

# New Career and Enterprise resources for 2016

New  
resources  
for 2016

## WACE Career and Enterprise and Workplace Learning programs

I am actively working towards producing specific resources for WACE Career and Enterprise courses for 2016 with CAE General 11 almost finalised and CAE General12/ATAR 11 well underway.

### Available for 2016

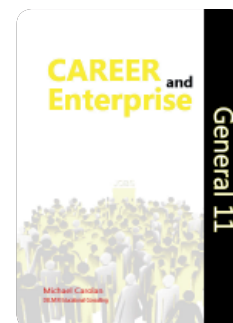
- **Career and Enterprise: CAE - General 11**

Full colour text/workbook. Approx. 310 pp. Price \$52 (ISBN: 978-1-925172-25-6)

Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

Will be going to print later in November. e-version finalised late November. Interim files available.

See website for previews of the entire resource.



- **Career and Enterprise: CAE - General 12/ATAR11**

Full colour text/workbook. Approx. 320 pp. Price \$55 (ISBN: 978-1-925172-26-3)

Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

Will be going to print later in December. e-version finalised January. Interim files available.

See website for previews of Sections 1-5 (Unit 3/Unit 1).



### Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** & **Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)  
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

**Feel free to contact me to discuss which resource sets might be best suited for your teaching program.**

#### Current resource list: 2015 into 2016

##### Career pathways, work education and personal development (PDF e-versions also available)

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

##### Industry-specific resources (PDF e-versions also available)

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

##### Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- \*\* I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

#### VCAL and Applied Learning (Master sets also available)

- \*\* Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- \*\* Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- \*\* Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- \*\* Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- \*\* Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- \*\* Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

#### WACE Career and Enterprise (PDF e-versions also available)

- \*\* Career and Enterprise General 11
- \*\* Career and Enterprise General 12/ATAR 11

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

## Order form: Current from Term 4, 2015 (Note: All prices are GST inc.)

<b>WACE: Career and Enterprise (exp. Dec 2015)</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

<b>Careers, Work Education &amp; Personal Development</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

<b>Industry and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

<b>Industry-Specific Resources</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

<b>VCAL/ Applied Learning Resource Sets</b>	<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>CD Master text/workbook</b>	<b>CD Master activities book</b>	<b>Combined CD master sets</b>	<b>or license with master e-version</b>
Literacy - Intermediate 3ed. (pre-order for 2016) <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) <b>New 2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) <b>New 2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
<b>Totals</b>	_____	_____	_____	_____	_____	_____

**Add Postage: CD-only orders = \$5 Melb metro printed books = \$11**  
**Regional Vic and interstate 1 book = \$12 2-4 books = \$15 Contact me for larger orders.**  
**\*In a hurry? I recommend an extra \$5 postage for Express Post. (More for larger orders)**

<b>Postage amount \$</b>	<b>Grand Total \$</b>
_____	_____

### Order Details

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Order No:** \_\_\_\_\_ **Approx. Amount \$** \_\_\_\_\_ **ABN:** \_\_\_\_\_

**DELIVER Educational Consulting**  
**PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610**  
**Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)**

# CAREER and Enterprise

## Career and Enterprise - General 11

### Contents

Unit 1		Unit 2	
1. Being Enterprising	1	6. Developing Enterprise	145
2. Career Pathways	31	7. Career Investigation	177
3. Work Skills	61	8. Job-Seeking Skills	207
4. Career Development	89	9. Workplace Effectiveness	229
5. Workplace Issues	115	10. Workplace Health and Safety	277

Copyright © 2015 Michael Carolan. Developed, written, compiled and cover by Michael Carolan. Edited by Michael Carolan

1st published December 2015

DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au)

[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael

**Career and Enterprise - General 11**

ISBN: 978-1-925172-25-6

Images: Originals by Michael Carolan. Image on cover adapted from vitacork/iStock/Thinkstock © 2015. Others in text: © 2015 Thinkstock.com (where noted within text). Illustrations on p.199-200, 286 by Tull Suwannakit. All others: © 2015 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs: generated by <http://www.says-it.com/safety/index.php> or accessed through Free Printable Signs at <http://signs.gkcd.com/index.php>pyright Act. For information contact the Copyright Agency Limited.

Acknowledgements:

- Australian Bureau of Statistics material available through Creative Commons License Attribution 2.5 Australia.
- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: [www.blueprint.edu.au](http://www.blueprint.edu.au)

**Disclaimer:** All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

# General 11

## Career and Enterprise: Unit 2

Welcome to the second stage of your studies of Career and Enterprise.

As you have experienced, this resource, Career and Enterprise - General 11 has been developed to support you in becoming a more enterprising young worker as part of your career pathways development.

In this second unit you will examine how to apply your own enterprising behaviours, investigate career pathway options, add to and refine your career portfolio through your IPP and EPP, investigate a range of issues that influence workplace effectiveness and complete a WHS induction program while investigating the requirements of being a safe young worker.

To make best use of this resource you should:

- ✓ engage in class discussion about the issues and advice that you are studying
- ✓ reflect on how you can take advantage of what you are learning to enhance your own career pathways choices
- ✓ apply and modify enterprising strategies to enhance your own career pathways development
- ✓ continue to participate in varied workplace learning, volunteer and community placements
- ✓ build your generic work skills and industry-specific skills through ongoing training and workplace learning
- ✓ apply what you are learning in the classroom to work-related situations, as well as using your work-related experiences to complete school-based tasks.

Once again you should seek advice, support, feedback and help from people from your career network. So now that you are well into your journey, let's work together to get the most out of your experiences.

Unit 2		
<b>6. Developing Enterprise 145</b>		
1	1. Applying enterprising behaviours	147
	2. Learning to learn	148
	3. Learning styles	149
2	4. Visual learners	150
	5. Auditory learners	152
	6. Kinaesthetic learners	154
3	7. Your learning style	156
	8. Learning styles in the workplace	158
	9. Styles and being SAVI	160
	10. Accepting responsibility	164
4	11. SWOT Analysis	169
	<b>AT1: Developing Enterprise</b>	174
<b>7. Career Investigation 177</b>		
5	1. Entry level requirements	179
	2. Occupational levels	182
	3. Australian Apprenticeships	185
6	4. Mini GOALscorer	186
	5. Jobs in Australia	192
	6. What suits you?	193
7	7. Workplace evolution	194
	8. Packaging yourself	196
	9. Self-management audit	197
	10. Self-promotions strategies	199
	<b>AT2: Career Investigation</b>	204
<b>8. Job-Seeking Skills 207</b>		
8	1. Under the microscope	209
	2. Interview formats	210
	3. Preparing for interviews	212
9	4. Interview advice	214
	5. Interview questions	217
	6. Addressing interview questions	218
	7. Selection criteria	220
10	<b>AT3: Job Interview Process</b>	226
<b>9. Workplace Effectiveness 229</b>		
11	1. Workplace effectiveness	231
	2. National Employment Standards	232
	3. Employment contracts	236
12	4. Work/life balance	239
	5. Building job satisfaction	242
	6. Work-related communication	251
13	7. Global workforce trends	259
	8. Problem-solving	264
14	<b>AT4: Workplace Effectiveness</b>	274
<b>10. Workplace Safety 277</b>		
15	1. Workplace safety	279
	2. Hazard alert	281
	3. Safety authorities	282
	4. Employer rights/responsibilities	284
	5. Employee rights/responsibilities	286
	6. Workplace safety rep	288
	7. Work ready	289
	8. Student safety induction	291
16	9. Workplace hazards	295
	10. Risk assessment	296
	11. Work practices	298
	12. Signs and symbols	300
	13. Personal protective equipment	302
	<b>AT5: Workplace Safety Investigation</b>	306



## Workplace Safety

Introduction .....	278	8. Student safety induction .....	291
1. Workplace safety .....	279	9. Workplace hazards .....	295
2. Hazard alert .....	281	10. Risk assessment .....	296
3. Safety authorities .....	282	11. Work practices .....	298
4. Employer rights/responsibilities .....	284	12. Signs and symbols .....	300
5. Employee rights/responsibilities .....	286	13. Personal protective equipment .....	302
6. Workplace safety rep .....	288	Assessment task .....	306
7. Work ready .....	289		



10. Workplace Safety: Activities		p.	Due date/Done?	Comment
A	WHS requirements	279	<input type="checkbox"/>	
B	Workplace hazards	280	<input type="checkbox"/>	
C	Hazard alert	281	<input type="checkbox"/>	
D	WHS stakeholders	283	<input type="checkbox"/>	
E	Employer responsibilities	285	<input type="checkbox"/>	
F	Employee responsibilities	287	<input type="checkbox"/>	
G	WHS rep	288	<input type="checkbox"/>	
H	Young workers	289	<input type="checkbox"/>	
I	Young workers & hotspots	290	<input type="checkbox"/>	
J	My induction requirements	292	<input type="checkbox"/>	
K	Your SmartMove	293	<input type="checkbox"/>	
L	WHS induction	294	<input type="checkbox"/>	
M	Occupational hazards and risks	297	<input type="checkbox"/>	
N	WHS procedures	299	<input type="checkbox"/>	
O	Safety signs	300	<input type="checkbox"/>	
P	Danger signs	301	<input type="checkbox"/>	
Q	Personal protective equipment	302	<input type="checkbox"/>	
R	Types of PPE	303	<input type="checkbox"/>	
S	Glossary: Workplace safety	304	<input type="checkbox"/>	
	Workplace Safety Audit	305	<input type="checkbox"/>	
AT5	Workplace Safety Investigation	306-307	<input type="checkbox"/>	
	Self-Assessment	308	<input type="checkbox"/>	

Comments:

## Introduction: Workplace Safety

This section provides a summary of key workplace safety issues. The aim of this material is to complement what you have learned through your compulsory **SmartMove** and **Safety Passport** WHS induction programs. This unit might be studied at different times of the year depending on your school's program.

You are expected to develop and apply your understanding of WHS issues to work-related situations so that you work safely in your vocational training or workplace learning placements.

An enterprising approach to developing your career competencies will assist you to proactively demonstrate each of these six capabilities.

- ✓ **Entrepreneurial behaviours** by proactively managing workplace safety hazards.
- ✓ **Learning to learn** by actively participating in relevant off-the-job and on-the-job WHS training.
- ✓ **Career development and management** by understanding how key safety issues apply to occupations within an industry in which you are interested.
- ✓ **Work skills** by demonstrating a 'safety-first' approach to undertaking work tasks.
- ✓ Understanding of **the nature of work** by identifying and analysing hazards and risks and then following safe work practices in relevant work-related situations.
- ✓ **Gaining and keeping work** by demonstrating that you can work safely and be responsible for contributing positively to a safe work environment.

### What about you?

To successfully complete this unit you will be required to achieve the following.

1. Demonstrate an understanding of key terminology and concepts in a glossary.
2. Actively participate in class discussion.
3. Apply what you have learned to your own career pathway development.
4. Complete and submit ongoing activities as directed by your teacher.
5. Complete an assessment task involving a workplace safety audit and investigation
6. Undertake self-assessment at the end of this unit.



### Your IPP & EPP: Workplace Safety

This section supports the ongoing development of your ongoing Individual Pathways Portfolio and your Electronic Pathways Portfolio related to work health and safety issues. Tasks you may be required to complete for your IPP and EPP include these as well as others outlined by your teacher.

- ☐ Outline common safety hazards in occupations in which you are interested.
- ☐ Discuss employer and employee WHS rights and responsibilities.
- ☐ Investigate hazards and risks commonly faced by younger workers.
- ☐ Use a WHS process to appropriately deal with workplace hazards and risks.
- ☐ Document your successful completion of the SmartMove and Safety Passport WHS induction programs.
- ☐ Undertake WHS induction for work-related placements.

Your teacher will give you more direction on your IPP and EPP requirements as needed throughout the unit.

## 1. Workplace safety

This section will introduce you to basic workplace safety rights and responsibilities. Although this section is located at the end of this book your teacher might arrange your learning program so as to complete your **WHS induction** and related WHS activities at some other time during the year.

Workplace safety is a shared responsibility and different workplace stakeholders play an important role in maintaining safe work practices. You will need to complete a workplace safety induction process before you can undertake any work experience or work placement. You will also need to investigate potential hazards and correct processes to safely manage these hazards. The unit concludes with an assessment task requiring you to conduct a detailed safety investigation of a relevant work environment.



### Work health and safety

One of the most important workplace rights that you have is the right to a safe workplace. Nationally, **work health and safety** (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. WHS is commonly used in WA workplaces. However, as at 2016, Victoria still uses the term **occupational health and safety** (OH&S). (And official WA legislation actually uses the term OSH!)

Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of workplace safety then both your own and other peoples' safety is at risk.

Image:  
Arnel Manalang  
iStock/Thinkstock



### WHS requirements

A

List the ways that you as a potential employee (or current employee) can find out about WHS requirements.



workplace  
safety

---

---

---

---

---

---

---

---

---

---

## B Workplace hazards

1. Pick one of these occupations and suggest 5 potential workplace hazards that an employee in this occupation might face.

⇒ checkout operator, chef, furniture removalist, nurse, engineer or IT programmer.

<b>Occupation:</b>
i.
ii.
iii.
iv.
v.



2. List 5 common safety hazards for an occupation you are interested in. For each one explain how a worker commonly would try to deal with this hazard.

<b>Occupation:</b>	
i.	i.
ii.	ii.
iii.	iii.
iv.	iv.
v.	v.



## 2. Hazard alert

As a potential employee you place your trust in an employer to take all possible steps to make sure that the workplace is safe. This also extends to having safe **work practices**, i.e. the way things are done.

However, you should always be on the lookout for potential hazards or dangers in the workplace. These might include spillages, missing safety equipment, blocked fire exits, sharps, dangerous equipment, electrical hazards, incorrect lifting procedures and many, many others.

Because employers are not always aware of everything that is going on in the workplace all of the time you have a responsibility to immediately inform your boss of any potential hazards that might occur. If you see these dangers then you should report them to someone with a position of responsibility.

### SAM

There are many different hazard management processes used in varied WHS induction and training programs. SmartMove recommends the **SAM** method. You should 'think' **SAM** for every work task you do!

1. **Spot** the hazard
2. **Assess** the risk
3. **Make** the changes.

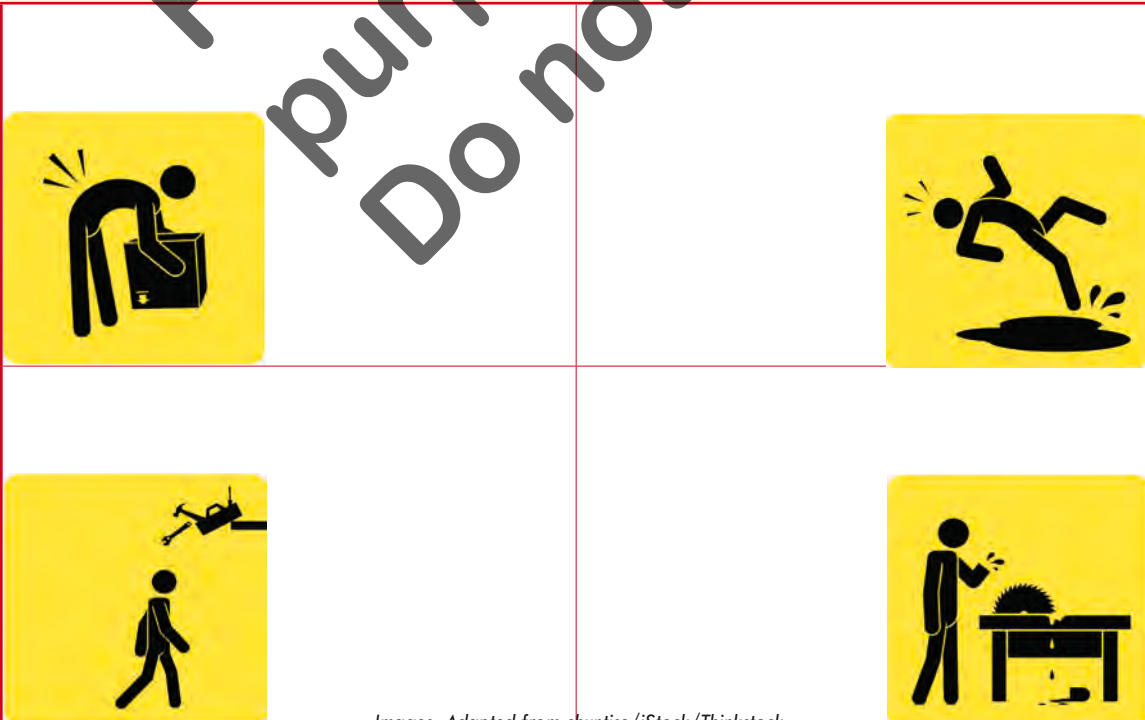
### Common safety hazards

- ⇒ electricity
- ⇒ noise
- ⇒ slips, trips & falls
- ⇒ hazardous substances
- ⇒ manual handling
- ⇒ mechanical equipment
- ⇒ mobile equipment
- ⇒ personal safety and wellbeing

### Hazard alert

C

Briefly identify the hazard(s) occurring in the workplace situations shown below. Also name a possible workplace or worksite in which these employees might be working.



Images: Adapted from chuntise/iStock/Thinkstock

workplace  
safety

### 3. Safety authorities

**Safe Work Australia** is a Commonwealth Government body that develops national policy on work health and safety and workers' compensation. Safe Work Australia does not have responsibility for regulating work health and safety laws. Workplace safety laws are governed by a regulatory body in each state. However, the responsibilities are very similar in each jurisdiction.

In the west, WorkSafe WA has responsibility for workplace safety and WorkCover WA looks after insurance and workers compensation. Some of their main responsibilities include:

- ✓ helping to avoid workplace injuries occurring
- ✓ enforcing local WHS (OSH) laws
- ✓ working to educate employers and industry
- ✓ conducting workplace safety inspections
- ✓ providing workplace injury insurance for employers
- ✓ assisting injured workers to get back into the workforce
- ✓ managing the workers' compensation scheme for injured workers.

#### Workplace stakeholders

Workplace safety is a shared responsibility between all workplace stakeholders. WHS rights and responsibilities extend to a range of stakeholders who come into contact with a workplace or its products.

**Stakeholders** can include people who work directly in an organisation, as well as any other people or groups that the organisation deals with as part of the commercial world. However, it is the owners and employers who have the initial responsibility for ensuring an effective workplace. Owners and employers are responsible for designing, maintaining, controlling and reviewing all of their work activities and processes so that all safety laws, rules or guidelines are met.

#### State/territory safety bodies



- ⇒ WorkSafe WA:
- ⇒ WorkCover WA:  
[www.commerce.wa.gov.au/WorkSafe](http://www.commerce.wa.gov.au/WorkSafe)  
[www.workcover.wa.gov.au](http://www.workcover.wa.gov.au)
- ⇒ WorkSafe ACT:  
[www.worksafe.act.gov.au/health\\_safety](http://www.worksafe.act.gov.au/health_safety)
- ⇒ WorkCover NSW:  
[www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)
- ⇒ NT WorkSafe:  
[www.worksafe.nt.gov.au/home](http://www.worksafe.nt.gov.au/home)
- ⇒ WorkCover QLD & Workplace Health and Safety Queensland:  
[www.deir.qld.gov.au/workplace](http://www.deir.qld.gov.au/workplace)
- ⇒ WorkCover SA & SafeWork SA:  
[www.safework.sa.gov.au](http://www.safework.sa.gov.au)
- ⇒ WorkSafe Tasmania  
[www.worksafe.tas.gov.au/home](http://www.worksafe.tas.gov.au/home)
- ⇒ Victorian WorkCover Authority:  
[www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)

Image: Scanty  
Nebula/  
iStock/Thinkstock



**Workplaces have a responsibility to provide a safe work environment for all stakeholders including customers and clients.**



## WHS stakeholders

D

Choose 4 of these WHS stakeholders and for each explain the role they play in workplace safety for a workplace or industry in which you are interested.



i.	ii.
iii.	iv.

workplace  
safety

#### 4. Employer responsibilities

Employers have a duty of care to provide a safe workplace for all stakeholders. As part of this duty of care employers are responsible for complying with any laws and regulations prescribed in the *Occupational Health and Safety Act 1984*.

Employers must also adhere to any regulations stipulated in *The Occupational Safety and Health Regulations 1996*. These general regulations prescribe minimum standards to be met in all workplaces. The regulations also define an employers' requirements related to a specific hazard (such as hazardous chemicals), type of work and/or industry (construction) or work practice (driving). The regulations also cover licensing and other issues.

In some cases the regulations might refer to an Australian Standard or Australian/New Zealand Standard which must be complied with.

In other cases employers should follow codes of practice or guidance notes or develop their own work practices that meet (or exceed) these.

### Employer Responsibilities

"I have to provide and maintain safe machinery and equipment."

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

"My workplace has to have safe workplace conditions such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' safety."

"If needed I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public are not endangered by the conduct of my business."



## What would you do?

Te-Ona is starting her first full day in her new job as a personal care assistant in an aged-care facility in Jondalup. She has got her Certificate IV in Aged Care and has had a one-day induction program at head office.

It's 45 minutes into doing rounds during her shift when she notices that one of the fire extinguishers seems to be missing. This also makes Te-Ona realise that she doesn't know how to work these extinguishers. She also checks an emergency exit door which is locked. She realises that she doesn't know the keypad code to open this.

Te-Ona is not sure what she should do and she certainly doesn't want to look bossy or stupid on her first day.



Image: Stockphoto4U/  
iStock/Thinkstock

## Employer responsibilities

E

Choose 3 of the employer responsibilities shown on p.284. Choose a workplace you are familiar with and explain what that employer actually does to meet this responsibility.



**Employer/workplace:**

e.g. My employer Sal Gee at Sal's Tile emporium contracted in an expert Safety Auditor to do a workplace safety audit because workers were starting to have a lot of little accidents when using the tile production machinery.

i.

ii.

iii.

workplace  
safety

## 5. Employee rights and responsibilities

Workers have a natural and undeniable right to a safe workplace. This means that you should not be harmed by the work activities you perform in work-related situations.

To help protect this right, governments develop and pass **WHS (OSH) legislation** that becomes law, e.g. the licensing of tradespeople such as electricians. WorkSafe agencies enforce these laws, prepare guidelines to help employers and employees work safely and also offer training. Examples include industry specific hazard control resource packages, and training such as that offered to workplace safety reps.

But you have to be an active participant in workplace safety. It is up to you to ensure that you follow all WHS guidelines and that you report any safety issues and problems to the appropriate workplace personnel. This is part of your workplace responsibility. You also have to take care not to harm yourself or any other workplace stakeholders while you are carrying out your work activities.

For example, truck drivers must not risk the safety of other road-users; manufacturers must dispose of chemicals and waste properly and hospitality workers must ensure that all food served to customers meets appropriate hygiene guidelines.

As potential employees you trust that an employer has taken all possible steps to ensure that the work environment and work practices have been designed and maintained to ensure safety for all involved.

However, you should always be on the lookout for potential dangers and should report them to someone with a position of responsibility.

Some of the key rights and responsibilities of workers are outlined opposite.



Image: Adapted from:  
Jeremy/iStock/Thinkstock

### What would you do?

Sami is working on registers at a supermarket in Leeming and it is an extremely busy shift just before a public holiday.

He has a line of impatient looking customers and also the elderly man he is serving is talking at him about how he hopes the Dockers will beat the Eagles in the upcoming derby this weekend.

He looks over his register and notices that an unsupervised young boy about 5 metres away is trying to pull out a cube of Pepsi Max from the bottom of the stack that is on sale.

Sami has just a moment to decide what he will do!



## Employee Rights and Responsibilities



"I'm expected to take care of my own health and safety by working safely."

"I must always follow all safety guidelines/systems of work according to training and instructions."



"I must inform my supervisor about potential hazards or physical problems that I notice in the workplace."



"I cannot operate any industrial equipment unless I have the appropriate certificate of competency."



"I need to take reasonable care not to affect the safety of others in what I do, and also not risk the safety of others by failing to act where needed."



"I am expected to actively work with my employer to make the workplace safer."



"I must immediately report any injury to the WHS supervisor or person responsible for WorkCover."



### Employee responsibilities

F

As a class, or in teams of 3-4, discuss and develop a list of workplace rules or guidelines that you must follow when undertaking work experience or a work placement.



e.g. I will immediately ask my supervisor if I don't understand how to use equipment properly and safely.

i.	ii.
iii.	iv.
v.	vi.

workplace  
safety

6. Workplace safety representative

When you commence your work experience you will see that every workplace needs to have a person responsible for safety issues. Generally we call this person a **WHS (safety) representative**. But they might have a different title depending on the type or size of the workplace (this could be OSH rep!).

- ⇒ In many small businesses the owner or senior manager usually acts as the WHS rep.
- ⇒ In larger organisations or industrial worksites the WHS rep might be an elected employee. (or)
- ⇒ The safety rep might also be a professional employed specifically for this role.

The main role of a workplace safety rep is to be the go-between for employers and workers in relation to workplace safety issues. This means that the safety rep works both with workers, and bosses, to ensure that work activities and processes are carried out in a safe manner. When workers find or experience a workplace safety issue, they know that they can go to a fellow employee who can take their issues and concerns to management. Safety reps also work with owners and managers to develop safe work processes and procedures as part of proactive **hazard control**.

It is vital that you meet with this person before you commence any work experience or placement. As part of this induction you must ask them how you go about raising any safety issues that you might come across.



“Who do I speak to if I need to report a safety problem?”

G WHS rep

Interview a WHS rep in a workplace. Find out 6 duties associated with their role.

Workplace:		WHS rep:	
1.	2.	3.	
4.	5.	6.	



## 7. Work ready

Nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday.

Young workers have an increased risk of being injured. According to research by WorkSafe Victoria, 2,000 workers aged 15-24 are injured each year. According to Safe Work Australia young workers are especially at risk in manufacturing, accommodation and food services, health care and social assistance and construction industries.

Before you enter the workplace you need to be work-ready. You need to have an awareness of common health and safety issues, hazards and risks in workplaces. You also need to build an understanding of specific WHS issues, hazards and risks that are likely to occur in the types of workplaces in which you might do work experience or work placement.

Certain industries (mining), occupations (electrician), certain work environments (construction sites) and certain work tasks (driving) are inherently dangerous. In addition, some work tasks which do not seem obviously hazardous at first, such as working on a computer every day, can present hazards and risks associated with repetition and overuse.

A growing safety issue is increased workload which can cause workers to rush, cut corners and be careless. And of course there is the ever-present danger of workplace bullying, harassment, threats and intimidation. These are not acceptable in any workplace!

Image: Eris Reis/  
iStock/Thinkstock



### Young workers

H

1. List 5 WHS hazards that young workers might face generally.
2. List 5 WHS hazards that you might have to deal with in a specific workplace (or (industry)); or as part of a particular occupation.



General WHS hazards for young workers.	Specific WHS hazards for workplace/occupation.
i.	Workplace/occupation is:
ii.	
iii.	
iv.	
v.	

workplace  
safety

## I Young workers & hotspots



1. Listed below are 6 common reasons why young workers are more likely to be injured at work. For each reason you are required to describe a workplace situation whereby a young worker might be more at risk of injury.

*Tip: Your description needn't be in writing. You might instead draw a picture, find a graphic, perform a role-play or provide some other description of the situation.*

1. May not be fully developed physically and mentally.	2. May lack the necessary skills/training.
3. Have little experience in assessing potential risks.	4. May not be aware of their WHS rights and responsibilities.
5. Have had little exposure to positive WHS behaviour.	6. Are more likely to be casual or part-time.

2. Visit the Young Workers' Injury Hotspots available through: [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) and search for the term directly, or use the 'Young Workers' CD.



List each of the industries. Circle one of the 5 (as at 2015) industries you will investigate.

\_\_\_\_\_

3. Recreate the Injury Hotspot diagram for this industry using the key statistics and a brief explanation of the common injury. e.g. 5%: Work-related stress. (Tip: Your teacher may have a large-size human figure like the one shown here, or create or source your own)



4. As a class discuss these Hotspots, including strategies to prevent injuries.

## 8. Student safety induction

As a student you will be required to complete an appropriate WHS induction program before you are allowed to go on work experience or work placement. In WA schools that will be the SmartMove Safety Passport program and the SmartMove Certificate programs. In Victorian schools that might be safe@work; or another similar program for your state.

If you are undertaking a VET certificate course you will need to undertake the accredited WHS unit of competency before commencing any structured work placement as part of your VET, TAFE course or Australian Apprenticeship.

### Work experience school-based induction

It is vital that you are aware of your work experience placement induction requirements. Some states have legislated to mandate that students undertake a specific WHS induction program, whereas others recommend relevant induction guidelines and procedures as part of their policy governing a school's work experience or work placement program.

It should be noted that this information is only a general guide and that any state-based work experience requirements might change in line with changes in governmental policies and laws.

Therefore, your teacher will give you the most current and up-to-date information. Also structured workplace learning placements as part of VET in schools have their own requirements.

Western Australian students have to successfully complete the online or print-based version of the **SmartMove Safety Passport program** and the **SmartMove Certificate programs**.

The Safety Passport program involves eight general lessons and a number of industry-specific lessons or modules. The SmartMove Certificate includes a General Module and relevant Industry Modules.

Students in other states such as Victoria must do safe@work, many South Australian schools use The Passport to Safety and NSW, Queensland, Tasmania, Northern Territory and the ACT have their own guidelines that must be followed.



### SmartMove Safety Passport

Created by WorkSafe Western Australian this WHS program has been developed specifically to prepare senior secondary students and young workers for key work health and safety issues.

The Safety Passport includes eight sequential lessons.

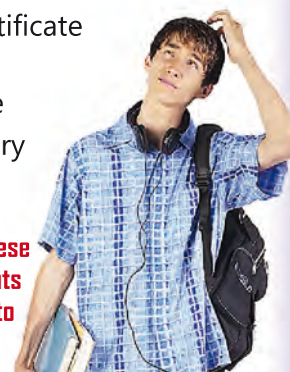
1. Spot the hazard
2. SAM in the workplace
3. Employer responsibility
4. Worker responsibility
5. Worksite inspections
6. Incident reporting
7. Emergency response plans
8. WHS inductions.

The SmartMove Certificate program includes:

- ⇒ a general module
- ⇒ 14 specific industry modules.

**Your teacher will clarify these WHS induction requirements for you and build these into your learning program.**

<http://smartmove.safetynet.wa.gov.au>



## J My induction requirements



1. Your teacher will lead a discussion about WHS induction with your class. List the specific safety induction requirements you must successfully complete before you can undertake your work experience placement.

WHS training/induction that I must complete is:	By when?

2. Give the correct response for each of these questions about WHS induction programs, SmartMove or other relevant requirements for your state.
3. Find out other information you might need in order to provide the right advice.



"I'm going on a placement in a few months. What induction program do I need to do?"



"I did a program more than a year ago but I'm going to do a placement in the same industry. What do I do?"



"I'm going to do a placement in a different industry. What do I need to do?"

"I'm doing a VET certificate course. What are my requirements?"



"I'm starting my placement next week but I haven't passed the program yet? What do I do?"







- Outline 2 key pieces of WHS information from each of the 8 Safety Passport lessons relevant for you for a current (or potential) employment or a work placement situation.

Occupation:	
Spot the hazard	Spot the hazard
SAM in the workplace	SAM in the workplace
Employer responsibility	Employer responsibility
Worker responsibility	Worker responsibility
Worksite inspections	Worksite inspections
Incident reporting	Incident reporting
Emergency response plans	Emergency response plans
WHS inductions	WHS inductions

- Outline 6 key pieces of WHS information from the specific industry module that are relevant for you for a current (or potential) employment or work placement situation.

Industry module:	Occupation:
i.	ii.
iii.	iv.
v.	vi.

## L WHS induction



Use the terms to complete the following passage about WHS induction.

Workplace safety is a s\_\_\_\_\_ responsibility. However, when you are undertaking work experience or structured workplace learning it is the responsibility of your employer to ensure that your work e\_\_\_\_\_ is safe and free from h\_\_\_\_\_.

When working you must use the correct personal p\_\_\_\_\_ equipment. It might be your responsibility to be dressed in appropriate c\_\_\_\_\_ and to wear safety b\_\_\_\_\_. It will usually be your employer's responsibility to supply appropriate protective equipment. You need to be aware of these requirements b\_\_\_\_\_ you go on your placement.

At the start of your placement you must be given an i\_\_\_\_\_ tour of your work environment so that you are made aware of any potential d\_\_\_\_\_. You must also be made familiar with the location of f\_\_\_\_\_ facilities, be shown the emergency safety e\_\_\_\_\_ and be introduced to the workplace s\_\_\_\_\_ representative.

Your employer is also responsible for giving you adequate t\_\_\_\_\_ and appropriate s\_\_\_\_\_ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p\_\_\_\_\_ and undertake your work a\_\_\_\_\_ in a safe manner. This ensures that you do not harm yourself, your c\_\_\_\_\_, the c\_\_\_\_\_ nor any other person.

If you are ever unsure of anything you should speak up and ask; your WHS \_\_\_\_\_, your s\_\_\_\_\_, a fellow workmate, a safety or union rep or anyone s\_\_\_\_\_. If you feel you are in danger, are being t\_\_\_\_\_ or that you are not being looked after appropriately, ask to be excused and contact your school supervisor i\_\_\_\_\_.

- |                                     |                                      |                                     |                                      |
|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> activities | <input type="checkbox"/> dangers     | <input type="checkbox"/> induction  | <input type="checkbox"/> shared      |
| <input type="checkbox"/> before     | <input type="checkbox"/> environment | <input type="checkbox"/> practices  | <input type="checkbox"/> supervision |
| <input type="checkbox"/> boots      | <input type="checkbox"/> exits       | <input type="checkbox"/> protective | <input type="checkbox"/> supervisor  |
| <input type="checkbox"/> clothing   | <input type="checkbox"/> first-aid   | <input type="checkbox"/> rep        | <input type="checkbox"/> threatened  |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards     | <input type="checkbox"/> safety     | <input type="checkbox"/> training    |
| <input type="checkbox"/> customers  | <input type="checkbox"/> immediately | <input type="checkbox"/> senior     |                                      |

## 9. Workplace hazards

Just about every activity we do in life has some sort of hazard associated with it. Risks abound in the food we eat (excessive fats and sugars), our leisure activities (sports injuries), travelling (vehicle collisions), our work lives (workplace accidents and stress) and other activities. We need to effectively control and manage risks and hazards.

Just as in life, it is also vital that you are able to assess risks and control hazards in work-related settings. One way to help enable you to achieve this is by using a hazard control process.

A **hazard control process**, (such as SAM) uses a procedure that has consistent steps which can be followed and applied for all workplace tasks, activities and jobs. Some industries even have their own specialised hazard control processes to deal with common work-related safety hazards, such as the handling of dangerous chemicals in the Manufacturing industry.



### Common Workplace Hazards



## 10. Risk assessment

As you have seen, all workplaces present many potential hazards. Once hazards have been identified it is important to both anticipate and assess potential risk associated with these hazards.

**Risk assessment** refers to identifying the likelihood of an injury/illness occurring, as well as assessing the potential level and seriousness of harm associated with a hazard.

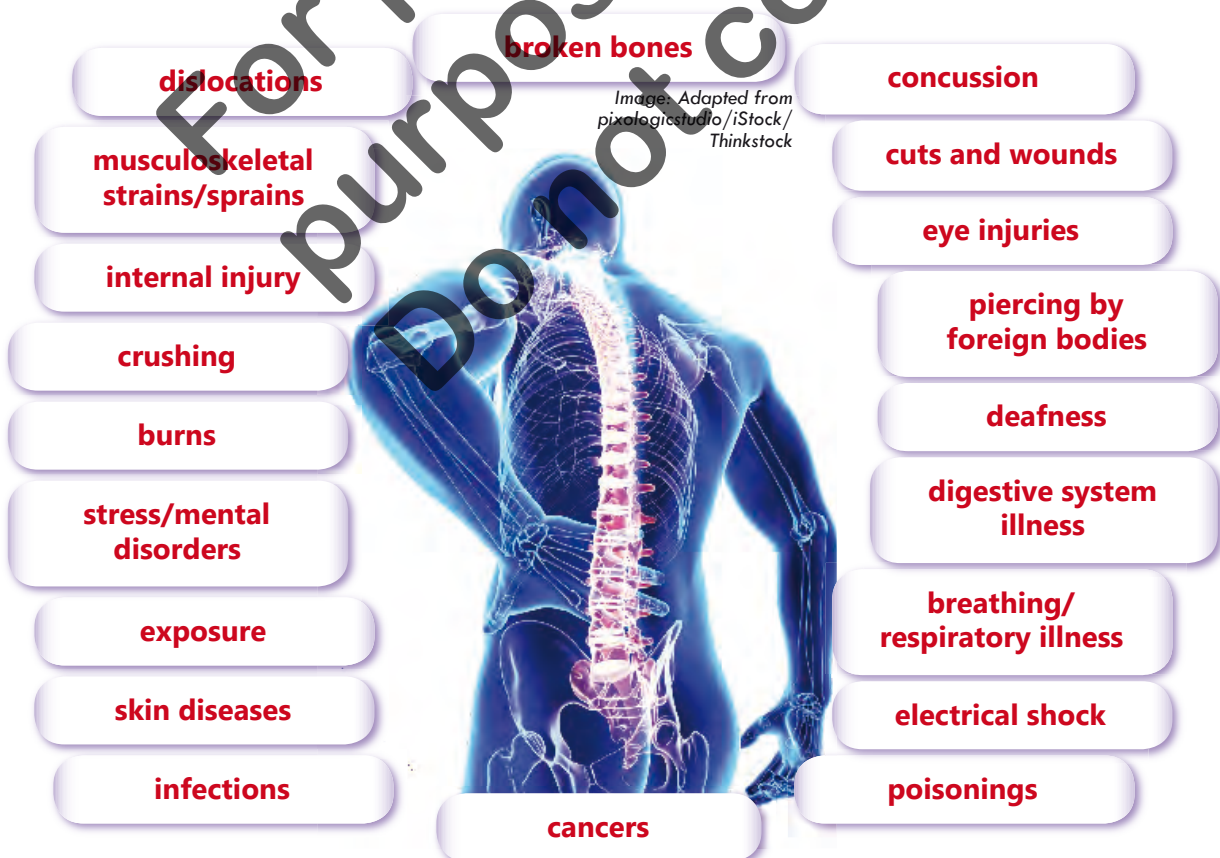
For example, some hazards in the Construction industry include using industrial machinery and equipment. This presents associated noise hazards. Prolonged exposure to excessive noise is a risk to workers. This hazard can cause serious harm and permanent damage leading to hearing loss.

As another example, chefs working in hospitality also use hazardous tools and equipment such as cutting implements and food slicing and grinding equipment. This hazard presents the risk of cuts, abrasions and even potentially far worse injuries, such as permanent disfigurement or even amputations.



The risks associated with static desk work can often be greatly underestimated.

## Work-Related Risks: Injuries/Illnesses





## Occupational hazards and risks

M



1. Choose an occupation you are interested in. Briefly explain how a worker might be exposed to hazards and risk of injury as part of their work-related task.

Hazard	Explanation
e.g. electrical hazards	An electrician has to be very careful of potential <b>shock</b> from <b>electrical hazards</b> because they work with live voltage as part of their job.

2. Visit the WorkSafe website at [www.commerce.wa.gov.au/worksafe](http://www.commerce.wa.gov.au/worksafe) (or relevant site for your state). Click on Overview , About WorkSafe and then choose Priority Areas and select a topic from the expandible list such as Manual Tasks.
3. Outline some of the key issues and hazards associated with this work practice.
4. List some possible strategies to deal with WHS issues associated with this work practice.



### Health & safety topic:

Key issues and hazards:

Possible strategies to deal with this hazard:

workplace  
safety

## 11. Work practices

A work practice refers to the way that a workplace has organised its workers, tools, equipment, processes and other resources in order to complete work tasks.

For example, McDonald's has very clearly defined processes and procedures as part of its work practices. These include separation between customer service and food preparation areas, highly-specialised task roles and instructions, standardised cooking times and many more processes and procedures.

It is vital that employers design work practices so that all tasks are carried out safely. This will help assist workplace stakeholders to avoid hazards and minimise work-related safety risks.

### Emergency procedures

A vital WHS issue affecting all workplaces is the development and ongoing management of **emergency procedures** in the case of incident, injury or threat. This includes hazard control strategies such as emergency equipment, evacuation plans and fire control and exits. Emergency situations may be unexpected, but they do happen. And some industries (manufacturing) and some occupations (nurses) experience these situations much more than others. Some types of emergency situations are listed below, but can you think of others?

- ☹ Fire or other evacuation (including drills).
- ☹ Workplace accidents and injuries.
- ☹ Machine malfunction.
- ☹ Electrical hazards.
- ☹ Issues with hazardous chemicals
- ☹ Employees following unsafe practices or working dangerously.
- ☹ Workplace incidents (such as a customer/client becoming aggressive).
- ☹ Customers, contractors or suppliers being exposed to hazards or performing tasks in an unsafe manner.

### 1. Training

- ⇒ Employees should be given supervised training to ensure that they know how to do the task safely and correctly.
- ⇒ e.g. A fast food cook must receive training to learn how to use equipment, tools and utensils safely.

### 2. PPE

- ⇒ Employees should be given access to the appropriate personal protective equipment (PPE) to reduce workplace hazards.
- ⇒ e.g. The cook may need to wear hair nets, safety footwear, mittens and other PPE.



### 3. Support and supervision

- ⇒ Employees should be given ongoing support and supervision so tasks are done safely at all times.
- ⇒ e.g. The cook should be supervised until they demonstrate competence in the use of relevant equipment.

### 4. Hazard reporting

- ⇒ Employees should be given the opportunity to communicate and report any hazards; and without threat and intimidation.
- ⇒ e.g. The cook needs to know how to fill out an incident report and must be encouraged to report on the condition and servicing of equipment whenever necessary.



Image: Alan Crawford/  
iStock/Thinkstock

## WHS procedures

N



1. Discuss the WHS procedures below. Suggest 2 occupations for which this might be an appropriate form of hazard control. Add 1 more procedure you are aware of to the table. Source some suitable images for your work folios.
2. For each procedure, choose 1 of the occupations and explain how this procedure helps deal with hazards more effectively.
3. Source an image or create a graphic of a workplace WHS procedure. Label this and include it in your work folios.

WHS Procedure	Occupations	How it helps control hazards.
Using personal protective equipment; boots, gloves, vests, masks, helmets, eye and ear protection, etc..	Welder Construction worker	By wearing PPE such as a face mask and protective clothing this stops a <u>welder</u> from seeing the arc which causes eye damage. This PPE also reduces fire risk.
Maintaining safety signs and emergency equipment - fire extinguishers, alarms, exit signs and so on.		
Installing appropriate guards, emergency cut-offs and barriers on machines such as power saws and conveyer belts.		
Following fall prevention and safe working at heights procedures.		
Following appropriate hygiene procedures such as preparing and serving food and sterilising equipment.		
Ensuring a workplace free from harassment, bullying, intimidation and violence.		
Clearly marking pedestrian/ vehicle zones and traffic areas for use by forklifts and deliveries.		

workplace  
safety

## 12. Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment, or in your school or at a workplace.

In order for safety signs to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message such as **red** for **danger**, **yellow** for **caution**, **green** for **exits** and so on.

Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment. Among other things, these signs:

- ⇒ warn of potential hazards and dangers
- ⇒ advise on first-aid equipment and procedures
- ⇒ instruct on the correct personal safety equipment to wear and use
- ⇒ display mandatory hygiene practices
- ⇒ reinforce WHS rules and laws that must be followed.

So do you know the meaning of different signs? Discuss as a class now.



Image: ByteDust/  
iStock/Thinkstock

### **Safety signs**

- Briefly identify the risk or hazard indicated by each of the warning signs shown below.
- Suggest an occupation that has each sign as part of its work environment.
- Add 2 more of your own. (You could generate these using a website such as [www.says-it.com/safety/index.php](http://www.says-it.com/safety/index.php) or source images from [www.seton.net.au](http://www.seton.net.au).)






## Danger signs

P

1. Fill in the missing letters to complete the danger signs shown below.
2. Suggest an occupation that might have each sign as part of its work environment.
3. Create 3 danger signs of your own related to a workplace you are familiar with.
4. Take and print photos of danger signs from industry and the wider world.

workplace  
safety

13. Personal protective equipment

One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (**PPE**). This can include commercial grade safety boots and vests, eye and ear protection, special clothing, safety harnesses, respiratory barriers, gloves, mittens and many, many more. Before you commence work tasks you need to be:

- ⇒ **informed** of the correct PPE required
- ⇒ **supplied** with the appropriate equipment; in some cases you might have to supply your own PPE, (this is especially relevant for contractors)
- ⇒ **instructed** on how to properly use this PPE to control hazards
- ⇒ **monitored** on the safe and effective use of PPE.

Workplace supervisors, WHS reps and employers also have to check equipment periodically for signs of wear and tear, damage, whether the PPE is up-to-date with current guidelines as well as other issues. So what PPE have you used before?



"My boss has given me the kit, so I'm fit to work!"

Q Personal protective equipment



1. List the types of personal protective equipment required for an occupation in a workplace in which you are interested.
2. Briefly outline the hazard that this item of PPE is used to control.

Workplace:		Occupation:	
PPE		Hazard being controlled is...	

## Types of PPE

R

1. Identify each item of PPE shown below. Also suggest an occupation that might use this.
2. Find 6 other images of PPE and label these.

workplace  
safety

**S**

There are a number of key words and terms highlighted throughout this section.

1. List these and provide a definition for each.
2. For each one give an example that relates to your own experience; or alternatively list some other information or a resource that relates to this term.
3. Your teacher might add some other key words/terms for you to complete.

[illegible]



Workplace Safety Audit	
<b>Workplace:</b> _____ <b>Worksite:</b> _____	
<b>Inspected by:</b> _____ <b>Date(s):</b> _____ <b>Time(s):</b> _____	
<b>→ Floors...</b> <input type="checkbox"/> Coverings free from holes. <input type="checkbox"/> No spills, waste or rubbish. <input type="checkbox"/> No stock, boxes or materials on floor. <input type="checkbox"/> _____	<b>→ Aisles...</b> <input type="checkbox"/> Free from clutter and spillages. <input type="checkbox"/> Proper line-marking and/or traffic signs. <input type="checkbox"/> Adequate vision and illumination. <input type="checkbox"/> _____
<b>→ Windows...</b> <input type="checkbox"/> No broken panes. <input type="checkbox"/> Allowing adequate illumination. <input type="checkbox"/> Allowing appropriate ventilation if appropriate. <input type="checkbox"/> _____	<b>→ Illumination...</b> <input type="checkbox"/> Proper lighting for area. <input type="checkbox"/> Avoidance of shadowing. <input type="checkbox"/> Light fittings in good repair. <input type="checkbox"/> _____
<b>→ Workspace...</b> <input type="checkbox"/> Free from clutter. <input type="checkbox"/> Benches, desks, chairs correct height. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____	<b>→ Safety equipment...</b> <input type="checkbox"/> Proper protective equipment available. <input type="checkbox"/> Equipment in good repair. <input type="checkbox"/> All employees using equipment. <input type="checkbox"/> _____
<b>→ Machinery...</b> <input type="checkbox"/> Safety cutoffs accessible and working. <input type="checkbox"/> Proper guards in operation. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____	<b>→ First-aid...</b> <input type="checkbox"/> Trained first-aid officer available and known. <input type="checkbox"/> Equipment clean, maintained and locatable. <input type="checkbox"/> Emergency procedures known and displayed. <input type="checkbox"/> _____
<b>→ Electricals...</b> <input type="checkbox"/> Appliances tagged. <input type="checkbox"/> No frayed leads. <input type="checkbox"/> Appropriate storage of items. <input type="checkbox"/> _____	<b>→ Fire...</b> <input type="checkbox"/> Appropriate extinguishers in place & serviced. <input type="checkbox"/> Fire exits marked and kept clear. <input type="checkbox"/> Emergency procedures known and shown. <input type="checkbox"/> _____
<b>→ Other relevant WHS issues...</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

## AT5 Workplace Safety Investigation



### Overview

For this assessment task you are required to complete a detailed investigation of workplace safety based on a workplace you are familiar with. You should use the work environment in which you are undertaking your work placement, unless otherwise negotiated with your teacher. Your teacher will advise you of which tasks you are required to complete and may also add other tasks. Your teacher will also inform you of relevant due dates and the format required for submission.

#### Part A: Workplace safety audit

For the audit use “S”, “N” and “na”. You will need to seek permission and negotiate with your teacher and potential employer before doing this task.

1. Perform an WHS audit of a workplace/worksite for an occupation related to your work placement. (See p.305)
2. Fill in an additional safety item for each category.
3. Add at least 6 other WHS issues that relate specifically to this work environment.
4. Draw or photograph 3 WHS hazards that are being controlled effectively.
5. Draw or photograph at least 1 WHS hazard that could be controlled more effectively.
6. Outline how this hazard could be managed more effectively.



*“I can tell you that my workplace has lots of hazards that they haven’t really even thought about!”*

Image:  
Lisa F. Young;  
iStock/Thinkstock

#### Part B: Workplace safety

1. Explain the role and importance of workplace safety signs for an occupation related to your work experience placement. (Use images.)
2. Explain the role and importance of 5 items of personal protective equipment for an occupation related to your work experience placement. (Use images.)
3. Summarise the main procedures that apply in this workplace to prevent injuries.
4. Describe how an employee in an occupation related to your work experience placement undergoes WHS training.

**Part C: Interview a WHS (OSH) rep** or a relevant employee or employer and complete the following tasks.

1. Outline the process employees can use to report safety concerns and hazards.
2. Describe an emergency procedure, such as what to do in an accident; or outline an evacuation procedure that exists in this workplace.
3. Obtain an incident report and fill this out for a scenario that might occur in this workplace.
4. Obtain a *Register of Injuries* or similar form for your state (obtain a blank or sample copy or search online) and summarise its key requirements.
5. Obtain a Worker’s Injury Claim Form (or similar form for your state) and fill out a sample form for a potential accident in this workplace.



## Assessment Task - Workplace Safety Investigation

**Name:**

**Workplace/work environment:**

**Tasks: Workplace Safety Investigation**

**Re-  
quired**

**Due by**

**Done**

**Teacher  
initials**

Intro: Plan, organise and complete a safety investigation.

⇒ Negotiate a suitable work environment to investigate.

⇒ Organise relevant permissions and timelines.

### Part A: Complete workplace safety audit.

i. Undertake a safety audit of a work environment.

ii. Collect or create appropriate images.

iii. Suggest and outline a suitable hazard control procedure for a work-related task(s).

### Part B: Investigate a work-related WHS problem, issue or hazard.

i. Identify and explain the purpose of safety signs.

ii. Identify and explain the purpose of PPE.

iii. Summarise the main safety procedures.

iv. Describe how an employee undergoes safety training.

### Part C: Interview a WHS/OSH rep and complete tasks.

i. Outline a process to report safety concerns and hazards.

ii. Describe an emergency procedure.

iii. Obtain and fill-in an incident report.

iv. Obtain a Register of Injuries and summarise key features.

v. Obtain a Worker's Injury Claim form and fill-in.

### Prepare and present a report.

⇒ Prepare your report.

⇒ Present your report.

Additional information:

workplace  
safety

### Self Assessment Pro-Forma

Which work skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks (if any) did I least enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

How did I demonstrate career management competencies?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_



For preview  
purposes only:  
Do not copy

Aboriginal Workforce Development Centre 92

**accepting responsibility 164-168**

accountability 266

adaptability 5, 81

ANZSCO 192

Appricentre 92, 94

aptitudes 9

ATAR 181

attitude 164-168

**attributes 11, 42**

**auditory learners 152-153**

**Australian Apprenticeships 185**

*Australian Blueprint for Career Development 3*

Australian Qualifications Framework 36

authority 266

being enterprising 136

**being SAVI 11, 40-47, 160**

building resilience 136

capital investment 261

capital-intensive 261

career change 244

career development 244

**career development 48-50**

career flexibility 51

career life cycle - change 35

career life cycle - entry 35

career life cycle - growth 35

career life cycle - maturity 35

**career life cycle 35, 38, 53, 119**

**career management 51**

career management competencies 3

career management competencies pro-forma 142

**career pathways 33**

caring 132

change 53

clerical and administrative workers 183

cold-calling 92

collaboration 72

**communicating effectively - process 256-258**

communication - audience 253

communication - content 253

communication - tone 253

communication - vocabulary 253

**communication - work-related 251-258**

communication 5, 72, 81 158

**communication methods 76-79**

**communication mistakes 254-5**

communication process 251

community and personal service workers 183

community values 239

consolidation 53

contemporary work spaces 128

**cross-cultural skills 81**

cultural diversity 80

cultural trends 259-60

cyclical factors 134, 136

danger signs 301

**decision-making 24-25, 82**

demand issues 130

Department of Commerce 233

dual-income households 240

**email communication 76, 79**

emergency procedures 298

emotional intelligence 64, 70

employability skills 7, 63

employee benefits & incentives 243

employee expectations 118, 119

**employee rights/responsibilities 286-7**

**employer rights/responsibilities 284-5**

employer-employee agreement 233

employment 131

employment agencies 92

employment & VET

employment & young people 135

employment arrangements - WA 233-4

**employment contracts 236-238**

employment qualifications 135

employment status 236

employment trends 122

**enterprising behaviours 5, 147**

entry 53

entry level qualifications 36

**entry-level requirements 179-181**

face-to-face communication 76

Fair Work Australia 233

Fairwork Commission 232, 234

family demographics 240

family-friendly workplaces 240

FIFO 195

formal communication 75

freebies, perks & discounts 243

fringe benefits 243

functional flexibility 123

generic skills 7, 11, 179

**global workforce trends 259-263**

goal setting process 22

**goal-setting 22-23**

growth 53

**hazard alert 281**

hazard control process 295

hazard reporting 298

hidden unemployment 134

IASM problem-solving 269-270

industrial relations - Aust 232-238

industrial relations - WA 233-234

industry trends 122

industry-specific skills 7

informal communication 75

**initiative 5, 17-19, 51, 81**

**innovation 20, 264**

interests 11, 46

interpersonal relationships 10

**interpersonal skills 70**

**intrapersonal skills 64**

intrinsic motivators 118

IPP Audit 223

job application advice 102

job application samples 104-5

**job application types 107**

**job applications 102-108**

job applications - online 108

job applications - verbal 108

job applications - written 107

job description 64

**job interview advice 214-215**

**job interview formats 210**

**job interview questions 217-220**

job interviews - common questions 209

job interviews - group interviews 211

job interviews - one-to-one 210

job interviews - panel 210

**job interviews - preparation 212-213**

job interviews - reflection 213

job interviews - SAO technique

218-219, 221

job interviews 109, 209-228

job interviews - STAR technique

220

**job satisfaction 118-121**

**job satisfaction - strategies 242-250**

job security 120

job suitability 193

jobactive 92

**jobs in australia 192**

**job-seeking 91**

job-seeking steps 91

**kinaesthetic learners 154-155**

**labour market 130-133**

**labour market 15-16**

labour market statistics 122, 240

labourers 183

**learning styles - applying 156, 160-161**

learning styles - complimentary 157

**learning styles - workplace 158**

**learning styles 149-161**

**learning to learn 148**

**lifelong learning 36, 63, 148**

locus of control 136

machinery operators & drivers 183

**making decisions 24-25**

managers 182

managing and leading 5, 81

**managing risks 52-53**  
 managing workload 82  
 mentors 14, 95, 246  
**Mini GOALscorer 186-191**  
*Minimum Conditions of Employment Act 233*  
 minimum pay rates 232  
 mobile work environments 195  
 mobile work environments 129  
 modern awards 234  
 motivation 118-9, 120  
 multiple career pathways 35  
 multiple intelligences 43  
 multi-skilling 123  
**National Employment Standards 232**  
 negotiating 49, 72  
**networking 14, 49, 92, 95**  
 new enterprises 20  
 new products 20  
 numerical flexibility 123  
**occupational levels 183-184**  
 occupations - common 192  
 occupations - least common 192  
 online jobs portals 92, 94  
 online networking 54  
 online showcasing 54  
 opportunity cost 52  
 overemployment 240  
**packaging yourself 196**  
**PADS decision-making process 24-25**  
 paid work 131  
 para-professionals 182  
**patterns of work 122**  
 pay and benefits 120  
*PayCheck Plus 234*  
 performance appraisal 245  
**personal competencies 9**  
 personal development 48  
**personal enterprise 3**  
 personal factors 136  
 personal protective equipment 298, 302-3  
 personal qualities 7, 11, 179  
 phone communication 76, 78  
**PMI decision-making process 82**  
 print media 92  
 proactive 18  
 probationary period 236  
 problem-solving - IASM process 268  
 problem-solving - responsibility 266  
 problem-solving - tools 268-271  
 problem-solving - What/How? 268  
**problem-solving 5, 81, 264-271**  
 problem-solving tools 268  
 professional attitude 82  
 professional development 48, 245  
 professionals 182  
 reasons for working 33-34  
 registered agreements 234  
 remuneration package 237  
 résumé - content 96-99  
 résumé - sample 98-9  
 résumé - sections 97  
 résumé - template 100-101  
 résumé - format 96, 98-99  
**résumés 96-101**  
**risk assessment 296-297**  
 risk management 18, 19  
 roles & responsibilities 64  
*Safe Work Australia 282*  
 safe work environment 120  
**SAM - WHS process 281**  
 school entry requirements 181  
**selection criteria 220**  
 self-management 18, 19, 168  
**self-management audit 197-198**  
 self-management strategies 196  
**self-promotions strategies 196, 199-201**  
 skills 11, 41  
 Skills Audit 65  
 skills - opportunity to use 120  
 skills shortages 135  
*SmartMove Safety Passport 291*  
*SmartMove Certificate 291*  
**social competencies 10**  
**social media 54-55**  
 social rewards 243  
 social trends 259-60  
 societal values 240, 259-60  
 socio-cultural factors 259-60  
**sources of jobs 92-94**  
**stakeholders 251, 259**  
 stakeholders - WHS 282-3  
 standard of living 239  
 stress management methods 248  
 stressors 248  
 structural factors 134, 136  
**student safety induction 291-4**  
 supply issues 130  
**SWOT analysis 169-171**  
 synergy 71  
 taking responsibility 266  
 team roles 71  
**team skills 72, 73**  
 technicians & trades workers 182  
 technological competence 194  
 technological trends 261-622  
**time management 67-69**  
 traditional work spaces 127  
 training 49, 266  
 training & career progression 244  
 training & development 18, 19  
 training options 180  
**transferable skills 11**  
 underemployment 134  
 unemployment 15, 132  
 unemployment rate 132  
 unpaid domestic work 132  
 unpaid work 132  
 using ICT 82  
 values 11, 44  
 varied work settings 125  
 VET 135  
 virtual workspace 128  
**visual learners 150-151**  
 voluntary work 132  
 What?/How? problem-solving 268  
 WHS - hazard control process 295  
 WHS - rights/responsibilities 284-287  
 WHS - risk assessment 296-7  
 WHS - safety hazards 281, 291  
 WHS - SmartMove Safety Passport 291  
 WHS - SmartMove Certificate 291  
 WHS - stakeholders 282-3  
 WHS - support & supervision 298  
 WHS - training 298  
 WHS - young workers 289-90  
**WHS authorities 282**  
**WHS process - SAM 281**  
**WHS signs and symbols 300-1**  
**WHS work practices 298-9**  
**work 131**  
*WorkCover WA 282*  
 Work environment 125  
**work environments 126-129**  
**work readiness 289-90**  
**work settings 125**  
**work skills 63-70**  
**work/life balance 35, 239-40**  
 working collaboratively 193  
 working families 240  
 workplace arrangements 234  
**workplace communication 75-79**  
 workplace conditions 234  
 workplace conflict  
**workplace diversity 80-81**  
**workplace effectiveness 82-83, 231**  
**workplace evolution 194-195**  
**workplace flexibility 123-4**  
**workplace hazards 295**  
**workplace issues 117**  
**workplace safety 279**  
**workplace safety rep 288**  
**workplace teams 71-74**  
**workforce trends 259-263**  
 work-related injuries/illnesses 296  
 work-related problems 265  
**work-related skills 7**  
*WorkSafe WA 282*  
 youth employment issues 134  
 youth unemployment 132  
**youth unemployment 15, 132, 134**