



Recognised Standard 11

Training in coal mines

Coal Mining Safety and Health Act 1999

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This document is issued in accordance with PART 5—RECOGNISED STANDARDS and Section 37(3) of the *Coal Mining Safety and Health Act 1999*.

“PART 5 - RECOGNISED STANDARDS

Purpose of recognised standards

71. A standard may be made for safety and health (a “recognised standard”) stating ways to achieve an acceptable level of risk to persons arising out of coal mining operations.

Recognised standards

- 72.(1) The Minister may make recognised standards.
- (2) The Minister must notify the making of a recognised standard by gazette notice.
 - (3) The chief executive must keep a copy of each recognised standard and any document applied, adopted or incorporated by the recognised standard available for inspection, without charge, during normal business hours at each department office dealing with safety and health.
 - (4) The chief executive, on payment by a person of a reasonable fee decided by the chief executive, must give a copy of a recognised standard to the person.

Use of recognised standards in proceedings

73. A recognised standard is admissible in evidence in a proceeding if—
- (a) the proceeding relates to a contravention of a safety and health obligation imposed on a person under part 3; and
 - (b) it is claimed that the person contravened the obligation by failing to achieve an acceptable level of risk; and
 - (c) the recognised standard is about achieving an acceptable level of risk.

PART 3- SAFETY AND HEALTH OBLIGATION

37. How obligation can be discharged if regulation or recognised standard made—

- 37.(3) if a recognised standard states a way or ways of achieving an acceptable level of risk, a person discharges the person’s safety and health obligation in relation to the risk only by—
- (a) adopting and following a stated way; or
 - (b) adopting and following another way that achieves a level of risk that is equal to or better than the acceptable level.”

Where a part of a recognised standard or other normative document referred to therein conflicts with the *Coal Mining Safety and Health Act 1999* or the *Coal Mining Safety and Health Regulation 2001*, the Act or Regulation takes precedence.

This recognised standard is issued under the authority of the Minister for Mines and Energy [Gazetted 1 October 2010]

Note: This document is controlled electronically. For the current copy see the Department of Employment, Economic Development and Innovation Website at www.dme.qld.gov.au/mines/recognised_standards.cfm or contact the nearest Departmental office.

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1. Introduction

The purpose of this standard is to assist sites to establish and maintain a training system which includes processes for identifying and delivering competent, safe and efficient work teams.

Reference is made to the *Coal Mine Safety and Health Regulations 2001* (Chapter 2, Part 11), with the key objectives as follows:

- Personnel have the appropriate knowledge and skills to perform their tasks efficiently and safely;
- Activities requiring technical certification are carried out only by suitably certified people;
- Appropriate inductions are conducted for employees, contractors and visitors at appropriate levels and intervals;
- Refresher training is conducted at appropriate intervals;
- Verification of competencies via assessment and record keeping;
- Appointment of trainers and assessors, who hold the required competencies;
- Regular review (at least 12 monthly) of training plans to make certain current needs are adequately covered;
- Applying competency standards, where required in training and assessment processes;
- Incorporating requirements from site Standards and the site's safety and health management system (for example, Principal Hazard Management Plans, Standard Operating Procedures, Mine Operating Procedures) into training regimes;
- Recognition of current competencies (RCC) and recognition of prior learning (RPL) when establishing competence of individuals;
- Authorisation or appointment in writing of competent persons, where required, to perform specified roles/tasks;
- Maintenance, control and disposal of confidential training records; and
- Seeking opportunities to continually improve site training systems by regularly auditing and reviewing for effectiveness.

2. Scope

This standard is applicable to both surface and underground operations, whereby it is recognised that although the particular training and assessment materials may differ, system and process requirements will not.

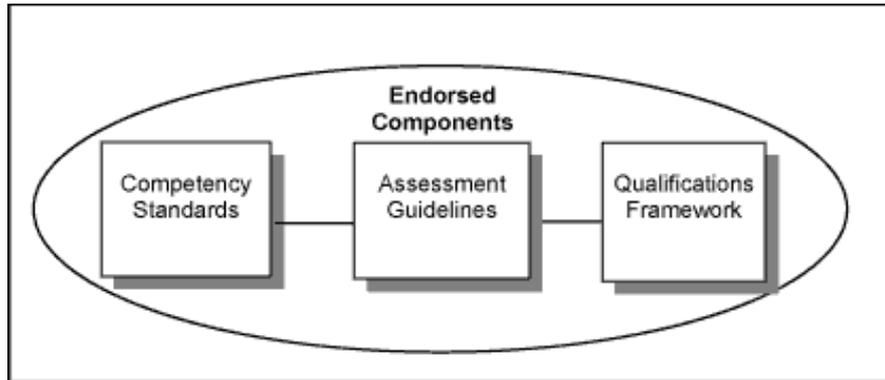
3. Definitions

RPL	Recognition of Prior Learning is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used in the assessment process.
RCC	Recognition of Current Competence is the acknowledgement of competencies currently held by a person, acquired through training, work or life experience.
Coal industry training package	The Coal Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for the coal industry, endorsed by the NTQC (National Training Quality Council). The Training Package: <ul style="list-style-type: none">• provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials;• enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;

- encourages the development and delivery of flexible training which suits individual and industry requirements; and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package as stipulated by legislation.



Assessment guidelines

Those guidelines endorsed by the Coal Mine Safety and Health Advisory Committee.

Shall

Mandatory

Should

Recommendation

Coal mine worker

As defined in the *Coal Mine Safety and Health Act 1999*

Visitor

A person who is accompanied at all times or conducting a one-off specialist task where the task has been fully risk assessed and a work instruction issued inclusive of any additional competencies required.

Cat 1 (Coal Mine Worker)

As defined in the *Coal Mine Safety and Health Act 1999*

Cat 2 (Visitor)

A person who is accompanied at all times and does not perform any work.

Cat 3

A person, who conducts work requiring specialist competencies not covered by the RII09 training package, accompanied at all times in the workplace.

4. Induction training

The site induction is to be developed so as to ensure appropriate safety information and obligations are provided to a coal mine worker prior to commencing work. Induction Training Program requirements will be determined by using information sourced from:

- Site specific Competency and Training Needs Analysis;
- The Coal Training Package and Legislated Competency Standards;
- Changes to the site (e.g. Change Management);
- Risk Management processes;
- Legislative requirements e.g.(the *Coal mining Safety and Health Act 1999* and the *Coal Mining Safety and Health Regulation 2001*);
- Safety and Health Management System;
- External Standards as applicable to the site.
- Units of competence (appendix 3)

The Coal Mining Safety and Health Advisory Committee minimum standards are detailed at the following link: http://www.dme.qld.gov.au/mines/mining_advisory_committees.cfm

The information contained within the induction should be relevant to the individual's position and the tasks that they are undertaking and are required to meet the work that they are undertaking and meets the requirements of the endorsed components. The induction needs to provide the skills to identify the unique hazards and those of the changing environment that they are entering prior to entering the work area.

5. Trainers and assessors

A Registered Training Organisation must ensure each person who trains or assesses a person on their behalf, on or for a coal mine complies with the requirements of:

1. the Queensland *Vocational Education, Training and Employment Act 2000*,
2. the requirements for training and assessment set out in the *Coal mining Safety and Health Act 1999* and the *Coal Mining Safety and Health Regulation 2001*, and
3. the requirements of the Coal Mining Safety and Health Advisory Committee

Coal mine workers not attached to an RTO conducting training and/or assessment against a competency standard in line with the endorsed components must ensure they have the relevant competencies, as identified by the Coal Mining Safety and Health Advisory Committee, and be competent to at least the level they are training and assessing against.

In addition, the qualifications required will be dependent on the individual's position. For example, Training Coordinators will require additional units to that of a Workplace Trainer and/or Assessor.

A person does not need to have formal training and assessing qualifications if conducting an information session, toolbox talk or those sessions that are conducted for information purposes and are not aligned with the endorsed components.

All personnel who are competent to give the training and assess the workers' competencies must be appointed, as per s82(f) of the *Coal Mining Safety and Health Regulation 2001*.

6. Establishing training needs and pathways

To ensure all persons working at a coal mine have the appropriate skills, knowledge and competencies to fulfil their position/role, all competencies;

- as prescribed under legislation (statutory),
- determined by the Coal Mining Safety and Health Advisory Committee,
- contained within site standards or the site's safety and health management system,
- and / or otherwise determined through risk management, change management or other site processes,

shall be included in a Training Needs Analysis.

A Training Needs Analysis will identify the skills needed, the skills held and the training gap for each individual against their position requirements. When an employee commences with the site, this analysis is to be undertaken to establish a training plan in line with the requirements.

6.1 Site safety and health management system

Site training processes should incorporate the requirements relevant to an individual's position/role, as outlined in the site's safety and health management system, which comprises Principal Hazard Management Plans, Standard Operating Procedures and Site Standards / Procedures.

The intent is to ensure that the safety and health management system forms the foundation of site training processes.

It is recognised that some positions within the organisational structure may be required to establish, implement or apply and monitor various elements within the sites safety and health management system. The Training Needs Analysis should identify these requirements.

6.2 Senior and statutory positions

Competencies required by persons holding senior or statutory positions should be identified and included, with the scope of their responsibilities, in a formal Job Description. All persons holding senior and/or statutory positions are required to maintain their competencies as current.

6.3 Trade competencies

Competencies required by trades personnel should be identified and included in the Training Needs Analysis. Each site should have a system whereby trade competencies are confirmed prior to the individual conducting the work.

6.4 Equipment operator competencies

The SSE shall ensure that all persons required to operate fixed and mobile equipment, are:

- currently competent, or in training for each type of equipment that they are required to operate; and
- duly authorised, or in training, to operate the equipment.

Training for equipment operators will address hazards relating to the equipment; and the tasks for which it is to be used. In addition persons required to undergo training to operate equipment on site must be authorised to undergo the training.

6.5 Emergency escape and response competencies

The emergency capability is to be supported by the provision of appropriate training for personnel including human factor considerations for emergency escape and response using the infrastructure available.

This training is to align with the training needs analysis and may include:

- First aid capabilities, including first aid to person(s) involved in incidents involving electricity;
- Communication;
- Fire fighting;
- Self Escape, including
- First response,
- Aided escape, and
- Aided rescue.

6.6 Site safety and health representative competencies

The Site Senior Executive will make certain that all persons required to undertake the role of Site Safety and Health Representative have, and maintain the relevant competencies, as identified by the Coal Mining Safety and Health Advisory Committee and the site's Training Needs Analysis.

Coal mine workers who have been elected as a Site Safety and Health Representative (SSHR) shall not perform the functions and exercise the powers of a SSHR unless they hold the appropriate competencies.

6.7 Other competencies

All Coal Mine Workers have the responsibility to ensure that prior to performing a task, the individual is in training, or is competent and as required authorised to perform that task. Sites are to ensure training is provided to individuals, to the extent the matters are relevant to the duties of the person, which is in line with the Training Needs Analysis. These competencies are to meet the endorsed components.

As an example, some of the following would apply dependant on the operation and position:

- Strata Control
- Spontaneous Combustion
- Mine Atmosphere (including Ventilation and Gas Drainage)
- Outburst and Inrush

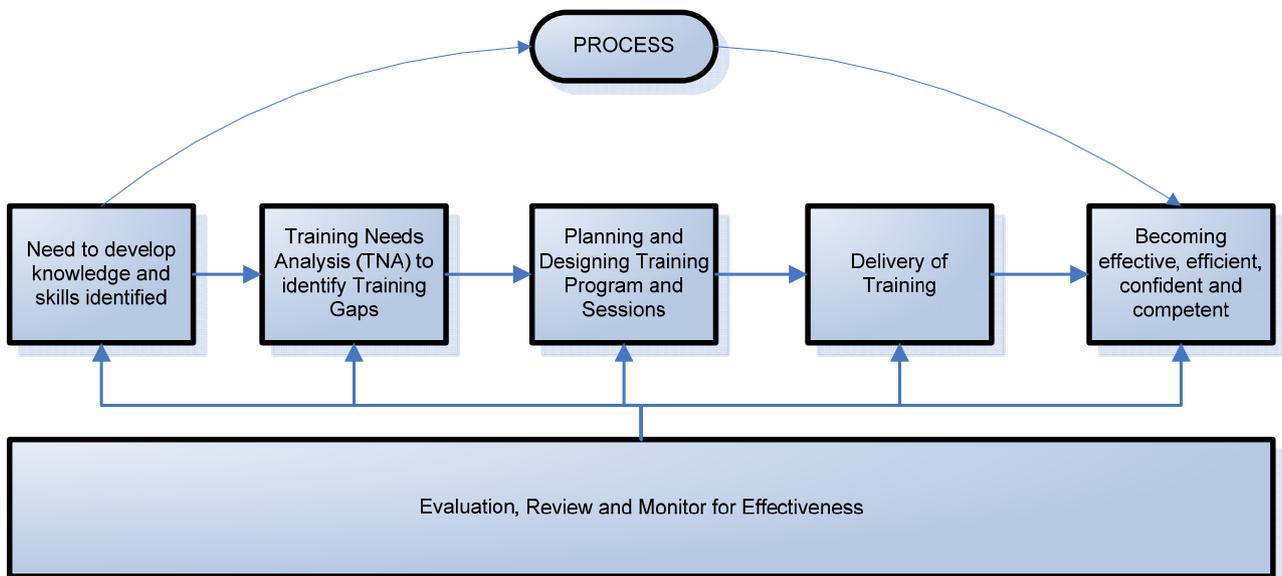
and units as applicable from :

- RIIRIS Risk Management units
- RIIOHS Occupational Health and Safety units and Inspections,
- RIIHAN Load handling units
- RIIERR Emergency Response and Rescue units
- RIIBLA Blasting units (for shotfiring)

7. Training and assessment processes

7.1 Training

A typical training process is identified diagrammatically below:



Training is the process of bring a person to an agreed standard of skill by practice and instruction. Training is directed towards agreed standards or objectives – what you want people to learn from the training, and, the person being trained participates with the trainer in the training activity, rather than simply receiving instruction.

7.2 Assessment

Assessment is the process of collecting evidence of the competencies (skills and knowledge) a candidate has developed, either in structured learning, on-the-job, off-the-job or other relevant experiences.

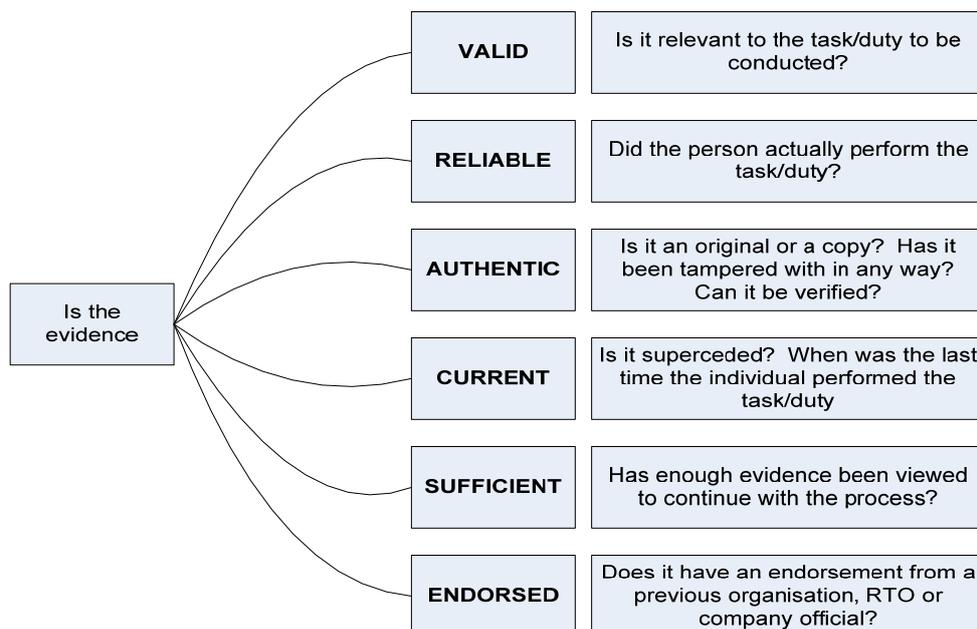
The coal industry has adopted a competency based learning system; this system requires that each candidate's skills and knowledge are assessed against the nationally endorsed standards of competency required by the industry, where these are applicable.

The technical principles of assessment must be addressed in the conduct of an assessment, in the development of assessment tools, and in the design, establishment and management of the assessment processes. These principles are:

- validity
- reliability
- flexibility
- fairness

7.3 RPL / RCC

The coal mine's training scheme may allow for either RPL (Recognition of Prior Learning) or RCC (Recognition of Current Competency) to all eligible candidates. In determining eligibility the following is to be considered:



7.4 Training and assessment tools and materials

Training and learning tools and materials can be diverse, and should not be limited to text books or the written form. Training material should cover a number of learning styles to ensure individual's needs are catered for. In addition, trainers need to be fully conversant with the information contained within the material, where to locate it, and how it is to be applied (i.e. through practical demonstration, etc.)

Assessment is the process of collecting evidence and making judgements about whether competency has been achieved and to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the trainee at anytime throughout the learning and assessment process. Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be group-based, work-based, project-based, self-paced, action learning-based, conducted by distance or e-learning, and/or involve practice and experience in the workplace.

Assessment material must satisfy the requirements of the appropriate parts of the competency standard, e.g. Statement of Attainment for the full competency or other evidence relevant to the elements, performance criteria, range statement and evidence guide selected, and be supported by a mapping process to validate the assessment.

It is critical that training and assessment material is maintained as current, and therefore, any organisational changes are to consider training and assessment processes to ensure the changes are appropriate and accurately captured. Assessment is also required to ensure the validity of the course content and the course provider. The assessment must also meet the assessment guidelines as determined by the Coal Mine Safety and Health Advisory Committee. (see http://www.dme.qld.gov.au/mines/mining_advisory_committees.cfm)

8. Refresher training

It is the responsibility of the Site Senior Executive to ensure that refresher training occurs. The *Coal Mining Safety and Health Regulation 2001*, section 84, requires that each coal mine worker at the mine, including each worker holding a senior management or supervisory position and each worker holding a certificate of competency, is given refresher training under the mine training scheme at least once in every five years.

Refresher training does not necessarily require full training and assessment against the full unit of competency and may be partially achieved by record of observations against the standards while conducting routine work.

As a minimum, personnel need to be refreshed in their knowledge of:

- Safe operation of machinery they are required to use;
- Emergency escape from their places of work;
- Their role in identifying and responding to hazards in their work area;
- Their role in actioning any part of the mine safety management system that has been allocated to them or persons conducting their role/position description.

Refresher training regimes are to be based around the individual's role and responsibilities as defined by the site's safety and health management system.

Consideration should be given to tasks that are likely to be done infrequently, or are critical, or of high risk, such as emergency escape or the use of longwall relocation equipment that is not used during normal operations on a regularly programmed basis. The frequency and processes utilised should also be assessed for these tasks.

Refresher training may form part of the maintenance of competencies. It does not necessarily meet the requirements for individual competencies.

9. Record keeping

It is important to maintain detailed and accurate records of all training, assessments and appointments. Recording procedures should be auditable and provide for:

- sufficient and reliable evidence of competencies and qualifications;
- the ability of people to access their records during and after their employment
- SSE to make available to another operation a copy of the persons training records provided the person concerned has given their permission for the transfer of records to be made. A coal mine worker, on departure from an operation, is to be provided with a full copy of their competencies, tickets and authorisations achieved whilst employed on that site. Those documents are to be placed on the record at subsequent operations at which the coal mine worker is employed in order to provide a ready cross reference to previous experience.
- confidentiality of personal training records to be in accordance with appropriate legislation
- maintenance of training records, including after personnel have ceased employment; and
- easy determination of currency of competencies, including refresher dates.

Trainees should be provided with a means of recording details of their training, eg: Training Log. Completed Training Logs can be used as part of the assessment process to collect evidence of skills and knowledge acquired.

Training Plan records may include:

- how training need was identified;
- target group or individual(s);
- details of course accreditation;
- competency standards covered; and
- course providers, eg: may be external organisation or internal trainers.

Personal Training records may include:

- how the training need was identified;
- what competencies were covered;
- when and for how long the training took place;
- verification of competency in the form of evidence, eg: copy of assessment materials, previous qualifications and experience substantiated, etc.
- what competencies were achieved, qualifications or skills obtained;
- the identification and competency of the trainer and assessor; and
- details of appointments granted.

It is important that documents/records are complete in detail and are accurate prior to recording, as the quality and integrity of training records will depend on such detail and accuracy. All documents/records will be checked for completeness, duly signed and dated prior to recording.

A person ceasing employment at the mine will receive a copy of his/her record of competencies and authorisations, on request.

The mine will ensure an electronic and hard copy recording system for all relevant documentation as covered in this standard is maintained.

The following must be used as a minimum requirement for record keeping:

- Records of approval and certification must be kept for at least 7 years.
- Records relating to employees (eg: training records) must be kept for the period of their employment, plus 7 years.

10. Monitoring, audit and review

The Training System should comprise an auditable documented system.

Provision will be made for review and auditing of the Training System at least twelve (12) monthly. The requirements of the training system will form the basis for any audit, issues to be audited may include:

- training products and records,
- personal training records,
- training conducted or planned for training needs identified, and
- competencies of trainers and assessors.

Additionally, there must be a system of first-party auditing carried out by line management, which verifies that, all employees are competent, trained, equipped and, if required certified, to carry out their work in compliance with site standards and procedures.

A report of the findings of any systems audits should be compiled, and should include agreed action plans to address any non-conformances detected.

11. Evaluation

In order to continually improve the training system and to ensure that current training needs are being correctly addressed, it is important that systematic and ongoing review and evaluation of the system is carried out.

Evaluation is about gathering and analysing information or feedback about the effectiveness of the training program. Information provided by Trainees, Trainers, Assessors, Supervisors and Managers will assist in establishing the suitability and effectiveness of a training program and the training provider. This will help to identify any fine tuning or adjustments required.

Training programs should be carefully evaluated so that they are properly selected, planned and delivered. Evaluation should take place at a number of stages to make certain the program is relevant to the requirements of the site and appropriate in terms of the format, content and presentation. The information required to evaluate a training program can be provided by a number of people, and at various stages, as follows:

Participants	can provide valuable feedback about the content, format and presentation of the program. Participant feedback can be evaluated during, at the end of and after the training program. (see Training Evaluation Form)
Trainer	can provide information on the structure and content of the program and how easy or difficult it was to present. They can also provide valuable information on how well the participants learned new information and how well they were progressing. Trainer's feedback can be evaluated before, during, and at the end of the training program.
Assessor	can provide information on the success of the training program in terms of achieving the desired outcomes and performance criteria. Assessor feedback is evaluated at completion of assessment.
Supervisor / Manager	can provide feedback on the effectiveness of the program, this is best done some time after the training has been completed, allowing sufficient time for the participants to go back to the workplace and apply the skills and knowledge that they have obtained. The participants' application of the skills and knowledge gained is validated against the expected learning outcomes of the training program.

Methods of collection of information and feedback may include interviews, feedback forms, reports, etc,. Once collected the information should be collated and analysed. Results of the evaluation should be communicated, along with any remedial action initiated or planned.

12. References

1. *Coal Mine Safety and Health Act 1999*
2. *Coal Mine Safety and Health Regulation 2001*
3. RII09 Resources and Infrastructure Industry Training Package
4. *Vocational, Education, Training and Employment Act 2000*

Appendix 1: Training needs analysis

Step 1 How should I consult ?

Sites consult with employees on an annual basis to assess organisational training and development needs. Depending on your organisational needs, budget and time factors, the way you consult could be via a focus group, one-on-one meetings, or a questionnaire.

Focus groups and one-on-one meetings involve a carefully planned discussion with a small number of participants and are designed to obtain thoughts on specific issues, programs or products in a permissive and non-threatening environment. They provide qualitative data, giving insights into attitudes, perceptions and opinions of participants. Information is sought through open-ended questions and through observing respondents during the discussion.

Questionnaires provide quantitative information and the first level of broad data. Issues can be followed up in detail through other mechanisms such as focus groups.

Step 2 Analyse the survey results

After consulting with your employees, analyse the results of the questionnaire, focus group or one-on-one meetings to determine where the staff skill gaps lie. Compare skills already obtained with skills required to do the current job and those required for future development. You may find that an employee is better suited to a different role than that which they are currently employed to do.

Step 3 Create a training profile

Create a training profile by recording your analysis in an easily retrievable format such as a table. Depending on the size of your organisation, you may wish to record data on a sectional or divisional basis. Identify the types of courses or on-the-job experiences requested, the number and levels of people requiring training (eg. shop floor, managers), and the number of sessions needed. Distinctions made between full and part-time staff will allow session times to be scheduled in working hours.

Step 4 Devise a Training and Development plan

Once all requirements have been worked out, draw up a Training and Development plan to facilitate commitment to the process. The plan should list all the courses scheduled and employees identified as participants, dates, venue and session times.

Step 5 Publicise the Training and Development plan

Publicise the training and development plan to all employees, preferably providing individuals with personalised notice. This ensures that all employees are advised of the available learning opportunities and provides equal access to developmental opportunities.

Step 6 Implement the training

Subject to operational needs, make sure your organisation delivers the training sessions!

Step 7 Evaluate the training

Evaluate the effectiveness of the training at a specific later date to ensure management and employees are satisfied with the outcomes. Performance feedback sessions may also provide a good opportunity to assess whether all recommended training sessions were delivered.

Appendix 2: Training needs analysis worked example

The following is an example only, the training needs will depend on the individual's responsibilities and their position requirements however, this gives a simple worked example of the outcomes of a training needs analysis:

Underground Development Face Worker:

Position / Task Requirements	Associated Competency	Gap	Training Program	Training / Assessment Plan
Process				
Identify and Report Incidents	<ul style="list-style-type: none"> RIIOHS201A Work Safely 		Induction	
Identify and Respond to Hazards				
Understand Strata				
Understand Spon Comb				
Conduct Stonedusting				
Isolation and Tagging				
Emergency Capability				
Self Escape				
Fire Fighting – Fire extinguishers	RIIERR201A Conduct Fire Team Operations	Current QFRS Member – Nil Gap	Fire Fighting Level 1	RPL
Fire Fighting – Hoses	RIIERR201A Conduct Fire Team Operations	Current QFRS Member – Nil Gap	Fire Fighting Level 1	RPL
Fire Fighting – Response and Team Operations	RIIERR201A Conduct Fire Team Operations	Current QFRS Member – Site Standards	Fire Fighting Level 2	RPL / Participation in site specific component
Fire Fighting – Response and Team Operations in Underground Environment	RIIERR201A Conduct Fire Team Operations	No previous experience	Fire Fighting Level 3	Participate in Fire Fighting Level 3
Machinery / Equipment				
Operation of Man Transporter				
Operation of Underground Loader	RIIMCU204A Conduct wheeled vehicle operations (articulated)			

Install Roof / Rib Bolts mounted on Continuous Miner	RIIMCU208A Conduct basic strata control operations			
Operation of Breaker Feeder	RIIMCU213A Conduct feeder breaker operations			
Operation of Shuttle Car	RIIMCU304A Conduct shuttle car operations			
Operate Continuous Miner	RIIMCU303A Conduct continuous miner operations			
General				
Underground Lifting Operations	RIIUND207A Conduct underground lifting operations			

Appendix 3: Generic OH&S induction

Participants shall be trained and assessed against the following units:

- RIIOHS201A Work Safely
- RIIERR205A Apply Initial First Aid
- RIIGOV201A Comply With Site Work Systems
- RIIRIS201A Conduct local risk assessment
- RIICOM201A Communicate in the Workplace
- RIIERR203A Escape From a Hazardous Situation Unaided

and for a Surface mine:

- RIIOHS201A Work Safely
- RIIERR205A Apply Initial First Aid
- RIIGOV201A Comply With Site Work Systems
- RIIRIS201A Conduct local risk assessment
- RIICOM201A Communicate in the Workplace
- RIIERR302A Respond to Local emergencies and incidents