New staff/research student | Name:  | Commencement date:  
Supervisor | Name:  | Position:  

Supervisors must complete this checklist for all new staff, research students, contractors and affiliates before they engage in related work – this is expected to be within the first week at work. The check-boxes for each category relevant to the worker’s activities should be ticked-off.

1. Job Specific Hazards (to be completed for all workers)
   - Discuss the main WHS risks associated with the job.
   - Provide information about healthy and safe work procedures relevant to the job.
   - Identify WHS initial training needs of new starters (see section 8).
   - Check if there are any special needs or existing health conditions to be accommodated.
   - Explain and arrange any baseline health monitoring/testing required in the job.

2. Student/client contact roles: Applicable ☐ Non-applicable ☐
   - Outline the responsibilities of teaching staff in classrooms in emergency situations including identification of emergency exits and assembly points for room evacuation in response to an emergency situation or alarm.
   - Explain legislative requirements (eg. Prohibited employment declaration) and safety procedures (eg. duress alarms) for staff in student/client contact roles.

3. Chemicals and dangerous goods: Applicable ☐ Non-applicable ☐
   - Show how to access chemical safety information, including material safety data sheets (MSDS) and Chem Alert online [http://sydney.edu.au/whs/guidelines/chemical/chemalert.shtml](http://sydney.edu.au/whs/guidelines/chemical/chemalert.shtml)
   - Explain how to do a risk assessment before working with a chemical.
   - Show safe work procedures for the substances/processes the staff member will be working with.
   - Arrange for any relevant personal protective clothing or equipment to be obtained.
   - Explain local dangerous goods storage procedures and show the location of stores.

4. Biological agents and animals: Applicable ☐ Non-applicable ☐
   - Explain the main hazards associated with the biological agents the new starter will be working with, eg micro-organism and risk group, modes and symptoms of infection etc.
   - Explain the physical containment and safe work procedures used to control the risks associated with the micro-organisms [http://sydney.edu.au/whs/guidelines/biosafety/microbiol.shtml](http://sydney.edu.au/whs/guidelines/biosafety/microbiol.shtml)
   - Explain how to do a risk assessment before working with a biological agent.
   - Explain the correct use or handling of equipment, eg biological safety cabinet, autoclave, sharps, centrifuge, liquid nitrogen Dewar.
   - Explain precautions for safe handling of human and/or animal fluids and/or tissues, including relevant vaccinations, universal precautions [http://sydney.edu.au/whs/guidelines/biosafety/infect_cont.shtml](http://sydney.edu.au/whs/guidelines/biosafety/infect_cont.shtml)
   - Arrange for any relevant personal protective clothing or equipment to be obtained.
5. Radiation: Applicable □ Non-applicable □
- Explain the type(s) of radiation to be used and the protection methods to be adopted
- Explain how to do a risk assessment before working with radiation.
- Outline methods for detection, measurement and decontamination when working with ionizing radiation.
- Show safe work procedures for the sealed sources/unsealed sources/irradiating equipment being used.
- Arrange for any relevant personal protective clothing or equipment to be obtained.
- Explain any requirements and arrangements for baseline testing or ongoing monitoring (eg. eye tests for laser use)

6. Medical Electronics (Psychophysiology): Applicable □ Non-applicable □
- Inform the new starter of the main hazards associated with using biomedical equipment.
- Explain how to do a risk assessment before working with biomedical equipment.
- Show the location and operation of RCD protection circuits and ‘in test’ inspection tags.
- Show the staff member where to access instruction manuals for the equipment being used.
- Provide personal protective equipment (glasses, gloves etc).

7. Machinery: Applicable □ Non-applicable □
- Inform the new starter of the main hazards associated with machinery they will be operating.
- Explain how to do a risk assessment before working with machinery.
- Explain and demonstrate the safe work methods to be followed when operating the machinery, including location and operation of emergency stop buttons, positioning and use of guards etc.
- Show the staff member where to access instruction manuals for the machinery being used.
- Arrange for any relevant personal protective clothing or equipment to be obtained.

8. Subject specific WHS training: Applicable □ Non-applicable □

<table>
<thead>
<tr>
<th>List other WHS training relevant to this position: <a href="http://sydney.edu.au/ohs/ohs_manual/training/index.shtml">http://sydney.edu.au/ohs/ohs_manual/training/index.shtml</a></th>
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<tbody>
<tr>
<td>□ Working with Chemicals</td>
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<td>□ Biosafety</td>
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<tr>
<td>□ Faculty Tutor Training module</td>
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<tr>
<td>□ Clinic Induction</td>
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9. Confirmation of completion of Local WHS Induction

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>New Starter</td>
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<td>Supervisor</td>
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<td>School/Unit</td>
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A completed copy of this check list should be retained by the supervisor and inductee. The supervisor should complete the Job-specific section of WHS Induction summary and arrange for it to be stored in School WHS web repository.