
**CONSTRUCTION HEALTH AND SAFETY,
AND INJURY PREVENTION**
**Improve building or construction site
safety through changed work practices,
actions and attitudes**

level:	4
credit:	6
planned review date:	July 2007
sub-field:	Construction
purpose:	<p>People credited with this unit standard are able to demonstrate knowledge of and use techniques for changing employee behaviour, and critical success factors; and demonstrate knowledge of adult learning principles and their application, to improve safety on a building or construction site.</p> <p>This unit standard is for people who wish to act as Safety Supervisors or become involved in health and safety and injury prevention over a wide range of building and construction activities and environments.</p>
entry information:	Open.
accreditation option:	Evaluation of documentation and visit by NZQA and industry.
moderation option:	A centrally established national moderation system has been set up by the Building and Construction Industry Training Organisation.
special notes:	<p>1 Definition <i>Safety Supervisor</i> is a person who is recognised as a health and safety practitioner within the building and construction industry and/or trades. <i>On site</i> refers to a wide range of building and construction environments within which trade skills are required.</p>

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Adult learning principles refers to four principles of adult learning, which are:

- adults learn effectively when actively involved in training;
- adults learn effectively when the information applies to their work;
- adults learn effectively when they know what they are learning and why they are learning it;
- adults learn effectively when they work with problem solving situations.

Behaviour means work practices, actions and attitudes.

- 2 This unit standard requires assessment in a practical work situation, on site.
- 3 Legislation relevant to this unit standard includes, but is not limited to: Health and Safety in Employment Act 1992; and Health and Safety in Employment Regulations 1995 (specifically, the definitions referring to Construction Work and Notifiable Work); Human Rights Act 1993; Privacy Act 1993.

Elements and Performance Criteria

element 1

Demonstrate knowledge of and use techniques for changing employee behaviour to improve safety on a building or construction site.

performance criteria

- 1.1 Reasons for unsafe employee behaviour on a building or construction site are described.

Range: may include but not limited to – unsafe behaviours encouraged, permitted, allowed or required; production taking precedent over safety; unsafe acts overlooked; evidence is required for three reasons for unsafe employee behaviour.

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1.2 The process of correcting unsafe actions and encouraging safe behaviour on a construction site is described.

Range: observing employee actions, providing feedback and consequences, getting feedback from employees, monitoring actions.

1.3 The importance of feedback and consequences on actions is described, and techniques for providing feedback identified.

Range: positive reinforcement, negative reinforcement, rewards and penalties, praising and correcting.

1.4 The process of changing behaviour is applied to address safe and unsafe employee behaviour on a building or construction site.

Range: evidence is required for three examples of each of safe and unsafe behaviours.

element 2

Demonstrate knowledge of adult learning principles and how they can be applied to improve safety on a building or construction site.

performance criteria

2.1 Principles of adult learning are described.

Range: active involvement in training, application of information to the work, explanation of the 'why' and 'what', problem solving.

2.2 Reasons why adult learning principles lead to better learning for adults are described.

2.3 Situations on site where adult learning principles may be applied to improve safety are identified, and possible actions taken to improve safety are described.

Range: evidence is required for three situations where adult learning principles may be applied.

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element 3

Demonstrate knowledge of, and use, critical success factors to improve safety on a building or construction site.

performance criteria

- 3.1 Planning ahead to improve safety on a building or construction site is described.
- Range: may include but is not limited to – identifying and understanding potential hazards before tendering a project, developing control procedures before operations begin.
- 3.2 Problem solving techniques to improve safety on a building or construction site are described.
- Range: may include but is not limited to – avoiding blame, focussing on improving the system, analysing what happened, discussing what can be done to get the desired result.
- 3.3 Communication strategies to improve safety on a building or construction site are described.
- Range: may include but is not limited to – checking understanding, expressive and receptive communication, effective listening.
- 3.4 Critical success factors are applied to a problem related to safety on a building or construction site.
- Range: planning ahead, problem solving, communication.

Comments on this unit standard

Please contact the Building and Construction Industry Training Organisation national.office@bcito.org.nz if you wish to suggest changes to the content of this unit standard.

Please Note

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

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Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0048 which can be accessed at <http://www.nzqa.govt.nz/site/framework/search.html>.