop, the tutor should do the same, or require students to submit a completed application form.

These documents are required as proof that the member has made application for the course/workshop.

2. Learner Attendance:

Learning Centres must maintain registers of attendances of members at all activities. These should include the names of tutors and all course members.

See Appendix E for an example of an Attendance Register.

3. Records of Learner Progress:

It is desirable to keep records of Learner Progress through activities. Learning Centres should keep such records about each Learner as they consider appropriate. As members generally are not seeking qualifications, records of attendance may suffice.

4. Learner Evaluation

Learning Centres should keep records of the learning outcomes achieved by Learners participating in Activities.

At the last session of any activity, those present should be given the opportunity to evaluate the activity and their achievement in it. An Evaluation Form (see example in Appendix F) should be completed by those present.

Where evaluation forms show up problems with the delivery of the activity, Learning Centres should take appropriate action to improve the quality of delivery as soon as possible.

Federation Reporting Requirements:

The Federation requires Learning Centres annually to provide the Federation with data that can be collated for its Annual Report.

Learning Centres will be required to fill out a questionnaire distributed at the commencement of each year and for the completed questionnaire to be returned to the Federation by the required deadline. Learning Centres will have approximately 28 days to complete the questionnaire.

The information in the questionnaire typically will include the following:

Income:

Grants from the Federation
Member Subscriptions
Member Activity Fees
Other grants for Activities
Other grants for capital expenditure
Interest
Other income

Expenditure:

Rents
Cost of Activities
Expenditure on capital equipment
Other expenditure

Other information:

Membership number
Demographics of members
Projection of Activity

The data should be compiled as accurately as possible on a January to December basis. These figures are collated and quoted as totals for all Learning Centres, so privacy for each Learning Centres is maintained.

Other Matters:

Risk Management:

Please note that any liabilities arising from Learning Centre activities are the sole responsibility of the SeniorNet Learning Centre. This includes all regulatory obligations, and any duty of care, which may exist between the SeniorNet Learning Centre and its members, SeniorNet tutors and their contractors.

SeniorNet Learning Centres must carry public liability insurance.

Records:

Societies should retain all documents securely on file for a period of at least one academic year after the year to which the records apply.

Claiming Grants from the Federation

The Federation endeavours to help fund its Learning Centres by way of grants. These grants are generally based on skills based learning activities. Grants are based on the number of activities held and are calculated by the number of members who joined the activity multiplied by the total number of hours for the activity. The calculation is based on enrolments, provided the member started the activity and attended seriously.

Rates (Learner Hour Rates) are determined by the Federation at the commencement of each year and are communicated to Learning Centres at that time.

Learning Centres are requested to forward invoices regularly through the year to the Federation Office.

All invoices and associated documents relating to invoices are to be sent as an attachment by email to grant@seniornet.co.nz.

Payments by the Federation are made on the 20th day of each month. Invoices from Learning Centres are to reach the Federation Office by the 16th day of each month for payment in that month.

The Federation encourages its Learning Centres to use the SNAP system for record keeping and for producing invoices, however Appendix G shows examples of invoices and associated document formats should a Centre decide to use a different process.

APPENDIX A

GOOD TEACHING PRACTICE

The Federation defines good teaching practice as:

1. Demonstrating excitement and enthusiasm for teaching and learning.
2. Demonstrating a strong commitment to students and the achievement of the learning outcomes.
3. Encouraging students to become independent learners.
4. Actively acknowledging and teaching to support the cultural diversity of the students.
5. Encouraging the growth of each student's self-esteem.
6. Encouraging the development of critical, reflective thinking and problem-solving skills as well as cooperation between students.
7. Demonstrating that students are valued and supported in their learning (e.g. resources and support made available to students).
8. Enabling students to apply the skills and knowledge learned to practical situations.
9. Matching students' interests and abilities with appropriate teaching and delivery strategies while meeting syllabus requirements.
10. Maintaining high and achievable expectations for student learning and achievement.
11. Giving prompt feedback to students and seeking feedback on teaching practice from respected and critically reflective colleagues.
12. Continually seeking to improve teaching practice and contributing to the profession of teaching.

APPENDIX C:

GOOD TEACHING METHODS:

The Federation suggests that the best way to manage a lesson is to:

1. Review the previous week's lesson
2. State the Objectives of the present lesson
3. Demonstrate the new material using a data projector or similar
4. Engage the course participants in discussion about the material
5. Have the course participants spend most of the time working at computers following a workbook that sets out the content previously explained. Workbooks should be provided for course participants to keep and use at home
6. Finish with a summary of the lesson content
7. Work is set for the course participants to do at home before the next lesson

The Federation recognizes that people learn in different ways:

- Some learn by listening
- Some by doing
- Some through words
- Some through pictures
- Some by discussion,
- etc

As a result, it places an emphasis on sessions which cover **ALL** the ways in which people learn.

APPENDIX D:

CODE OF PRACTICE

The purpose of the Code of Practice is to:

- describe expected standards of behaviour
- set guidelines for the expected behaviour
- ensure that everyone is treated fairly and equitably in all matters relating to complaints about their behaviour.

A. Respect for Others

In performing their duties, everyone is expected to respect the rights of others and is expected to:

- avoid behaviour which might endanger or cause distress to others, or otherwise contribute to the disruption of the Learning Centre for example, rudeness and swearing
- avoid relationships which adversely affect the performance of duties for example, no sexual or intimate relationships with, or favouritism towards anyone.
- comply with the Privacy Act when dealing with personal information
- not discriminate against or harass anyone (e.g. racial or sexual harassment)
- respect the cultural background of everyone.
- have regard for the safety of others (e.g. when handling equipment)

B. Respect for SeniorNet Societies and the Federation

Everyone is expected to:

- follow all lawful and reasonable requests and policies. There is an obligation to follow the policies, procedures and practices of the SeniorNet Society
- incur no liability on behalf of the SeniorNet Society or the Federation without authorisation
- use reasonable care to ensure property, resources or funds are not used for anything other than their authorised purpose
- maintain a level of conduct that will not bring the SeniorNet Society or the Federation into disrepute
- ensure that all work developed and presented is adequately referenced to avoid plagiarism.

APPENDIX E:

Attendance Record (sample)

(Activity: Day and Time of Activity:

Names:

Dates:

Tutor(s)

APPENDIX F:

Activity Evaluation (sample)

Activity title	
Tutor(s) name(s)	
Date finished	

To help us improve our services, would you please rate

	Very good	Good	Satisfactory	Poor	Very poor
The tutor's knowledge of the subject					
The quality of teaching of this activity					
The organisation of the sessions					
The involvement of learners in the sessions					
The quality of the resources and equipment					
The location of the venue					
The suitability of the venue					
The date and time the activity was offered					

The Brochure / Publicity material about the Course / Workshop					
Our administrative processes					

Were the Learning Outcomes (Objectives) of the Activity clear to you when you started?
YES / NO

Did the Activity meet its Objectives? **YES / NO**

What did we do well?

What could we do better?

*Please feel free to add other comments (turn over if necessary)
 Thank you for your feedback - this information is CONFIDENTIAL to SeniorNet Society XYZ and the Federation.*

APPENDIX G:

Sample Invoice to Federation for grants

To: The Federation of New Zealand SeniorNet Societies Inc

Date:.....

Invoice No.....

TAX INVOICE

In payment for the provision of the following Courses/Workshops/Activities.

Description	Number Enrolled	Learner Hours	Amount at \$x.xx per LH

Sub total: \$
GST: (if GST registered) \$

Please pay on invoice **Invoice total** \$

Learning Centre bank account number:

The invoice is to be accompanied with a completed SeniorNet Federation Statistic Spreadsheet

The template to be used for the spreadsheet can be viewed and downloaded from this link:

<https://www.dropbox.com/s/2kpus8bv4whm3e0/SeniorNet%20Federation%20Statistics%20BLANK%20template.xlsx?dl=0>

Important Note: do not alter the SeniorNet Federation Statistic Spreadsheet Format – just fill in the cells with the information required.

APPENDIX H:

Suggested Templates of Policies and Procedures:

- H1 COMPLAINTS
- H2 PRIVACY
- H3 REFUND POLICIES
- H4 HEALTH AND SAFETY

H1 COMPLAINTS POLICY

(XXX Learning Centre) will provide a quality service to its members and to the participants in the courses it offers. (XXX Learning Centre) will work to minimise the possibility of complaints.

However, (XXX Learning Centre) recognises that complaints may arise and will attempt to resolve any complaints in a fair and timely fashion.

It is expected that in the first instance, complaints should be resolved by tutors, and where that is not possible, by the Learning Centre committee.

Where (XXX Learning Centre) cannot resolve a complaint, it will request the Senionet Federation to help.

COMPLAINTS PROCEDURE

Where complaints arise in a class situation, the complaint should be made to the tutor. The tutor and complainant should attempt to resolve the matter between them.

Where a complaint cannot be settled amicably between complainant and tutor, or the complaint arises in a context other than a class, the complaint should be addressed to the Learning Centre committee.

An outline of the complaint should be set out in writing.

The committee will appoint a sub-committee to resolve the complaint.

The subcommittee must report back to the Learning Centre committee.

If the subcommittee cannot resolve the complaint, the full Learning Centre committee should then attempt to do so.

If these processes fail, the complaint should be referred to the Federation. All existing documentation should be forwarded with the request to help.

H2 PRIVACY POLICY

(XXX Learning Centre) will meet all requirements of Privacy Legislation.

(XXX Learning Centre) will collect only such personal information as is required to meet the objectives of the Learning Centre. In general this will be contact details of members and records of classes attended.

(XXX Learning Centre) will not disclose personal information without the authority of the person to whom it refers.

(XXX Learning Centre) will appoint a Privacy Officer whose duties will be to ensure that the Learning Centre adheres to its Privacy Policy.

The Privacy Officer for XXX Learning Centre is:

Date:

H3 REFUND POLICY – COURSE FEES:

(XXX Learning Centre) Course Fees will be refunded when requested if:

- The course is cancelled.
- There are insufficient places available in the course.
- The member withdraws from the course in sufficient time to allow any other member wishing to take the course to take their place.
- The member finds that after no more than two weeks of classes, they cannot continue with the course
- Any other reason acceptable to the committee.

REFUND PROCEDURE:

The Treasurer will decide the refund procedure which may be a credit note towards other courses or workshops. Repayment may be made where a credit note is inappropriate.

REFUND POLICY –MEMBERSHIP SUBSCRIPTIONS:

Membership subscriptions will not normally be refunded except by decision of the committee and then normally only when members move away from the district or due to ill-health. The amount refunded shall be the proportion of the financial year unused.

H5 HEALTH AND SAFETY

EXPLANATORY PREAMBLE

Each Learning Centre should establish a Health and Safety Policy and adopt procedures which satisfy its obligations to comply with the Health and Safety in Employment Act: 1992 and its amendments. This manual is offered by The Federation to assist member Societies and guide them in the preparation of suitable documentation to help meet those obligations.

Terminology

The words “**Member Society**” and “**Learning Centre**” (abbreviation “**L C**”) are used interchangeably throughout this document to refer to a SeniorNet Society that has been admitted to membership of **The Federation of New Zealand SeniorNet Societies Inc.**

Section 1 shown in italics is an example policy only; drafted to assist Federation Members to set up their own policies. *It is NOT a Federation Policy*
Societies should edit this example to suit their situation and needs and formally adopt the result.

Sections 2 to 8 inclusive are self explanatory and should be the minimum requirement for the normal Learning Centre to include in its Health and Safety Manual. They may be copied with such amendments and additions as the society considers appropriate to its needs.

The Hazard Identification Checklist

is a guide to likely hazards a typical society may encounter in its Learning Centre and consider in the process of identifying and managing hazards according to the possibilities for elimination, isolation or minimizing possible harmful effects?

HEALTH AND SAFETY MANUAL

1.0. HEALTH and SAFETY POLICY

(XXX Learning Centre) is committed to providing and maintaining an environmental and operations system that is safe and to protect the health and safety of members and other who visit our facilities.

We shall continue to strive to protect all members and visitors from accidental harm and our own and the property of others from accidental damage resulting from the actions of our members while acting on behalf of (XXX Learning Centre) Inc.

To achieve this we shall always endeavour to:

- 1. Provide a safe work area, safe equipment and proper materials.*
- 2. Establish and insist upon safe methods and safe practices.*
- 3. Comply with relevant legislative requirements.*
- 4. Comply with the requirements of Approved Codes of Practice and Standards accepted as best practice.*
- 5. Consult with Government bodies, industry groups and other stakeholders in the development of health and safety standards and monitoring techniques.*

The responsibility for safety shall be adopted as an integral part of our everyday activities. Therefore it is vital that all members share in the commitment to eliminate unsafe acts and conditions by thinking and acting safely at all times.

(XXX Learning Centre) Inc will appoint a Safety Officer.

In 200xx the Safety Officer is xxxx (name)

Duties of the Safety Officer:

- *The Safety Officer is required to inspect the Society's premises and to report the result of the inspection and recommend improvements to the Society's management committee at least once during each quarter year.*
- *The Safety Officer is required to ensure that appropriate fire safety and first aid equipment is installed, maintained and readily available at all times and that necessary safety and EXIT signs are in place.*
- *The Safety Officer is required to maintain a record of all accidents that happen on the Society's premises.*

This Health and Safety Policy shall become effective from, Date:.....

2.0. SENIORNET CUSTOMERS (MEMBERS, STUDENTS AND TUTORS)

Given that our customers are mostly over 50 years of age our principal activities involving teaching and learning about modern and often unfamiliar technology can be expected to occasionally cause frustrations or impose pressure on both students and tutors. We therefore need to be aware of the possibility of having to cope with occasional health emergencies, particularly Stroke, TIA and Heart Attack. It is recommended that each Society provides training for tutors to recognise the symptoms and handle any such emergency promptly.

3.0. SAFETY AND THE LAW

2.1 The basic objective of the Health & Safety in Employment Act 1992 and its amendments is to promote excellence in health and safety management while providing a mechanism to prevent harm coming to employees (members) and others (students, visitors), while they are engaged in any work (learning centre) related activity.

2.2 A duty is placed on the Federation to promote the safety of members and students, visitors and sub-contractors. It is the duty of each Member Society to ensure that their members and students understand the risks associated with their activities and how these may be managed. This duty extends to cover the safety of others (visitors) and anyone else in the vicinity of our learning centres.

2.3 Learning Centres must record and report workplace accidents that result in serious harm injury as well as all incidents that might have resulted in serious harm injury. Initial notification can be by telephone immediately after the incident. This is to be followed by written notification within seven (7) days using the prescribed form (see the Accident / Incident Reporting Form. This applies to tutors as well so please use the attached form or one that is similar and ensure that your Safety Officer receives a copy promptly.

4.0 TRAINER (TUTOR) RESPONSIBILITIES

3.1 Before each class check the premises for hazards prior to students arriving and where appropriate, remove or minimise the cause of any hazard discovered. See the appendix for checklists and section 3.4 about reporting hazards.

3.2 At the beginning of each course or when you have new students, you must describe the evacuation procedures to them. (See section 4 for guidelines).

3.3 Encourage students to report any hazards or accidents to you so that you can act appropriately and promptly.

3.4 Ensure all accidents or near accidents are recorded and that serious harm accidents or near serious harm accidents are reported to the OSH Service of the Department of Labour by the Society's Chairperson or Safety Officer.

5.0 EMERGENCY PROCEDURES (Refer also to local emergency procedures)

5.1 Emergency Evacuation

- Make it your business to know where the closest assembly area is
- Be aware of the quickest and safest route to the assembly area

- Communicate this to your students regularly.

If an evacuation is signalled ensure everybody under your care:

- Make their way to the designated assembly area (help any student who needs it)
- Remain at the assembly area until the ALL CLEAR is signalled
- Use the class roll as a means of accounting for all students.

5.2 Fire Control

- Know the location of the fire alarms, call boxes and the fire extinguishers closest to your work area
- Emergency exits must be kept free and clear of obstructions at all times.

5.3 Accidents and Incidents Procedure

When there is an accident that results in a serious harm injury to a tutor or student the area in which the accident occurred must be isolated until such time as the OS Service have been notified.

This is applicable in all circumstances except to the extent necessary:

- To save the life of, prevent harm to, or relieve the suffering of any person; or
- To maintain the access of the general public to an essential service or utility; or
- ☒To prevent serious damage to, or serious loss of property

A written report using an Accident / Incident Reporting Form should be forwarded to OSH with another copy going to Safety Officer or the Society's Safety Officer or Chairperson.

5.4 First Aid

In the event of any minor injuries to tutors or students, a first aid kit should be available for use. For more serious injuries, emergency services should be contacted. Take the time to find out where the closest first aid kit is. Minor accidents or injuries should be reported using an Accident Investigation Form.

5.5 Dialling Emergency Numbers 111

Make it your business to know how the telephone system works. You must dial 111 for any of the emergency services.

6.0 HAZARD IDENTIFICATION and CONTROL.

Simply put, a hazard can be anything that is an actual or potential source or cause of serious harm and Hazard

Management is the formal process where actual and potential hazards are identified, assessed for their significance and then managed.

Should you identify a hazard or significant hazard (a hazard that may result in serious harm injuries), then you must contact your Safety Officer. If that person is not available you should then contact a Committee Member.

Hazard Identification, Assessment for Significance and Control

Identify the Hazards, Assess the significance (how serious and how likely), Control the hazard (eliminate, isolate, minimise)

7.0 ALCOHOL AND DRUGS

These are strictly forbidden unless authorised by a Registered Medical Practitioner's prescription.

8.0 GENERAL PRACTICE INFORMATION

8.1 Hazardous Substances or Dangerous Materials Handling

8.1.1 If you handle chemicals or other dangerous goods you will be at risk in one or more ways:-

- Through inhalation of the substances fumes
- Through potential explosion
- By direct contact and absorption of the substance through your skin
- By ingestion or swallowing of the substance.

8.1.2 If you work with any hazardous or dangerous goods make it your business to find out:

- How to handle these safely
- What protective clothing is needed
- First Aid measures required for the particular chemical
- How to store safely

Ensure different categories are correctly separated Remember to consult the SDS (Safety Data Sheet) for specific safety instructions for dealing with the substance and have this displayed near where hazardous substances are stored or used. Safety Data Sheets should be provided when you purchase hazardous substances.

8.2 Manual Handling and Lifting

Very often it is not WHAT was handled or lifted so much as the way in which it was handled or lifted that leads to lifting type injuries. Bend your knees when lifting, test the weight first - make sure you can lift it In all cases keep your back as straight as possible If in any doubt, please consider team lifting techniques - get some help

8.3 Environmental Protection

SeniorNet xxxxxx Inc is committed to the protection of the environment. Don't attempt to do any work under conditions that may result in damage to the environment Spillage of hydrocarbons, solvents, fuels, chemicals and any other dangerous or volatile goods should be reported immediately Uncontrolled dumping of rubbish and/or effluent is strictly forbidden. Materials containing contaminants such as PCB's or any other hazardous chemicals are to be disposed of by the correct authorities.

Hazard Identification Checklist

	WALKWAYS / ACCESS WAYS	Yes	No	Don't know	Comments
	Is the workplace free from hazards causing slips, trips or falls?				
	Are electrical cables routed out of the way where they will not be tripped over?				
	Are floors and floor coverings in good condition?				
	Are passageways and important areas clear?				
	Is there unobstructed access to fire fighting equipment, such as hose reels, fire extinguishers and alarms?				
	Have items been left in passageways where they impede access?				
	Have items been left in passageways where they impede?				
	Are access and exit ways clear?				
	Are exits clearly identified with signs?				
	STORAGE				
	Are all shelves and storage racks and cabinets safe, stable and secure?				
	Wherever possible, have shelves and cabinets been secured to walls and/or each other to improve stability?				
	Are earthquake restraints provided?				
	Have items been stored safely in storage areas? Are heavy and frequently used items stored between midhigh and shoulder height where they are easiest to reach? Have small items been placed where they can be seen?				
	Is a safe means of reaching the high shelves such as a step stool provided?				
	FIRST AID				
	Is a first aid box or cabinet provided?				
	Is it adequately stocked?				
	Is it clean and tidy?				
	Is it clearly identified?				
	Is it regularly checked and replenished as required?				

	Are washing facilities provided close by?				
	ELECTRICITY	Yes	No	Don't know	Comments
	Is electrical equipment maintained so that it is in good condition?				
	Are plugs firmly secured to the outer sheath of cables, rather than to the inner wires?				
	Are the cables of portable electrical equipment visually checked for damage before each use?				
	Is electrical equipment regularly tested?				
	Does a suitably qualified person carry out maintenance?				
	Is there a system for isolating and dealing with faulty 1 damaged equipment?				
	Are damaged cables properly fixed? (Tape only should not be used).				
	Is damaged or faulty equipment tagged and taken out of service until repaired?				
	Do multi-block sockets have automatic overload cut-outs?				
	Are cables and sockets in potentially wet areas safe?				
	Are cables secured out of wet areas?				
	Are sockets protected from splashes?				
	Are Residual Current Devices (RCDs) used?				
	PLANT & EQUIPMENT				
	Is equipment maintained in good condition?				
	Is a Building Warrant of Fitness on display if required?				
	Are certificates of inspection displayed where required?				
	Is public access to plant and equipment restricted?				
	Are plant rooms locked and clearly signed?				
	Is all equipment regularly checked?				
	Are instructions available on how to operate office equipment and are tutors trained to use it safely?				

	HYGIENE				
	Do students, tutors and visitors have access to toilets with adequate hand washing and drying?				
	Are They clean and well serviced?				
	Is there running hot water supplied?				
	Is the hot water controlled at a safe (non-scalding) temperature?				

Hazard Identification Checklist

Signed: **Date:**