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Welcome to CEG’s Work Health & Safety Online Program

Organisations are always looking for talented people, either to have them join the organisation or to learn from them. Thanks to the work experiences of the past and the lessons learned, governments, industries, organisations and individuals in Australia have adopted the basic premise that a worker should have the right to return home after leaving the workplace in the same condition they were when they arrived. In other words, to remain safe from potential workplace hazards, risks and unhealthy environments.

The qualification requirements for this course have been aligned to match as close as possible the work activities, expectations and requirements of a typical organisation. To do this, we have created a fictional company called CEG Resources. It has a management structure with several divisions operating both in support of other departments and servicing outside clients. As learners begin this course, they become an integral part of a workplace incident that occurs within our fictional company. As the training unfolds, learners are exposed to knowledge and skills they must apply in order to work through events that would typically occur in such a situation.

Although this course is online, learners are required to interact with their trainer, other learners and persons linked to the course. This course does not simply require participants to read some learning materials, watch a few videos and answers some questions to pass. This course embeds learners into the incident and they must act accordingly to minimise further risk. They must also take an active part in ensuring such a situation is investigated thoroughly to prevent a reoccurrence.

We hope participants will value the unique opportunity of learning with us in this manner. We believe this experience will give them a firm foundation in safety from which to begin and develop an exciting career in their chosen field as one of the talented people on the frontline of industry.

Course Requirements

To achieve the qualification requirements, participants will need to build a portfolio of evidence supporting their claims to be ready to function as a leader in Work Health & Safety.

Many may already have satisfied a significant proportion of the qualification requirements through the normal workplace roles and responsibilities. Even if a person is not currently employment, they may have previous work and life skills experience. We recognise current knowledge, skills and attributes through our Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC) policies and activities.

Completing all course requirements will give each learner the WHS skills and knowledge required for life in the workplace. In time, they may find this qualification to have the greatest influence on advancing them in their chosen career.

Once learners have been given access to the online program, they will be expected to work through the materials, participating and completing the requirements and activities outlined. They will need to work through each competency (sometimes referred to as units and previously known...
as modules) as they are listed. Each completed competency helps build knowledge and skills for the next stage in their WHS development and is why they are completed in a specific order.

Learners are required to complete various activities to confirm their learning and understanding which form the formative component in each competency. They occur throughout the training and take the form of completing written documents, answering questions in an online quiz or adding information and participating in various online forums. The summative assessment which forms the final assessment for each competency takes what has been learned and requires action to deal with the unfolding ladder incident and subsequent investigation. This is to allow the learning and practical tasks to build a portfolio by adding elements towards the completion of each learner’s final assignment.

Within this course is the hazard identification program developed by CEG known as Safety Insight, Go Home Tonight (S.I.G.H.T.). After some initial training and coaching, learners are required to meet with peers in the workplace and carry out work activity safety observations to identify safe and at-risk behaviours in such activities.

The final assignment is the culmination of all the learning experiences through the development of an incident investigation report and the completion of the CEG’s hazard identification program requirements.
BSB30715 – Certificate III in Work Health & Safety

Unit Descriptor

This qualification is suitable for skilled operators who take on Work Health and Safety (WHS) responsibilities in addition to their main duties. They may provide technical advice and support to a team and apply a range of competencies in varied work contexts.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Foundation Skills Information

Foundation skills describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of each competency.

Pre-Requisites

It is expected that learners will have basic computer skills. This includes using products such as Microsoft Office programs (Word, and Excel). Learners will be required to use internet and social media such as Skype, discussion forums and text messaging on occasion.

Course Competencies

These vary depending on the requirements of individual organisations. In this course learners will be covering the following competencies:

Core:

BSBWHS302   Apply knowledge of WHS legislation in the workplace
BSBWHS303   Participate in WHS hazard identification, risk assessment and risk control
BSBWHS304   Participate effectively in WHS communication and consultation processes
BSBWHS305   Contribute to WHS issue resolution
PUAWER001   Identify, prevent and report potential workplace emergency situations

Electives:

PUAWER004   Respond to workplace emergencies
BSBWHS406   Assist with responding to incidents
BSBFLM303   Contribute to effective workplace relationships
The workplace of today requires workers to use information technology in all its forms to achieve and maintain a successful business. It requires using communication mediums and programs both familiar and foreign.

To complete our WHS training, learners will be required to access our online learning platform and work through the information and activities it contains relevant to the course. Doing so allows us to witness and assess their skills with technology.

This is a ‘live’ website which means that resources and materials will be added as they become available and is common on business databases and intranet sites. They will be expected to remain informed of what is available and any changes in policies or procedures.

The website is located at: [http://www.ceg.edu.au](http://www.ceg.edu.au)

Once a person is enrolled and eligible to start, they will be given a user name and password to gain entry into the site. A reference guide (TR-WHS-CEG-901) and course induction manual (TR-WHS-CEG-101) is sent on enrolment via email to help get started.

**CEG WHS Portal**

When the learner first arrives at the CEG WHS portal, they will see a brief introduction to the course and a link to our Case Study – Ladder Incident.

This document will set the scene from which they will complete a major component of the assessment process.

Learners are required to set up a portfolio to store the documents and information they will develop and use. This portfolio can be in hard copy form using a document folder which can be sent to the trainer for evaluation on request or stored in completed electronic form in a folder on their computer or hard drive.
Completing a Competency

When a learner selects a competency (unit) from the portal, they are directed to the main competency screen. The layout and activities are similar for all ten competencies.

The main screen houses all the information and assessment activities needed to be completed. The forum located just below the introduction is for keeping up to date about the specific competency or outlines questions and discussions that may arise from learners as they work through the relevant materials.

The course content is divided into elements and stored under relevant headings. Selecting a link will direct learners to the information and activities associated with that heading. The content we provide may be displayed on the screen or direct learners through links to other websites, videos, documents, or other sources. The activities completed can vary from adding posts to specific forums, recording answers or information to the relevant learner notes document, completing an online quiz or other formative assessment activities.

Each section will have an introduction at the beginning and a summary at the end. The summary will also tell learners what to do next.

The Assessment section on the competency main screen houses other relevant assessment information including the summative assessment.

S.I.G.H.T. Program

Safety Insight, Go Home Tonight (S.I.G.H.T.) is a hazard identification awareness program that was originally developed as a safety value-added program for apprentices at BHP Billiton’s Olympic Dam site. Since then it has been modified and developed for other organisations. A major component of the course assessment is to complete all the requirements of this program.

Learners are introduced to the S.I.G.H.T. program during their studies in BSBWHS303 – Participate in WHS hazard identification, risk assessment and risk control.

There are four competencies to complete. They include:

- Module 1 – Identify Safe and At-Risk Behaviours
- Module 2 – Matching Incident Causes to Critical Behaviours
- Module 3 – Observer Training Using a Critical Behaviours Inventory (CBI) Checklist
- Module 4 – Ongoing Observations & Data Processing
The first two modules introduce and cover some critical information about being safe in the workplace and explain the reasons for the program. Learners review reports from actual incidents, consider them and offer reasons why they occurred, and suggest what could have been done to identify the critical hazards and risk before they became an accident. The time required to complete the presentation and activities will vary with each module.

Module 3 and Module 4 appear later in PUAWER001 – Identify, prevent and report potential workplace emergency situations. Module 3 requires learners to participate in a proactive approach to safety by undertaking observations of their peers in the workplace in an attempt to identify potential activities that could lead to an incident or accident occurring.

At this point, a S.I.G.H.T. mentor will be appointed to assist in getting each learner started and provide support to conduct quality, professional evaluations and reports that can potentially save someone from causing damage or being injured. As well as a mentor, a coach (who may be the same person but may not be) will visit learners from time-to-time to evaluate their knowledge and skills in the program.

Completed CBI checklists are sent to CEG for inputting into a database for analysis. The purpose is to identify the potential for damage or injury before it occurs. It is important to understand the S.I.G.H.T. program is only used for identifying potential risk and then taking steps to reduce or eliminate that risk. The person being observed is not named or identified on any document. The observers name appears on the document only to record their compliance to the requirements of this course.

To complete Module 3, learners need to submit a minimum of one properly completed CBI checklist per week for a period of eight weeks.

Module 4 is an extension of Module 3 which gives learners an understanding of how the program can be used as a proactive safety device to reduce potential hazards and risk. Module 4 requires them to complete a minimum of four observations per month for a period of six months. In that time two of the observations are to be coached sessions where their S.I.G.H.T. coach will observe them conducting an observation to ensure their processes are carried out correctly and professionally.

Because of the timeframes involved in completing Module 3 and Module 4 of the S.I.G.H.T. program, once the first independent observation is completed, learners will be able to move on in the WHS course.

As stated above, the S.I.G.H.T. program is a major component of the final assessment for this qualification. The remaining observations and CBI checklist submissions are to be completed before learners can finish this course.

**Ladder Incident**

The purpose of the summative assessment is to put into practice knowledge and skills learned as a demonstration of competence. This can be difficult in an online course where many of the learners and the trainer are not located in the same workplace. To compensate for this, we have created the ladder incident which takes place in a fictional organisation of which the learner play’s a central role.
We begin the activity with learners reading the case study which places them as a central character in the incident. They have transferred to Stoneville Copper as an apprentice from another of the organisation's work sites. They have been asked to work with a site experienced tradesperson who will help them get used to the Stoneville Copper work environment.

During the course of their duties, an incident occurs in which the tradesperson they are working with is seriously injured. The events that follow are typical of what a worker can expect under similar circumstances. Each competency in this course will add more relevant information and resources to explore and investigate the incident. As the situation develops learners will be able to compare the actions they take as the apprentice in the case study with the possible actions they might take in their real organisation.

There are three key stages that unfold when our incident occurs.

1. The first stage is the events that immediately follow to quickly assess then action taken to stabilise the situation. The actions that take place can be directly attributed to the training, skill and experiences workers have been exposed to since entering the world of work and the specific organisation they are employed with at the time of the incident. This first stage finishes when the injured have been treated and processed, the work area and any equipment has been made safe and secured, and any immediate reporting has been completed. This stage is typical for accidents or incidents in most organisations.

2. The second stage is the investigation that follows which takes a detailed, critical look into all aspects that may have contributed to the incident occurring. As learners will see, not all circumstances which can contribute to an accident or incident are easily seen. Learners will act as investigators seeking clues and following leads as they try to find evidence as to why the incident occurred.

3. The third and final stage is to provide a detailed account of the results of the investigation so that everyone who needs to be made aware of what happened can be properly informed. The final report will outline the evidence and make recommendations to prevent further such incidents.

Learners will not be required to present their findings to a group of people but will be required to prepare a detailed report including a flowchart of events.

CEG Resources in this case study models a best-practice organisation applying all the best WHS practices and procedures to the situation. Learners are encouraged to take the opportunity to compare what they experience through this example with what their real organisation does or has in place. This can mean discussing the circumstances with their Health and Safety Representative (HSR) person or committee.