

WORK RELATED SKILLS

VPC
3&4

Unit 3

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Module 1 - Healthy workplace practice

Module 2- Rights and responsibilities

Module 3 - Physical health and safety

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Module 1 - Explore and plan for potential pathways

Module 2 - Employment seeking activities and the application process

Module 3 - Interviews

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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First published 2024 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.
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Work Related Skills: VPC 3&4 (ISBN 978-1-925172-97-3 for printed coursebook)

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Advice to students

Welcome to your final year of studies of **Work Related Skills** as part of your **Vocational Certificate**. Throughout the year you will investigate and demonstrate a range of work-related skills that will help you to build your applied skills as well as varied employability skills for a range of vocational and work situations.

So be sure to apply what you are learning in the classroom to the world of work, to your **work** experience **placements**, to your **VET** course, to volunteer and community placements as well as in other applied situations - and vice versa! You will also naturally apply your developing **Literacy**, **Numeracy** and **Personal Development** skills-sets in work-related situations.

In **Unit 3** you will complete **3 modules**. Together these modules will help you to become a more effective future worker with an applied understanding of appropriate workplace health and safety, and positive workplace behaviours. The modules are:

M1: Healthy workplace practice.

M2: Rights and responsibilities.

M3: Physical health and safety.

This coursebook has 2 sections for each module. The 1st features a graduated assessment task. The 2nd section concludes with an overall module assessment task.

In **Unit 4** you will also complete **3 modules**. Together these modules will help you to take proactive steps towards planning and achieving your future pathways goals. The modules are:

M1: Explore and plan for potential pathways.

M2: Employment seeking activities and the application process.

M3: Interviews.

This coursebook has 2 sections for Unit 4 modules 1 and 2 with a graduated assessment task, and then an overall module assessment task. Module 3 has 1 section only.

Your school might also expect you to undertake structured work placements related to your future career pathway, or VET certificate. This is an ideal way to develop your employability skills, gain experience and build a deeper applied understanding of the world of work.

Use this coursebook by completing the tasks in the spaces and pages provided. You will also maintain your own work folios to complete some tasks, as well as others set by your teacher. You will need to collect and keep a hard copy and a digital evidence portfolio with copies of resources, handouts, a job-seeking portfolio and evidence of you applying work-related skills.



You should also use your Work Related Skills **Applied Vocational Booklet** to build skills and to apply your transferable skills and experiences throughout the year.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

Assessment tasks

Unit 3

AT1 Workplace Structures and Health and Wellbeing24

AT2 Positive Workplace Physical and Mental Health..... 46-7

AT3 Workplace Behaviour and Equal Opportunity.....76

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AT5 Workplace Health and Safety126

AT6 Workplace Health and Safety Investigation & Report..150-3

Unit 4

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AT2 My Pathways Plan 210-1

AT3 My Résumé 233-4

AT4 Job Application..... 256-7

AT5 Job Interview..... 272-3

VCE: Vocational Major

| | Printed Coursebook | Applied Vocational Booklet | Master license PDFs | e-version Master license PDFs |
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| *Note: 3&4 due Nov & Dec '23 | | | | |
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VPC 3&4 Interim masters
 U3 Available now, U4 Jan '24
 U3 Available Jan 24, U4 Feb
 U3 Available now, U4 Jan '24
 U3 Available now, U4 Jan '24

Vocational and Work Education Resources

| | Printed Book | e-version Master license PDFs |
|------------------------------------|--------------|-------------------------------|
| Work Experience Journal | ___ @ \$22 | or ___ @ \$165 |
| Work Placement Journal | ___ @ \$33 | or ___ @ \$220 |
| PDS Planner: VPC 1&2 | ___ @ \$33 | or ___ @ \$220 |
| PDS Planner: VPC 1&2 (exp Mar'24) | ___ @ \$33 | or ___ @ \$220 |
| PDS Planner: VM 1&2 | ___ @ \$33 | or ___ @ \$220 |
| *PDS Planner: VM 3&4 (exp Jan '24) | ___ @ \$33 | or ___ @ \$220 |
| Foundation Numeracy | ___ @ \$44 | na |
| Senior Numeracy | ___ @ \$44 | na |

WACE: Career and Enterprise

| | Printed Text Coursebook | e-version Master PDFs |
|-----------------------------|-------------------------|-----------------------|
| Career and Enterprise | | |
| CAE: General 11 2ed | ___ @ \$60 | or ___ @ \$660 |
| CAE: General 12/ATAR 11 2ed | ___ @ \$62 | or ___ @ \$660 |
| CAE: ATAR 12 2ed | ___ @ \$68 | or ___ @ \$770 |
| CAE: Foundation 11 | ___ @ \$55 | or ___ @ \$595 |
| CAE: Foundation 12 | ___ @ \$55 | or ___ @ \$595 |

VCE: Industry and Enterprise

New editions were released in 2022

| | |
|---|-------------|
| I&E Unit 1: Workplace Participation 5ed - book | ___ @ \$38 |
| I&E Unit 1: Workplace Participation - e-master | ___ @ \$550 |
| I&E 1&2: Towards an Enterprising You 6ed - book | ___ @ \$55 |
| I&E 3&4: Towards an Enterprising Australia 5ed - book | ___ @ \$68 |

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Work Settings and Work Safety

1

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| 1.03 Work Settings.....4 | 1.21 Equal Opportunity22 |
| 1.09 Work Environments.....10 | 1.23 Graduated Assessment.....24 |
| 1.13 Workplace Structures.....14 | |

| Activities 1: Work Settings and Work Safety | | p. | Due date | Done | Comment |
|---|---|----|--------------------------|--------------------------|---------|
| 1-2 | U3 Module 1: My Requirements | 3 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1A | Where do they work? | 5 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1B | Types of enterprises | 7 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1C | My work settings | 9 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1D | Work environments | 12 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1E | Work environments in action | 13 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1F | Workplace structures | 15 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1G | Organisational structures | 17 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1H | Health and wellbeing | 19 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1I | Diversity and Inclusion | 21 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1J | Equal Opportunity | 23 | <input type="checkbox"/> | <input type="checkbox"/> | |
| AT1 | Workplace Structures and Workplace Health and Wellbeing | 24 | <input type="checkbox"/> | <input type="checkbox"/> | |

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Comments:

1.01 Introduction - Unit 3: Module 1

Unit 3: Module 1 - Healthy workplace practice

Module 1 requires you to investigate the nature of the 'workplace' and to explore the importance of physical and mental health and wellbeing in the workplace.

In Section 1: Work Settings and Work Safety you will:

- ⇒ investigate the nature of different workplace settings, environments and structures
- ⇒ understand the general nature of workplace physical and mental health and wellbeing
- ⇒ be introduced to the importance of workplace diversity and equal opportunity.

At the end of this section, you will do a graduated assessment (**AT1**) to complete descriptive and applied investigative tasks about the nature of workplaces, safety issues and the aims of equal opportunity and anti-discrimination laws.

In Section 2: Healthy Workplace Practices you will:

- ⇒ further investigate factors that impact on workplace physical and mental health
- ⇒ learn applied strategies to protect and preserve workplace health and wellbeing
- ⇒ explore workplace policies related to equal opportunity and anti-discrimination, affirmative action, and diversity
- ⇒ explore strategies to maintain workplace effectiveness

At the end of this section, you will complete a graduated assessment task (AT2) by using applied examples to summarise the role of employers, employees and policies and protocols in protecting workplace physical and mental health and wellbeing.

| Module 1: Healthy workplace practice S1 | | Work Settings and Work Safety |
|---|----------------------------|-------------------------------|
| Work Settings | | 4 |
| Private & public sectors | Business & not-for-profits | Different work settings |
| Work Environments | | 10 |
| Nature and size | Tasks performed | Physical environment |
| Workplace Structures | | 14 |
| Organisational structure | Management and authority | |
| Vertical and horizontal structures | So which structure? | |
| Health and Wellbeing | | 18 |
| Physical health & wellbeing | Mental health & wellbeing | |
| Equal Opportunity | | 22 |
| Equal opportunity | Diversity and fairness | Discrimination areas |
| AT1: Workplace Structures and Workplace Health and Wellbeing (p.24) | | |

| | | |
|---|--------------------|-------------------------|
| Module 1: Healthy workplace practice S2: Healthy Workplace Practices | | |
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| Factors | | |
| Physical Health Preservation | | 30 |
| Maintaining physical safety | Employee roles | Employer roles |
| Mental Health Preservation | | 34 |
| Maintaining mental safety | Employee roles | Employer roles |
| Workplace Policies | | 38 |
| Protocols | Workplace policies | Being respectful |
| Equal opportunity | Affirmative action | Diversity and inclusion |
| Workplace Wellness | | 42 |
| WAM process - Watch, Ask, Listen Workplace Safety LASER | | |
| AT2: Positive Workplace Physical and Mental Health (pp.46-47) | | |

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U3 Module 1: My Requirements 1-2

Your teacher will discuss your unit requirements for **Module 1** with the class. List the important information, and make diary notes and reminders where relevant.



| Requirement | Activities/ Resources/ Applied | Assessment |
|-------------|--------------------------------|------------|
| | | |
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1.03 Work Settings

Work settings

So, let's get into it! There are about 12.5 million or so workers in Australia. And naturally, these people do their work in many different **work settings**.

In general, a work setting or workplace refers to the type of **organisation** that one works for, as well as the particular **work environment** and **work tasks** associated with that setting.

A work setting (and its associated) work environment reflects the types of **goods** or **services** that an organisation produces.

Work settings and work environments also reflect the **industry** an organisation is a part of.

Work settings and work environments also reflect, and influence the **workplace structure**.

It is important to understand how different workplaces might operate and be structured, as this can vary significantly. Different work structures and operations can influence your **vocational wellbeing** and impact on your **physical and mental health**.

🧠 So, what type of work settings or workplaces have you been engaged with so far in your life? And what type of physical or mental health issues did these workplaces present?

Public vs private sector

All organisations are classified as belonging to either the **private sector** or to the **public** (government) **sector**.

Organisations have different **objectives** and reasons for operating. They might also have different ways of **operating** that reflect the workplace structure. Consider the varied objectives and operational methods of Crown (profit), The Salvation Army (community service) and your school.

You might also find that there are varied health and safety issues that may impact on workers depending on the type of sector they work in.

For example, the public sector usually has very strong and strictly enforced OHS/WHS processes. However, some public sector occupations such as paramedics, nurses and emergency service workers can be subjected to high levels of physical harm and mental strain.

The private sector involves businesses working to make a profit. This could mean that a selfish and uncaring boss might not care as much about worker safety, and force their employees to rush to get their work done and perhaps cut corners on safety.

Having to rush jobs to save money might mean not having two workers present when working at heights. This can create a greater falls risk.



Image: Katarzyna Bialasiewicz/Thinkstock.com

Public vs Private Sector

Public sector

Includes all local, state and Commonwealth government departments, services, agencies and other government-operated organisations.

This sector includes organisations such as the Department of Education and Training, government-run hospitals, the ABC, Services Australia (Centrelink), your local council and even the Australian Taxation Office.

Approximately 20-25% of all employees in Australia are employed by the public sector.



Many (but not all) hospital workplaces are part of the public sector.

Image: monkeybusinessimages/Thinkstock.com

Private sector

Includes all micro, small, medium and large businesses operated to make a profit.

Private sector includes owner-operator businesses such as sole traders, partnerships and franchises as well as private and publicly listed (sharemarket) companies.

This sector also includes private charities, clubs, associations and other non-government community not-for-profit organisations.

Approximately 75-80% of all employees in Australia are employed by the private sector.



Most industrial workplaces are part of the private sector.

Image: Dmitry Kalinovsky/Thinkstock.com

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Where do they work? 1A

Interview 6 people who are working. Ask them if they are part of the **private sector** or the **public sector**. Then find out what they feel is their **biggest physical hazard or risk**, and their biggest **mental hazard or risk**.



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1.05 Work Settings

Businesses

Most people, especially when they are younger, work in **businesses** that are owned or operated to try and make a **profit**. But not all organisations are businesses. The term 'business' tends to apply more for private sector, 'for-profit', organisations.

Sometimes a better general term to describe any type of organisation is **enterprise**, as this is suitable for 'for-profit', 'not-for-profit' and community organisations.

As part of your career pathway planning you need to match your **personality** and **values** to the most appropriate work setting.

You might forge a career in **private enterprise** as a real estate agent, plumber, retailer or even a dog-groomer.

On the other hand, you might work in **community service** occupations such as teaching, nursing or social work.

You might run your **own enterprise** such as a tradie, a retailer, a consultant or a contractor.

You might even work in the arts as a musician, actor, dancer or artist. If you get the right training, skills and experience, then over time you are likely to gravitate to the work setting that you prefer.

As some people get older, their careers lead them to work settings away from the private sector, such as a career in community service type of work.

Businesses, Not-for-Profit

Businesses

Businesses operate and produce goods and services so as to make a profit for their owners or shareholders.

Businesses include large organisations such as McDonald's, Supercheap Auto and BHP, as well as 100,000s of medium-sized businesses.

The millions of local small and micro businesses include your local mechanic, milk bar and takeaway.



Image: kamonrat/Depositphotos.com

Not-for-profits

Not-for-profit organisations include charities, clubs, associations, and government departments and agencies.

The AFL and the RACV are run like 'profit-making' businesses but provide services for their members.

The Smith Family and Red Cross provide charity and welfare services.

Government departments provide social, public and community services, such as education.



Image: monkeybusiness/Depositphotos.com

Types of enterprises 1B

1. What is the **difference** between the **private sector** and the **public sector**? Give examples of common enterprises in each.

[Empty rounded rectangular box for answer 1]

2. What is the **difference** between a **business enterprise** and a **not-for-profit enterprise**? Give examples of common enterprises in each.

[Empty rounded rectangular box for answer 2]

3. In which type of **setting** would **you** most **prefer** to work in your future career? Private or public sector; and in a for-profit business or not-for-profit community enterprise. **Why** is that?

[Empty rounded rectangular box for answer 3]

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Applied

List some **occupations** from these pages. Identify both a **physical** and a **mental hazard** or **risk** that workers in these occupations would likely have to **deal with**.



| Occupation | Physical hazard/risk | Mental hazard/risk |
|------------|----------------------|--------------------|
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1.07 Work Settings

Different work settings

The **goals** and **objectives** of organisations vary in different work settings and will strongly influence their prevailing **work environment** and **workplace structure**.

If you want both a happy and a healthy career, then you need to ensure that you are building a **pathway** in a work setting that will **satisfy** the things you **value** from your **career**.

You should also consider whether the work setting complements your **personal** and **social competencies**.

When you explore different work settings there are three things to keep in mind that will influence the workplace structure.

1. Organisations can have many, varied work settings.
2. Work settings vary within workplaces.
3. Occupations vary depending on the work setting.

“I always wanted to work in a big corporate work setting. And here I am!”



Organisations can have many, varied work settings (competencies).

⇒ Organisations can be complex and might have many different work settings at different workplaces (work settings).

⇒ For example, the large organisations Coles and Woolworths have large retail supermarkets, smaller retail outlets, corporate offices, warehouses, transport and logistics and many other different types of work functions.

⇒ You might work in a supermarket on the checkouts yet barely be aware of the corporate structure of these commercial giants that might employ over 200,000 people.

⇒ But as your career progresses, you will need to develop an understanding of the structure of these organisations well beyond your direct work role and workplace.

⇒ You have to know how all the different people and their roles fit and work together to achieve common goals.

A warehouse operates ‘in the background’ to support and supply face-to-face roles.

Whereas the shopfloor store is front-of-house with direct customer contact.

Image: Purestock/
Thinkstock.com

2. Work settings vary within workplaces

- ⇒ Different employees who work for the same organisation, and who might even be situated at the same workplace (worksite), might work in different work settings.
- ⇒ This is due to the nature of their job tasks.
- ⇒ For example, compare the 'work setting' of your VPC teacher, with the Foods teacher and your school's business manager.
- ⇒ What about the varied work settings of a cook, a cleaner and a concierge at The Grand Hyatt?
- ⇒ The workplace structure experienced by each worker might have similarities, but also workplace-specific differences.



Image: Monkey Business/ Thinkstock.com

Nearly all chefs operate 'back-of-house' in fast-paced and often dangerous work settings.

3. Occupations vary depending on the work setting

- ⇒ Employees who have the same 'job' title might work in very different work settings.
- ⇒ Compare a carpenter working for Mirvac on a major office tower construction site in the CBD, with a carpenter who works on developing estates in the outer-suburbs.



"One day we might be working on a new house and then the next on a building site. It depends on what jobs the boss has got on!"

Image: photography33/ Depositphotos.com

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- ⇒ What about a self-employed trader carpenter who does domestic work in a small regional town?
- ⇒ And what about an apprentice employed by enterprises that operate in each of these different settings?

The workplace structure will vary greatly from a multi-layered and complex structure in the big firm, down to just the 'boss and me' for the local carpenter.

My work settings 1C

Which types of **work settings** have you worked in? What were the main **hazards and risks**?

| | | |
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| | | |

1.09 Work Environments

Work environments

A **work environment** refers to the physical characteristics of the workplace or worksite in which employees do their day-to-day tasks. The nature of a particular work environment also influences the types of workplace health and safety hazards and risks that might exist.

Work environments can vary widely depending on:

- ⇒ the **industry** (consider construction versus banking)
- ⇒ the specific **occupation** (consider a vet nurse versus a courier driver), and
- ⇒ the **work tasks** and **responsibilities** of each employee (consider a wheat farmer versus a chicken farmer).



Image: tonodiaz/Depositphotos.com

These three main **influencers** on work environments are:

1. The **nature** and **size** of the organisation.
2. The **tasks performed** by employees.
3. The **physical environment**.

- 🧠 As you discuss these, think about the types of work environments that might suit you. Also start to think about what type of **safety hazards** and **risks** might exist in these work environments.

A food truck is a kitchen and service counter on wheels and offers a unique work environment. What is it for you?

Image: George Doyle/Thinkstock.com

1. Work environments: The nature and size of the organisation

- ⇒ Many large organisations have a 'classic', corporate 'white-collar' work environment, staffed by highly-qualified professionals in business attire. Think of those big skyscrapers in the CBD with thousands of workers.
- ⇒ Some smaller businesses may have more of a 'family' work environment where people work together at the same worksite.
- ⇒ Government, community and social welfare organisations might have less glamorous work environments, but these may be designed to provide a service to the community.
- ⇒ So what types of physical and mental health risks do you think come about because of the nature and size of the organisation?



Is a large open-space office environment suited to you?



2. Work environments: The tasks performed by employees

- ⇒ Work environments reflect the nature of tasks performed by employees.
- ⇒ Work environments will also vary within the same workplace depending on the particular task that employees are doing. Consider a hotel front-of-house role (on a reception desk) versus a back-of-house hotel role (in catering).
- ⇒ Employees might work using industrial tools and equipment in a workshop or factory environment, or they might use advanced ICT in an office environment.
- ⇒ They might excel at customer service in a retail environment, or be good at helping people in an education, medical or community service work environment.
- ⇒ People might also be static, or stuck in one place (such as a cashier at VicRoads) or dynamic, and move around a lot (such as a nurse).
- ⇒ They might also have very little personal contact (a writer), or a lot (a tour guide).
- ⇒ So what physical and mental health risks do you think are caused by the types of work tasks performed by employees?



Can you work on your feet all day, every day?



3. Work environments: The physical environment

- ⇒ The products provided by an organisation change the physical work environment of a workplace.
- ⇒ Think of the differences between how the work environments of a car yard, a vet clinic and a café need to be set up.
- ⇒ Some industrial 'blue-collar' organisations might have noisy and dangerous work environments with lots of machinery; or they might even be outdoors such as construction worksites.
- ⇒ Large corporations might have clean, modern office environments, but with many workers crammed into tiny cubicles.
- ⇒ Service industries might have well-appointed client service areas, but their back offices might be basic administration departments, or big open warehouses and delivery bays.
- ⇒ So what types of physical and mental health risks do you think are influenced by the physical environment that people work in?



Construction and trades workers often work outside exposed to the elements. How would you cope with that?

1.11 Work Environments

1D Work environments

1. Identify **jobs** to **match** these **descriptive terms** about their **work environments**.
2. Give each job a **score** out of 10 (highest), that indicates **your interest** in it.
3. Rank these (i.e. 1st, etc.) according to the rating (score) you gave them.

| Description | Occupation | My rating (1-10) | My ranking (1st-10th) |
|-------------|------------|------------------|-----------------------|
| clean | | | |
| busy | | | |
| dangerous | | | |
| comfortable | | | |
| tiring | | | |
| friendly | | | |
| outdoors | | | |
| cramped | | | |
| mobile | | | |
| | | | |

Applied

- a. Write a paragraph describing the type of workplace, worksite and work environment that you would like to work in. Include 2 main reasons for wanting to work in this workplace. Find images that suit your preferences.

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- b. Describe the main hazards and risks associated with your choice of work.



- c. Present your report to the class.

Work environments in action 1E

Examine the **images** for each of these **work environments**.

1. What **occupations** and job roles are the images depicting?
2. Use relevant **words** to **describe** each **work environment**.
3. What potential **health and safety issues** might **impact** on workers in these work environments?
4. Explain **your** level of **interest** in working in **this job role** and **work environment**.



Image: GeorgeRudy/Depositphotos.com



Image: Photodisc/Thinkstock



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Image: halfpoint/Depositphotos.com



Image: Andrey Bandurenko/Depositphotos.com



Applied: Source images of work environments that you would like to work in, and discuss why.



1.13 Workplace Structures

Workplace structures

When you are working you might hear the term workplace structure being used.

Now, '**workplace structure**' can mean different things to different people.

In some cases, especially in smaller enterprises, it can refer to the way **workplaces** are **set out** and the different **work environments** that exist in this **work setting**.

For example, a fast food outlet might have a workplace structure that includes a service counter, kitchen, drive-through, dining area, etc.. The tasks performed by workers and their immediate work environment will necessarily vary.

So in these situations, we can say that the workplace structure reflects the **physical layout** and **activities** of the work setting.



Image: macrovector/Depositphotos.com

Organisational workplace structure

In other workplaces, especially in **larger**, government and corporate enterprises, the term workplace structure will generally refer to the way that the organisation is set out according to an **organisational management structure**.

That is the main reason why organisations are called organisations - i.e. how their people, operations and facilities are organised!

This workplace structure of an organisation is based on **management**, **responsibilities**, **employees**, **operational activities**, and **assets** and **facilities**.

This workplace structure will influence how the enterprise is organised into **departments** such as by:

- ⇒ **function** - what people do (e.g. Operations, Marketing, Finance, ICT, HR, etc.)
- ⇒ **geography** - where it is (e.g. Vic, NSW, QLD and so on), or
- ⇒ **division** - products it offers (e.g. Groceries, Fresh Food, Variety, Liquor, etc.).

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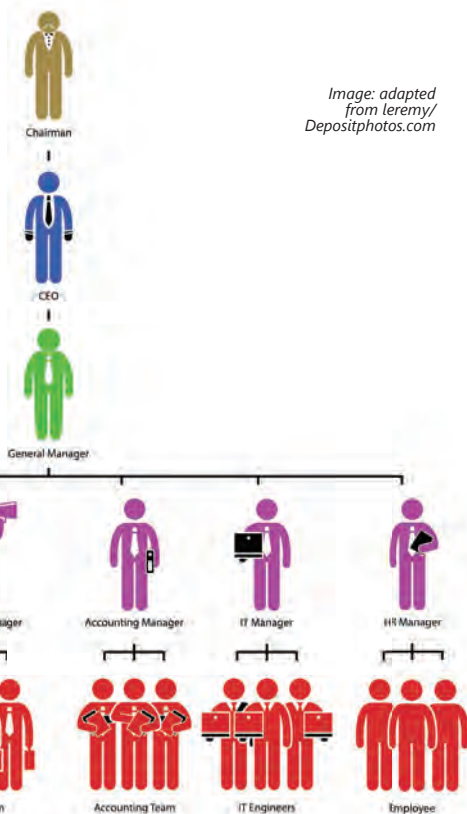


Image: adapted from Jeremy/Depositphotos.com

Management and authority

The workplace structure also sets out the **lines of command**. Lines of command show the level of control by **management**. In other words, who people report to.

A workplace structure will reflect the levels of **authority**, the degree of **responsibility**, and the structure of **accountability** of different management levels.

The workplace structure will also determine how workplace activities are undertaken, including **working relationships**, methods of **communication** and participation in **decision-making**.



Image: poemsick/Depositphotos.com

Workplace structures 1F

1. What are the 2 **different meanings** that need to be attached to the term **workplace structure**?
2. Which **types of organisations** might use these terms? Give some **examples** of real enterprises.

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Applied 1: School workplace structure

- Using your school as an example, describe its workplace structure using both of these possible definitions.
- A diagram might be more suitable.
- You might have to interview the principal!
- What does the principal say is the definition of workplace structure for them?

Applied 2: Enterprise workplace structure

- Using an enterprise that have worked in or are familiar with as an example, describe its workplace structure using both of these possible definitions.
- A diagram might be more suitable.
- You might have to interview a manager/owner!
- What do they say is the definition of workplace structure for them?



1.15 Workplace Structures

Vertical and horizontal structures

So let's unpack the **organisational** (or management) definition of workplace structure a little more.

The **vertical structure** of an organisation sets out the relationship between the levels of command i.e. **management**.

All organisations require a vertical management structure to establish **responsibility**, **authority** and **accountability**. This sets out how major decisions are made.

Enterprises then establish a **horizontal structure** that sets out the departmental groupings within the organisation. This sets out how work tasks are done.

The horizontal grouping combines with the vertical grouping to establish the organisation's overall structure. In other words, how **decisions** are made and how **tasks** are done.

Types of organisational structures

There are different types of workplace (or management) structures that have evolved over hundreds of years of organisational development. Different structures may be described as:

- ⇒ **centralised** or **hierarchical** structures which are tall and bureaucratic with lots of management levels and vertical specialisation.
- ⇒ **decentralised** or **flat** structures which are more organic, decentralised with fewer management levels, and more responsibility with cross-over specialisations.

So which structure?

An organisation must choose, generate and implement the most appropriate structure that it feels will enable it to achieve its **objectives**.

Larger organisations will have **taller**, more **hierarchical** management structures with lots of management levels.

Smaller organisations might only have a few layers of management such as the CEO, an operations manager, a finance/accounting manager and some direct employee supervisors. We usually call this a **flatter** structure.

Micro enterprises might just be the boss and a worker.

The structure of an organisation determines how the **work activities** of the entire organisation will occur such as:

- ⇒ **decision-making**
- ⇒ **operational activities**
- ⇒ **physical layout**
- ⇒ **resource allocation** and
- ⇒ **employee involvement.**

Many of the large towers in the CBD are home to large organisations with multi-layered vertical management structures.



Image: richie0703/Depositphotos.com

Business structure

A 'workplace structure' has a very different applied meaning from the term 'business structure'.

The term business structure refers to the nature of ownership of an entity such as:

- ⇒ a sole trader
- ⇒ a partnership
- ⇒ a private company limited by shares (pty. ltd.),
- ⇒ a public company (shares available on the ASX),

- ⇒ a public company limited by guarantee (many charities and not-for-profits)
- ⇒ a trust
- ⇒ a co-operative, or
- ⇒ an incorporated association (for smaller state-based charities and community enterprises).

So make sure you're across the correct terminology - not everyone is!

Find out what your boss or owner says!



Organisational structures 1G

1. What is the **difference** between a **vertical management structure** and a **horizontal management structure**?
2. Which **types** of **organisations** might these relate to? Give some **examples** of real enterprises.

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Applied 1

- Using an enterprise that you have worked in or are familiar with as an example, describe its vertical structure and its horizontal structure. A diagram might be more suitable.
- You might have to interview a manager/owner!
- What do they say is the best type of management structure?



Applied 2

- Many government agencies and public companies publish their organisational structure online.
- Work in pairs. Find the organisational structure for 3 different organisations such as Coles or Woolworths, McDonald's, the AFL; or other companies that better match your career interests. Did you find out anything surprising?



1.17 Health and Wellbeing

Workplace health and wellbeing

One of the most exciting times in people's lives is when they start working. As a young **entry-level worker**, you are likely to be full of enthusiasm and keen to show your employer that you are a good employee.

But the world of work brings many **hazards** and **risks**. More than 20,000 workers suffer significant workplace **injuries** or **illnesses** each year at work - and that's just in Victoria alone! And there are countless more who experience minor (and often unreported) injuries on the job.

Added to these injuries and illnesses is the growing incidence of **mental health and wellbeing** issues from **overwork**, **stress**, and **interpersonal conflict** with workplace stakeholders,

Personal protective equipment, PPE, is crucial in many jobs.

It is vital that you are able to work within a safe and supportive culture. Workplace safety is a **shared responsibility**. It starts with your **employer**. It lands on **you**. And it is regulated through **laws** and guided and enforced by **government agencies** such as **WorkSafe Victoria** (and the other state WorkSafe agencies).

You will start to explore both physical and mental workplace health and wellbeing in this unit.

You will undertake in-class learning and applied investigations into how you can perform your duties as a worker, so as to ensure **your** physical and mental **safety** and wellbeing, as well as the **safety** of your **stakeholders** that you have a responsibility to.



Workplace Physical and Mental Health

Hazards

Risks

Accidents

Injuries

Illnesses

Equipment

Materials

“Too much work and unrealistic expectations can threaten the physical and mental wellbeing of workers.”

Stress

Work/life balance

Discrimination

Harassment

Exclusion

Bullying

Exploitation



- Here are some varied **workers** who might face specific **physical** and **mental health risks**. List some of these. Add **1** more occupation.
- What must **owners** and **managers** do to ensure the **safety** of each **worker**?
- What could the **worker** do to **protect** their **wellbeing**?

| Retail worker | Carpenter | Nurse | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Physical & mental risks: | Physical & mental risks: | Physical & mental risks: | Physical & mental risks: |
| Owners/managers must: | Owners/managers must: | Owners/managers must: | Owners/managers must: |
| The worker should: | The worker should: | The worker should: | The worker should: |

- Now, here are some varied **self-employed** workers who might have specific **physical** and **mental health risks**. List some of these. Add **1** more occupation.
- What could the **worker** do to **protect** their **wellbeing**?

| Dog groomer | Dancer | Courier | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Physical & mental risks: | Physical & mental risks: | Physical & mental risks: | Physical & mental risks: |
| Owners/managers must: | Owners/managers must: | Owners/managers must: | Owners/managers must: |
| The worker should: | The worker should: | The worker should: | The worker should: |

1.19 Health and Wellbeing

Workplace diversity

We live in a culturally diverse society and that diversity is reflected, and sometimes even magnified in work-related situations. People can find their **health** and **wellbeing** threatened when they face issues related to diversity and inclusiveness, such as **exclusion**, **marginalisation** and even downright **discrimination**.

It is vital that the broader world of work recognises and embraces **cultural diversity**. People throughout **society** are diverse. And **workplaces**, their **operations** and their **workers** should not only **reflect** this diversity, but also proactively **embrace** diversity. So you need to have well-developed work skills to both recognise and deal with **cultural diversity**.

As you embark on your career you will experience that clients, customers, supervisors, colleagues, suppliers, contractors, and other workplace stakeholders might come from varied and diverse backgrounds.

As Australia continues to embrace and support greater cultural diversity and inclusiveness in society generally, and within the world of work, you will need to develop a deeper understanding of issues related to cultural diversity. **Empathy** and understanding the different **perspectives** of others come a long way towards helping you to recognise and deal with cultural diversity and inclusiveness.

Doing so will build your cross-cultural skills, including **cross-cultural communication**. And it's your generation that is leading the way in embracing and demanding inclusiveness. But some of your managers, supervisors and colleagues might still be a bit stuck in the past.

In response, you could become an **empathy leader** and assist others to better deal with cultural diversity as part of a plan to create greater **inclusiveness**.

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Cultural Diversity

Sex

Gender identity

Ability/Disability

Indigeneity

Religion

Sexual orientation



“And what’s wrong with diversity? Nada!”

Age

Race

Physical features

Language

Background

Family status

1. What does the term 'diversity' mean to you? Are you an example of the rich diversity that Australia enjoys?

2. What does the term 'inclusiveness' mean to you?

3. Why do workplaces need to embrace diversity and inclusiveness?

4. What can workers do to welcome diversity and embrace inclusiveness?

5. How would you rate your cross-cultural skills? Give examples to show how you could apply these to work-related situations.



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1.21 Equal Opportunity

Equal opportunity

It is essential for your own wellbeing, and for the wellbeing of society in general, that workplaces are free from unlawful discrimination, free from harassment and that wherever possible they provide positive incentives to help promote a more **culturally diverse** society.

Equal opportunity legislation makes it **illegal** to **discriminate** against people.

In 1997, the *Equal Opportunity Act 1977 (Vic)* created the Equal Opportunity Board and the Office of Equal Opportunity Commissioner. Over the years the Act has been amended and extended to cover many forms of discrimination.

The **Victorian Equal Opportunity and Human Rights Commission** is the state government agency responsible for dealings and actions related to the *Equal Opportunity Act 2010* and the *Racial and Religious Tolerance Act 2001*.

Diversity and fairness in the workplace

Australia is one of the most culturally diverse nations in the world. So, it follows that a strong and safe workplace **culture** is built upon having a diverse workforce. Indeed, many **work-related skills** depend on having a culturally diverse workforce.

Equal employment opportunity aims to protect employees, potential employees and other **workplace stakeholders** from discrimination, harassment and other forms of unfair treatment.

It also aims to promote fair and equal work-related opportunities for all people, regardless of personal characteristics, background or status.

Equal opportunity exists to give everyone a fair go; which is an underlying notion of equity in Australian culture.

This in turn should lead to a more diverse workplace culture that is more truly reflective of Australian society, with workers who have better-developed work-related skills and cross-cultural skills.

Equal employment opportunity encourages diversity in the workplace.



Discrimination areas

The most common areas of potential discrimination protected under the Equal Opportunity Act 2010 (Vic) are:

- | | | |
|-------------------|----------------------|----------------------|
| ⇒ Sex | ⇒ Sexual orientation | ⇒ Physical features |
| ⇒ Gender identity | ⇒ Disability | ⇒ Spent conviction |
| ⇒ Race | ⇒ Pregnancy | ⇒ Political beliefs, |
| ⇒ Religion | ⇒ Parental status | and some others. |
| ⇒ Age | ⇒ Marital status | |

1. Create **word chains** for these **key terms** related to **diversity** and **equal opportunity**.



| | |
|--------------------|--|
| cultural diversity | |
| inclusiveness | |
| equal opportunity | |
| discrimination | |

2. What are the major **roles** of the **Victorian Equal Opportunity and Human Rights Commission** in helping to protect people's health and wellbeing?

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Applied

Visit the website at: <http://www.humanrights.vic.gov.au/>



a. What is the agency's 'vision' on the home page?

b. What links are featured on the home page?

c. What sections are included in the navigation bar?

1.23 Graduated Assessment

AT1 Workplace Structures and Workplace Health and Wellbeing Module 1 - Healthy workplace practices

For this assessment task, you are required to complete the following descriptive and applied investigative tasks.

1. Explain the commonly accepted meanings of a **'workplace structure'**.
2. Describe a **workplace structure** of an **organisation** you are familiar with, based on investigation and advice from stakeholders in that workplace.
3. Describe the **work environment** of a **workplace** you are familiar with.
4. Explain potential **safety issues** that could impact on the **physical wellbeing** of workers in **that workplace**.
5. Explain potential **safety issues** that could impact on the **mental wellbeing** of workers in **that workplace**.
6. Discuss how **equal opportunity** and **anti-discrimination** laws help to **protect** the **health and wellbeing** of workers.

Note: You should present the findings of your investigation using a range of formats including: text, images, diagrams and numbers as suitable for your choices.

| Name: | | Key Dates: | | UNIT 3 Module 1 | |
|--|---|-------------------------------------|----------------------|-----------------------|----------------------|
| Tasks - AT1: Workplace Structures and Health & Wellbeing | | Must Do? | Due Date | Done | Level |
|  Complete the questions above in a format negotiated with your teacher. | | | | | |
| 1. | Explain types of 'workplace structures'. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 2. | Applied example of a workplace structure. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 3. | Description of the work environment in a workplace. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 4. | Potential safety issues affecting physical wellbeing. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 5. | Potential safety issues affecting mental wellbeing. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 6. | How equal opportunity/anti-discrimination laws help to protect health and wellbeing of workers. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| | ⇒ Demonstrate appropriate research. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| |  Demonstrate appropriate applied contact and research. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| | ⇒ Prepare and submit my non-text material. | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| | ⇒ Prepare and submit my completed findings. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| |  Present or report to the class (if required). | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |

Healthy Workplace Practices

2

| | |
|---|--------------------------------------|
| 2.01 Workplace Health26 | 2.17 Workplace Effectiveness42 |
| 2.05 Physical Health Preservation30 | 2.21 Module Assessment46 |
| 2.09 Mental Health Preservation.....34 | 2.23 Review and Reflection48 |
| 2.13 Workplace Policies.....38 | |

| Activities 2: Healthy Workplace Practices | | p. | Due date | Done | Comment |
|---|---|-------|--------------------------|-----------------------|---------|
| 2A | Workplace health | 27 | <input type="checkbox"/> | <input type="radio"/> | |
| 2B | Workplace stakeholders | 29 | <input type="checkbox"/> | <input type="radio"/> | |
| 2C | Physical health preservation actions | 31 | <input type="checkbox"/> | <input type="radio"/> | |
| 2D | Stress | 34 | <input type="checkbox"/> | <input type="radio"/> | |
| 2E | Mental health preservation actions | 35 | <input type="checkbox"/> | <input type="radio"/> | |
| 2F | Being respectful | 37 | <input type="checkbox"/> | <input type="radio"/> | |
| 2G | Workplace policies | 38 | <input type="checkbox"/> | <input type="radio"/> | |
| 2H | WAM-O | 40 | <input type="checkbox"/> | <input type="radio"/> | |
| 2I | Be LASER sharp | 44 | <input type="checkbox"/> | <input type="radio"/> | |
| 2J | Safety information | 45 | <input type="checkbox"/> | <input type="radio"/> | |
| AT2 | Positive Workplace Physical and Mental Health | 46-47 | <input type="checkbox"/> | <input type="radio"/> | |
| R2 | Review and Reflection | 48 | <input type="checkbox"/> | <input type="radio"/> | |

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Comments:

2.01 Workplace Health

Workplace health

One of the most important **rights** that you have as a worker is to expect the protection of both your physical health and your mental health.

Working is very **rewarding** and an important part of civic participation. But at the same time it can be **stressful**, **risky** and **dangerous** leading to **injury** and **illness**.

Certain workers face **risks** and **hazards** from the tasks they do such as a chef working with fire and gas, a hairdresser using chemicals, and various tradies working with ladders at heights.

People in office environments face hazards from **overusing** their devices, such as repetitive strain injuries, eye strain and mental fatigue.

Some industries are **inherently dangerous** including transport, farming, mining, construction and other industrial roles.

Workers in other industries often face significant **mental health** risks, pressures and **stress** including those in emergency services, health and medical, education, retail and others.

And all workers are exposed to hazards from slips, trips and falls, **manual handling** problems, electrical and fire hazards; as well as interpersonal **conflict** between workers with managers and from customers and clients.

Over the next 5 sections you are going to explore workplace health and safety in an applied investigative manner, so that you can merge into the world of work as a productive, engaged and safe member of the workforce.

Manual handling of bulky or heavy items always poses a workplace safety risk.

Workplace Health: Factors

Physical safety

Emotional wellbeing

Skills and training

Guidance and support

Respect

Inclusion



The responsibilities that come from working can lead to pressure, stress and mental health issues. These can grow when workers move into management roles, such as for poor Tony here!

Image: alphaspirt/Depositphotos.com

Mental health

Unrealistic expectations

Pressure and stress

Burnout

Conflict

Work/life balance

1. What is one of your **most important rights** as a **worker**?

2. Briefly describe some potential **risks** or **hazards** that could **impact** on workers in different **occupations**.



| | | |
|--|--|--|
| | | |
| | | |

Choose **4** of the **factors** from p.26.



3. Describe the potential **impact** (either positive or negative) that might happen to a **worker** in **relation to** this factor.

4. Describe an **applied example** of this from a workplace with which you are familiar.

| | |
|-----------------------------------|-----------------------------------|
| Factor: | Factor: |
| Likely impact on employees: | Likely impact on employees: |
| Applied example from a workplace: | Applied example from a workplace: |
| Factor: | Factor: |
| Likely impact on employees: | Likely impact on employees: |
| Applied example from a workplace: | Applied example from a workplace: |

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2.03 Workplace Health

Stakeholders

Workplace safety is a key issue for **employees**, **employers** and **government agencies** such as **WorkSafe**. But workplace safety is always a **shared responsibility**. The safety roles, duties and responsibilities expected of employers and their employees extend to a range of **workplace stakeholders** who come into contact with a workplace or its products.

For the purposes of your Work Related Skills subject, the term **stakeholders** refers to any individuals or groups that are **involved** in, or **affected** by, a **commercial activity**. Stakeholders can include people who work directly in an organisation (**internal stakeholders**), as well as any other people or groups that the organisation deals with as part of the commercial world. Given this, stakeholders also include **visitors** such as **suppliers**, **contractors**, **volunteers** and others.

Image: Photography33/Depositphotos.com

Workplaces deal with a range of **external stakeholders** on a daily basis. Workplaces must ensure that all work activities, products, services and facilities have been developed to **minimise hazards** for external stakeholders when they are visiting a workplace.

Although this is once again a shared responsibility, workplaces cannot expect all external stakeholders to be aware of every specific OH&S/WHS guidelines and information that applies in each workplace.

Therefore **employers**, as **OH&S/WHS leaders**, together with **employees**, as **OH&S/WHS facilitators**, must take an active role in ensuring the safety of all the **workplace visitors**.



Workplace Stakeholders

Employees

Owners/
employers

Customers
& clients

Suppliers

Unions

Managers/
supervisors

Volunteers
& visitors

Contractors

Local
community



Senior and experienced staff have a large role to play in helping guide younger workers in safe work practices.

Government agencies e.g. WorkSafe

Image: SergeBertasiusPhotography/Depositphotos.com

Complete the following for each of the images below.

- Identify the **type of workplace** and/or **occupations** shown.
- Identify the **type of work-related stakeholders** shown.
- Describe the **safety issue(s)** and **hazards** that might occur, or are occurring.
- Outline what **employees** and/or **employers** need to **do** to **prevent** the hazard.



Applied: Find or create workplace safety images related to your own experiences.

2.05 Physical Health Preservation

Individual responsibility

Although workplace health and safety starts with employers, when you are working you are expected to be **accountable** for your actions. This is about you **managing yourself** appropriately and meeting your **responsibilities** as part of your own **intrapersonal effectiveness**.

Actions include ensuring that you **work safely**, use the correct **PPE** and operate any **equipment** safely according to your **training** and **operating procedures**.

You also have to ensure that you maintain professional and **respectful workplace relationships** with all **work-related stakeholders**. These include customers and clients, colleagues and teammates, managers and supervisors, contractors, suppliers, volunteers, visitors and any other person that you might have to deal with. This is your **duty of care**.

Maintaining physical safety

The physical safety of workers can be directly threatened by **hazards** and **risks** from using machinery, technology, tools and implements, chemicals and other workplace equipment and materials.

The physical safety of workers can also be directly threatened by the **processes** and workplace **practices** that they undertake such as handling goods and materials, manual lifting, driving, working at height, working with dangerous goods and systems, and many other processes.

And the physical safety of workers is also directly threatened by **stress** and **time constraints**, pressuring workers to rush, cut corners and neglect safety leading to falls, trips, slips, accidents and overexertion injuries.

You also need to consider that many hazards and risks that result in injury and illness also impact on the **mental** health of workers. And workplace mental health issues can impact workers in such a way that they can start to get stressed, make mistakes and experience incidents and accidents that also cause **physical** injury and illness.

In order to be a safe worker, you need to explore workplace **health preservation methods**.

You can better understand these by undertaking an applied investigation into contributing factors that cause positive safety outcomes, as well as negative safety outcomes.

You will start to explore these throughout this section, and then in much more applied detail in sections 3 to 6.

Workplace safety signs are a universally used health preservation method. What are these signs 'saying'?



Image: coolvectormaker/Depositphotos.com

Physical health preservation actions 2C

Each of these explanations has **8 actions** required of employees and employers, to help **maintain physical workplace health**. (See p.32)

1. For **each action**, identify the **key words**.
2. Use an **example** from a **workplace** or **occupation** you are familiar with to **describe** what an **employee** needs to **do** to **maintain physical safety**.

| | | |
|----|---|----|
| 1. | 2. | 3. |
| 4. | <p>Employee responsibilities for maintaining physical health & safety.</p> | 5. |
| 6. | 7. | 8. |

3. Repeat this process for **employers**. (See p.32)

| | | |
|----|---|----|
| 1. | 2. | 3. |
| 4. | <p>Employer responsibilities for maintaining physical health & safety.</p> | 5. |
| 6. | 7. | 8. |

Applied: Interview a worker you know about the most important physical safety responsibilities for employees and employers in their workplace.



2.07 Physical Health Preservation

Positive workplace physical health: Role of Employees

Workplace safety is a **shared responsibility**.

So as a worker, you have many workplace safety **responsibilities** you have to meet.

These extend to your use of work-related **tools** and implements, **equipment, machinery** and **technologies**.

Key actions to help protect **physical** health and wellbeing include these shown below, plus many other actions, including those that are specifically required for an industry or occupational role.

These actions, and others, are part of your OH&S/WHS **responsibility** - always!



Workers must always follow guidelines and procedures for using appropriate personal protective equipment.

Positive Workplace Physical Health: Employee Responsibilities

1. Training

You must follow mandated safety **rules** and **guidelines**, and undergo **induction** and ongoing **training**. You must use equipment and machinery according to your training and safe usage **guidelines**.

3. PPE

You must use appropriate **personal protective equipment** according to safe use guidelines.

4. Ask questions

If you are **unsure** how to do a work **task safely**, you must **ask** for **guidance** and supervision.

5. Work safely

You must make sure that your actions do not **harm yourself**, or potentially harm any **other workplace stakeholder**.

6. Duty of care

You must look after the **safety** of **customers** and **clients**, and be on the lookout for any potential harm or risks to others.

7. Reporting

You must know both how, and to whom, to **report** any safety issues that you are aware of, including using correct reporting **forms**.

8. Anticipating

You must inform appropriate staff of any likely or potential safety hazards and risks that you can **anticipate happening**.

Positive workplace physical health: Role of Employers

Again, workplace safety is a **shared responsibility**.

Employers have both a formative, and then an ongoing responsibility, for ensuring safety is maintained in all their processes, products and dealings with all workplace stakeholders.

Key actions to help protect physical health and wellbeing include these shown below, plus many other actions, including those that are specifically required for an industry or occupational role.



Image: AntartStock / Depositphotos.com

Employers and managers must coordinate lots of different safety responses to ensure safe work practices.

Positive Workplace Physical Health: Employer Roles

1. Communication

Employers need to **develop** safe work **practices** and protocols in accordance with **Work Safe Jobs** guidelines and advice; to protect stakeholders including employers, customers, and clients, including others.

2. Risk assessment

Employers must undertake **regular risk assessment** and **hazard control** plans and audits.

3. Training

Employers must **induct** and **train workers** to prevent physical accidents and injuries.

4. PPE

Employers need to supply the correct **PPE** to workers to protect them from physical harm.

5. Equipment

Employers must **maintain** and **service equipment, machinery** and **tools**.

6. Reporting

Employers need to implement **processes** for ongoing **monitoring** of safety, and support employees in **reporting** safety **issues**.

7. Information

Employers must keep employees **informed** about **guidelines**, resources and **updates** related to physical health and safety.

8. Monitor

Employers must **continuously assess** the **effectiveness** of safety programs and policies through feedback, data analysis, and employee involvement, making adjustments as needed.

2.09 Mental Health Preservation

Maintaining mental safety

Mental health and wellbeing is a big problem in the contemporary world of work. Workers' mental health and wellbeing is threatened by four interrelated factors.

- ☹️ **The nature of the job itself** with some occupations inherently high-pressure, stressful and emotionally draining, such as health-care roles, teaching and emergency service work; and all jobs dealing with people face-to-face.
- ☹️ **The workplace culture** including manager/employee communication and support, expectations on employees and unrealistic work demands.
- ☹️ **Interpersonal conflict** including clashes and conflict with colleagues, with managers, with customers and clients, and from other stakeholders.
- ☹️ **Unlawful workplace practices** including exploitation, bullying, harassment, discrimination and other hurtful and harmful behaviours.

So just as with physical safety issues, both you and your employer must work proactively to ensure that measures exist for the protection of your own mental health, as well as the mental health and wellbeing of all other workplace stakeholders.



2D Stress



In pairs, brainstorm **key words** and **terms** related to **stress** for workers in **occupations** that you are familiar with. Report back to the class.

Mental health preservation actions 2E

Each of these explanations has **8 actions** required of employees and employers, to help **maintain mental workplace health**. (See p.36)

1. For **each action**, identify the **key words**.
2. Use an **example** from a **workplace** or **occupation** you are familiar with to **describe** what an **employee** needs to **do** to **maintain mental safety**.

| | | |
|----|---|----|
| 1. | 2. | 3. |
| 4. | <p>Employee responsibilities for maintaining mental health & safety.</p> | 5. |
| 6. | 7. | 8. |

3. Repeat this process for employers (see p.37)

| | | |
|----|---|----|
| 1. | 2. | 3. |
| 4. | <p>Employer responsibilities for maintaining mental health & safety.</p> | 5. |
| 6. | 7. | 8. |

Applied: Interview a worker you know about the most important mental safety responsibilities for employees and employers in their workplace.

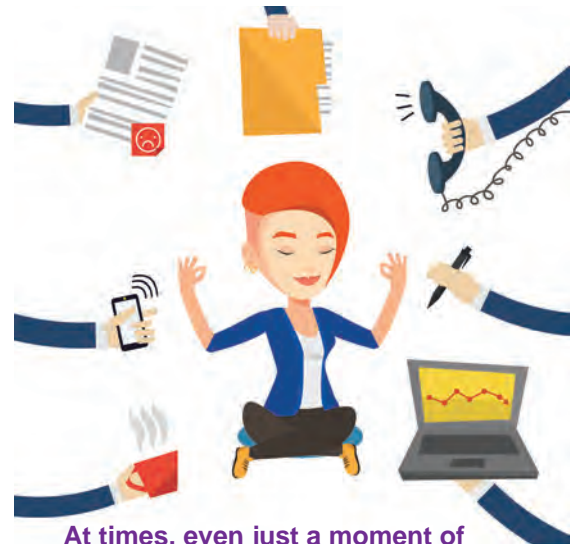


2.11 Mental Health Preservation

Positive workplace mental health: Role of Employees

As always, workplace mental safety is a shared responsibility. As a worker, you have workplace safety **responsibilities** for your own wellbeing, as well as a duty of care to other workplace stakeholders.

Key **employee** actions to help protect **mental health and wellbeing** include these shown below, plus many other actions, including those that are specifically required for an industry or occupational role.



At times, even just a moment of mindfulness can help workers reset their mental state and deal with pressure.

Image: VisualGeneration/
Depositphotos.com

Positive Workplace Mental Health: Employee Responsibilities

1. Communication

You need to maintain open and honest **communication** with **supervisors** and **colleagues** about **workload, challenges** and **concerns**.

2. Work/life balance

You need to try to set clear **boundaries** between **work** and **social** life to prevent **burnout** and to maintain **work/life balance**.

3. Professionalism

Always **act** and communicate **professionally** with all workplace stakeholders adhering to policies, protocols and expected behaviours.

4. Be respectful

You should treat all **workplace stakeholders** with the level of **respect** that you yourself would expect to be treated.

5. Time Management

You must **manage** your **time** by **prioritising** tasks, setting **realistic goals**, and by learning to **collaborate**.

6. Breaks

You need to take regular scheduled **breaks** throughout the work day to **rest** and **recharge**, and to relieve mental stress.

7. Support

You need to know **personnel** who can **help** you if you are experiencing **stress** or **mental health challenges**, and ask for **support** and **guidance**.

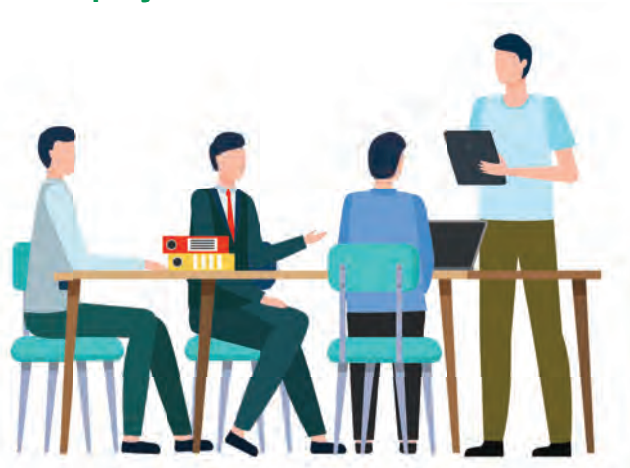
8. Collegiality

You must build **relationships** with your **colleagues**, and ask their **advice** about dealing with **pressures** and **stress**.

Positive workplace mental health: Role of Employers

Given that workplace safety is a **shared responsibility** employers have a formative and ongoing duty to make sure that safety is maintained in all work processes and dealings with stakeholders.

Key **employer** actions to help protect **mental** health and wellbeing include these shown below, plus many other actions, including those that are specifically required for an industry or occupational role.



Managers and employers must take time to listen to workers, as they have the direct insight into how workplace safety issues are impacting.

Image: robuart/
Depositphotos.com

Positive Workplace Mental Health: Employer Role

1. Communication

Clearly **communicate** about job **expectations, responsibilities** and roles; and support workers to achieve **work/life balance**.

2. Behavioural standards

Develop **preventative** behavioural **policies and protocols** including **anti-discrimination, anti-harassment and anti-bullying**.

3. Training

Conduct **training** sessions to increase awareness about **mental health, stress management** and **emotional wellbeing**.

4. Culture

Develop a **supportive culture** to have **open communication**, and to provide a safe space for **employees** to **discuss** their concerns.

5. Support

Offer access to **support, guidance, mentoring, counselling** and mental health **resources** to help employees cope with stress and challenges.

6. Flexibility/balance

Offer **flexible** work options (if possible) such as **working from home**, flexible **hours**, or **part-time** arrangements.

7. Recognition

Recognise and **celebrate** employee **achievements** and provide constructive **feedback** to ensure workers feel valued.

8. Workload/balance

Assess and **adjust workloads** based on individual **capabilities**; and provide **resources** to manage tasks effectively.

2.13 Workplace Policies

Workplace policies and protocols

All workplaces have protocols that must be followed by various stakeholders. These protocols are usually set down in policies that relate to the **rights** and **responsibilities** of employees, managers, customers and clients, suppliers, owners, and other relevant **stakeholders**.

The term **protocol** is a general term that may refer to:

- ⇒ internal **policies**
- ⇒ **codes of conduct**
- ⇒ **standards** of **behaviour**
- ⇒ **legislative guidelines**, and
- ⇒ other formal and informal **expectations** of **behaviour**.

Workplace policies

All employees have basic rights. But in return they are expected to meet certain basic responsibilities.

Employers develop workplace **policies** to guide workplace behaviour. Various policies communicate **rules**, **expectations**, **processes**, **protocols** and other **guidelines** to ensure **appropriate** respectful, safe and ethical **behaviour**.

Naturally there are **legal rights** in relation to:

- ⇒ rates of **pay**
- ⇒ freedom from **discrimination**
- ⇒ and the right to have a **safe** and healthy workplace.

These rights **protect** workers and other stakeholders from **unlawful work practices**.

Responsibilities balance these rights and include:

- ⇒ working to fulfil the **reasonable demands** of an employer
- ⇒ **not harassing, bullying** or **intimidating** other work-related stakeholders, and
- ⇒ **working safely** by following established workplace procedures.

So, when you are working, you must follow appropriate, respectful and safe workplace procedures, processes, systems, and other 'rules'. It is your duty to be aware of these expectations of you. It is also your duty to adhere to these policies.

Even though Kelvin here looks great, some workplaces are still very old-school about their expected standards of professional presentation, and will spell this out in their policies and codes of conduct.



1. There are a lot of key words presented in the information on p.38. So it's a good time for another **word chain** to help you organise your thoughts.

| | |
|----------------------------|--|
| workplace stakeholders | |
| workplace protocols | |
| workplace policies | |
| workplace rights | |
| workplace responsibilities | |

2. Read the **passage** below. In your work folder, summarise the **key points** in relation to being a **respectful worker**.
3. Pair up. **Compare** your **summaries** and **decide** on **five actions** that you would do as a **worker**, to **maintain respectful interactions** with others.
4. What could **you do** if **other workers, customers, managers** and other workplace stakeholders are **being disrespectful to you or to others**?



Being respectful

- ⇒ Your **communication** with others, and **behaviours** towards others, must at all times be respectful.
- ⇒ Disrespectful **attitudes** and **behaviours** lead to **conflict**.
- ⇒ Respectful workplace relationships involve recognising **cultural diversity** as well as creating a sense of **belonging** and **inclusiveness**.
- ⇒ This extends to having an understanding of diversity and applying **cross-cultural communication** skills.
- ⇒ Cross-cultural communication is vital when dealing with colleagues, managers, subordinates, customers and clients, and other **workplace stakeholders**.
- ⇒ So, a key part of being respectful is understanding and applying elements of **emotional intelligence** to work-related situations.
- ⇒ Many workers, including younger workers, are exposed to disrespectful attitudes and behaviours due to the nature of their work (i.e. **face-to-face roles**), **exploitation**, and at times just being treated poorly due to **age** and **inexperience**.
- ⇒ The keys to maintaining respectful interactions with all work-related stakeholders are **understanding, patience, tolerance, a client-focus** and **empathy**.
- ⇒ Organisations have **policies** and **codes of conduct** that stipulate expected **standards of behaviour**. However, that doesn't mean that all people adhere to these at all times - e.g. bullying.
- ⇒ And this also doesn't mean that **customers** and **clients** always abide by these. This can cause conflict and threaten the safety of workers, including their emotional and/or mental health.

2.15 Workplace Policies

Behavioural policies

Three main workplace policies relate to the areas of:

1. **Equal opportunity and anti-discrimination policies**
2. **Affirmative action policies**
3. **Diversity and inclusion policies.**



Image: Rawpixel/Depositphotos.com

1. Equal opportunity and anti-discrimination policies

As you saw in Section 1 (and will further explore in Section 3), equal opportunity and anti-discrimination legislation ensures that workplaces are free from unlawful discrimination, free from harassment, and that wherever possible they provide positive incentives to help promote a more culturally diverse society.

In response, organisations and employers develop equal employment opportunity policies to implement standards of behaviour and codes of conduct to protect employees, customers/clients and other workplace stakeholders from discrimination, harassment and other forms of unfair treatment.

These policies set down clear positive guidelines to promote fair and equitable work-related experiences for all people, regardless of personal characteristics, background or status.

Affirmative action policies

Affirmative action is a policy (not a law) that aims to increase representation of under-represented groups in the workforce. Under-representation is often caused by social and demographic factors such as: gender, ethnicity, age, disability, income level, geographical location, and other factors.

Organisations use affirmative action policies to try and attract, recruit, develop and retain students, trainees, employees and managers so as to create a more culturally diverse and inclusive workforce.

Many TAFEs and training providers also have affirmative action policies to target disadvantaged or students that might otherwise be marginalised.

In response, firms might 'discriminate' positively as part of affirmative action employment policies to try and target under-represented groups, such as:

- ✓ female leadership programs,
- ✓ Indigenous employment initiatives,
- ✓ supported disability employment programs, or
- ✓ youth training and mentoring programs.

"I can do pretty much what everyone else does, and some tasks even better - except for maybe the climbing stairs bit! So don't exclude me!"



3. Diversity and inclusion policies

Diversity and inclusion policies aim to promote a more diverse and inclusive workplace, customer/client base, or even community.

They aim to ensure that people from various backgrounds, cultures, genders, abilities, and identities feel valued, respected, and empowered.

The ultimate goal is to create an environment where everyone can contribute their unique perspectives and talents, fostering innovation, productivity, and overall success.

These policies will usually cross over both equal opportunity and anti-

discrimination policies, as well as affirmative action policies, to create a 3-pronged approach to building respect and inclusion.

The policies can impact proactively on employees, potential employees, managers, customers and clients, and many other workplace stakeholders.

Cornerstones of success include developing empathy and understanding, respecting other values and perspectives, and uniting diverse stakeholders behind a common goal for success through unity, cohesion and inclusion.

Workplace policies 2G

1. What are the key **aims** of each of the following workplace policies?

1. Equal opportunity

2. Affirmative action

3. Diversity & inclusion

2. How might each of these **impact** you as a **worker**? Have you **benefited** or been **protected** by these before in **work-related situations**?

1. Equal opportunity

2. Affirmative action

3. Diversity & inclusion

Investigation

Go online and summarise key information about these policies in action from a large organisation such as Coles, Woolworths, McDonald's, a bank, an educational institution, the AFL or another major sporting body, or some other large organisation that interests you. Report back to the class.



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2.17 Workplace Effectiveness

Working safely - WAM!

A useful and easy-to-remember guide to working safely, especially as an inexperienced worker, is to apply this 3-step **WAM process**.

1. Watch 2. Ask 3. Model.

Step 1: Watch

Workplace safety is all about keeping yourself and all others safe while doing your job. The first step is to 'Watch'.

This means **paying attention** to your surroundings and understanding any **potential hazards** in the **work environment**. Look out for things like heavy machinery, sharp tools, chemicals, sloppy work practices, or anything that could cause harm.



Image: monkeybusiness/
Depositphotos.com

If you see something that doesn't look safe, make sure to **stay away** from it and **report** it to someone senior, such as the HSR, your supervisor, or a more experienced co-worker.

A proactive response is to watch how **supervisors** and **experienced workers** do their **job tasks**, and make mental **notes** about the **steps involved** in making work processes and procedures safe. Create digital or written notes for any procedure with more than three steps.

Step 2: Ask

The second step is 'Ask'. As a younger or inexperienced worker, you're not expected to know everything nor even remember everything straight away.

Always, if you're **not sure** about something - whether it's how to use a machine, what protective gear to wear, or how to handle a certain task - don't hesitate to **ask questions**. It's always better to ask for help or clarification than to guess and put yourself or others in danger. Your co-workers and supervisors are there to help you, and they'll appreciate your concern for safety.

A proactive response is to ask supervisors and experienced workers; "What are the **key dangers** to look out for in this work procedure, and what are the most **vital safety actions** I should take when doing this".

Again, make digital or written notes for any procedure with more than three steps.



Image: monkeybusiness/
Depositphotos.com

Step 3: Model

The third step is 'Model'. This means following the safety rules and practices that you've learned. It also means modelling the good safety behaviours of others.

When workers perform tasks safely, they set a good example for others and for you. Make sure to wear any necessary protective equipment, like helmets, gloves or goggles. Follow the proper procedures for operating machinery or handling materials. By consistently applying a safety-first approach you create a safer environment for everyone involved in the workplace.



Image: photography33/Depositphotos.com

A proactive response is to ask supervisors and experienced workers; "Can you show me how to do this work task safely." Once again, take digital or written notes for any procedure with more than three steps. And then follow up with, "Can you watch me do this task, and point out any improvements I need to do?"

WAM-O 2H

1. What are the **3 steps** in the WAM process? Give an example of how you either **could apply**, or **have applied** this approach in **two** real situations.

1.

3.

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2. Discuss these case studies. What is **being done** by **workers** that is **good** and **bad**? What would **you say**? What would **you do**?

It's your 1st day flipping burgers. You drop a patty and turn to your co-worker who says, "Don't worry - it's the 5-second rule. Wipe it down and no-one will be the wiser."

On day 3 in the bakery your supervisor calls in sick. The owner says to you, "We're short today, so we're going to need you to run the slicer all day. Are you ready for that?"

By day 5 in the café you're taking orders and making simple brews. A woman approaches and your co-worker disappears. "Give me a triple-soy decaf with almond milk; and don't stuff it up like you did last week!"

2.19 Workplace Effectiveness


Workplace Safety LASER: Be LASER sharp

You know that workplace safety is a shared responsibility. So all workplace stakeholders need to be responsible for ensuring that workplace safety is a priority.

If you are a paid employee, or undertaking work placement (or work experience), or even a volunteer worker, you are expected to take on key workplace safety responsibilities as part of your day-to-day work roles and duties.

One way that you can apply this responsibility is to be a **Workplace Safety LASER**. Being a Workplace Safety LASER involves these 5 interrelated responsibilities.

1. You must take responsibility for your workplace safety **Learning**.
2. You must take responsibility for your workplace **Actions** and do these safely.
3. You must take responsibility for the safety of other workplace **Stakeholders**.
4. You must take responsibility for workplace safety in your work **Environment**.
5. You must take responsibility for **Reporting** workplace safety issues.

 So form into small groups and have a talk about what young workers, such as yourselves, would have to do to be a responsible **Workplace Safety LASER**.



21 Be LASER sharp

Use applied **examples** to describe the types of actions a **young worker** would need to **do** for each of the 5 LASER responsibilities.

Workplace Safety LASER: Learning

Workplace Safety LASER: Actions

Workplace Safety LASER: Stakeholders


Workplace Safety LASER: Environment

Workplace Safety LASER: Reporting


Communicating safety information

A vital part of your workplace safety **LASER** responsibilities involves effective communication of workplace safety information.

The communication process involves you as a **message ‘receiver’** (i.e. through your OH&S/WH&S induction and VET training); and as a **message ‘sender’** (i.e. as a worker on the lookout for dangers).

As a class, discuss how workplace safety information is communicated in workplaces with which you are familiar. And don't forget to include your experiences as a customer. 

Safety information 2J

1. Describe **applied workplace examples** for each of these different types of **workplace safety information**. (Add 2 more of your own).
2. Explain how you might use these in a **WRS** and/or **PDS** activity. 

| Safety Information | Workplace Situation | WRS/PDS Activity |
|-------------------------------|---------------------|------------------|
| Safety advice | | |
| Safety symbols | | |
| Safety signs | | |
| Emergency signs | | |
| Operating instructions | | |
| Personal protective equipment | | |
| Safety training | | |
| Safety monitoring | | |
| | | |
| | | |

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2.21 Module Assessment Task

AT2 Positive Workplace Physical and Mental Health Module 1 - Healthy workplace practices

For this assessment task, you are required to complete the following descriptive and applied investigative tasks.



You should **interview** key **people** in a **workplace**, especially in relation to the **role of employers** and the operation of **policies and protocols**.

You should present the findings of your applied investigation using a **range of formats** including: text, tables, images, diagrams, mind-maps and others as suitable for your choices. Your teacher will advise you on this



Required

1. Physical and mental health - Factors

- Compare the **impact** of both **positive** and **negative factors** on **physical health** in a **workplace**.
- Compare the **impact** of both **positive** and **negative factors** on **mental health** in a **workplace**.

2. Role of employees - Physical and mental health

- Use **examples** to describe the **role of employees** in maintaining **positive physical health**.
- Use **examples** to describe the **role of employees** in maintaining **positive mental health**.

3. Role of employers - Physical health

- Use **examples** to describe the **role of employers** in maintaining **positive physical health** for **employees**.
- Use **examples** to describe the **role of employers** in maintaining **positive physical health** for other **workplace stakeholders**.

4. Role of employers - Mental health

- Use **examples** to describe the **role of employers** in maintaining **positive mental health** for **employees**.
- Use **examples** to describe the **role of employers** in maintaining **positive mental health** for other **workplace stakeholders**.

5. Policies and protocols

- Identify key **policies** and **protocols** that aim to support **positive workplace safety** outcomes.
- Identify key **policies** and **protocols** that aim to create **respect and inclusion**.



You might also need to have completed **AT1: Workplace Structures and Workplace Health and Wellbeing**, p.24, or a similar task set by your teacher.

Module Assessment Task 2.22

| Name(s): | Key dates: | UNIT 3 Module 1 | | |
|---|-------------------------------------|----------------------|-----------------------|----------------------|
| Tasks - AT2: Positive Workplace Physical and Mental Health | Must Do? | Due Date | Done | Level |
| Negotiate the task details with my teacher. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 1. Physical and mental health - Factors | | | | |
| a. Impact of positive & negative factors on physical health. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. Impact of positive & negative factors on mental health. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Demonstrated use of applied evidence. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 2. Role of employees - Physical and mental health | | | | |
| a. Examples of <u>employee</u> roles in positive <u>physical</u> health. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. Examples of <u>employee</u> roles in positive <u>mental</u> health. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Demonstrated use of applied evidence. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 3. Role of employers - Physical health | | | | |
| a. <u>Employer</u> roles in positive <u>physical</u> health for <u>workers</u> . | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. <u>Employer</u> roles in positive <u>physical</u> health for <u>managers</u> . | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Demonstrated use of applied evidence. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 4. Role of employers - Mental health | | | | |
| a. <u>Employer</u> roles in positive <u>mental</u> health for <u>workers</u> . | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. <u>Employer</u> roles in positive <u>mental</u> health for <u>managers</u> . | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Demonstrated use of applied evidence. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| 5. Policies and protocols | | | | |
| a. <u>Policies</u> and protocols for <u>workplace safety</u> outcomes. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. <u>Policies</u> and protocols for <u>respect</u> and <u>inclusion</u> . | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Demonstrated use of applied evidence. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Prepare and submit my non-text material. | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Prepare and submit completed applied investigation. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| Present or report to the class (if required). | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |

Additional information:

Signed: _____

Date: _____

2.23 Review and Reflection

Review and Reflection

Which work-related skills did I develop during this module?

→ _____

→ _____

→ _____

→ _____

How have my work-related skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have my work-related skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

My performance in developing my work-related skills this module was:

| | | | | | |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|
| 0 not shown | 1 low | 2 reasonable | 3 good | 4 very good | 5 excellent |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|

What were my strongest areas of performance? What should I work on improving?

| My strongest topics/skills were: | But I need to improve my skills in: |
|----------------------------------|-------------------------------------|
| | |
| | |
| | |

Signed: _____ Date: _____

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Rights and Responsibilities

3

| | |
|---|--|
| 3.01 Introduction - Unit 3: Module 250 | 3.15 Equal Opportunity64 |
| 3.03 Rights and Responsibilities52 | 3.21 Dealing with Discrimination70 |
| 3.09 Employee Responsibilities.....58 | 3.27 Graduated Assessment Task76 |

| Activities 3: Rights and Responsibilities | | p. | Due date | Done | Comment |
|---|---|-------|--------------------------|--------------------------|---------|
| 3-4 | U3 Module 2: My Requirements | 51 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3A | Workplace rights & responsibilities | 53 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3B | Workplace issues | 55 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3C | What's going on? | 56-57 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3D | Five basic responsibilities | 59 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3E | Five more responsibilities | 61 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3F | Meeting your responsibilities | 62-63 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3G | Equal opportunity | 65 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3H | Unlawful discrimination | 67 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3I | Lawful discrimination | 69 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3J | Dealing with discrimination | 71 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3K | Discrimination and disputes | 72-73 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3L | Equal opportunity and anti-discrimination | 75 | <input type="checkbox"/> | <input type="checkbox"/> | |
| AT3 | Workplace Behaviour and Equal Opportunity | 76 | <input type="checkbox"/> | <input type="checkbox"/> | |

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Comments:

3.01 Unit 3: Module 2 - Introduction

Unit 3: Module 2 - Rights and responsibilities

In **Section 3: Rights and Responsibilities** you will explore the rights and responsibilities associated with appropriate workplace behaviour. As part of this exploration you will specifically investigate basic rights and responsibilities expected of employees, and the applied role of equal opportunity and anti-discrimination.

This section concludes with a graduated assessment task, **AT3: Workplace Behaviour and Equal Opportunity**, whereby you are required to investigate the basic rights and responsibilities of young workers in the workplace, and explain how equal opportunity and anti-discrimination are applied in workplaces to deal with unlawful work practices.

In **Section 4: Workplace Behaviours** you will continue to explore workplace rights and responsibilities, processes and consequences related to workplace bullying and sexual harassment.

Section 4 concludes with a module assessment task, **AT4: Investigative Report - Rights and Responsibilities**. For this you will work in groups to investigate workplace rights and responsibilities to prevent workplace discrimination, bullying and sexual harassment; and outline the processes to deal with these unlawful behaviours.

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U3 Module 2: My Requirements 3-4

Your teacher will discuss your unit requirements for **Module 2** with the class. List the important information, and make diary notes and reminders where relevant.



| Requirement | Activities/ Resources/ Applied | Assessment |
|-------------|--------------------------------|------------|
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3.03 Rights and Responsibilities

Rights and responsibilities

Both you, as an **employee**, and your **employer**, face certain workplace rights and responsibilities.

Many workplace rights and responsibilities are set down in **law**.

You have the **right** to receive fair pay for work done, a right to be treated with respect, and a right to a safe workplace.

An employer has the right to expect productive work from employees, a right to expect that employees treat each other with respect, and a right to expect that employees maintain a safe workplace.

In order to ensure that these rights are being adhered to, employees and employers have certain **responsibilities** that they have to fulfil.

These responsibilities usually require a joint effort on the part of both employees and employers. This helps to create a positive **workplace culture** with minimal conflict. A **win-win** situation.

These rights and responsibilities can also extend to **external stakeholders** of the enterprise such as customers, clients, suppliers and others.



“How do we find out our rights and responsibilities?”

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Basic Employee Rights

Image: nialowwa/
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Fair and proper pay.

Safe work practices that minimise harm.

To be treated with respect and dignity.

Access to appropriate training and career development.



Freedom from discrimination, verbal or physical harassment and bullying.

A safe and healthy workplace environment.

Freedom of association to join, or not to join, a union.

Minimum working conditions such as personal leave and other basic entitlements (NES).

Protection against unlawful termination and unfair dismissal (only where valid).

Basic Employee Responsibilities

To act in the best interests of employers.

To perform a fair day's work.

To follow relevant legal guidelines and rules.

To undertake relevant training as directed by your employer.



To appropriately, safely and correctly use equipment, tools and machinery.

To carry out work duties safely, by following workplace procedures.

To not harass, bully or intimidate other workers, customers or suppliers.

To not disclose confidential information about the employer, clients, customers and processes.

To contact and inform the employer of absences and other issues in accordance with workplace guidelines.

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Workplace rights & responsibilities 3A

1. List what you believe to be the 4 most important rights and the 4 most important responsibilities of an employee.

| | |
|--|--|
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| | |
| | |
| | |

2. What is the **role** of the **employer** in making sure that these rights and responsibilities are **met**?



3.05 Rights and Responsibilities

Unlawful work practices

As you are already aware, workers and other work-related stakeholders have a range of **rights**, many of which are set down in **law**. As always, rights are balanced by **responsibilities**.

The way that employers, workers and other workplace stakeholders act and behave goes a long way to ensuring that these rights are met. But there are times when workers will experience unlawful work practices. Unfortunately, there are times when the workers themselves will be the ones behaving in a manner that is unlawful.

Common issues

Some of the most common issues faced by workers include:

- ☹️ **discrimination**,
- ☹️ **bullying** and
- ☹️ **sexual harassment**.

And again, new workers and younger workers are particularly at risk of being subjected to these poor behaviours by others. These actions are all **outlawed** by state legislation, and in some cases, Commonwealth law.

Discrimination

Discrimination and vilification remains the notions of fairness and **equal opportunity**. In Australian workplaces, the burden of **discrimination** is often borne by people from **diverse** and **marginalised** backgrounds.

However, people from many different backgrounds and demographics can discriminate against others who are different from themselves.

Bullying

Workplace bullying, including **emotional**, **mental** and **physical** actions, is **workplace violence**. We often see younger workers being bullied at work by colleagues, managers and even by customers and clients.

Bullying can often manifest in a cycle of continuous **passive** (i.e. non-inclusion) and **active** (i.e. **hazing**) behaviours.

Workplace bullying is one of the most common causes of **emotional anguish** for young workers.

Sexual harassment

Sexual harassment is still an all too common occurrence in workplaces. Once again new and younger workers can be exposed to harassment by exploitative and demeaning workplace stakeholders.

Although most workplace harassment is targeted at females, people of any gender and gender identity might be harassed. And harassment doesn't stop with age. It's insidious, threatening and distressing.

Image: stetsik/Depositphotos.com



Sexual harassment is still an all too common occurrence.

1. In your **own words**, what do each of these **terms mean** to you?
2. Describe **examples** of how each of **these** nasty, threatening and unlawful **behaviours** might occur in work-related situations. (Note: Don't just think of workers - extend your descriptions to other work-related stakeholders).

Discrimination

Vilification

Harassment

Sexual harassment

Workplace bullying

Hazing

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3. Why do you think that some **people do these harmful actions** to others?

4. Based on your **level of experience** and **learning right now**, what would **you do** if you **experienced** any of these **happening to you**, or to others, at your **work**?



3.07 Rights and Responsibilities

3C What's going on?



Part A: What do you think?

Form into **pairs** and discuss these work-related **situations** based on your **knowledge right now**. Add **2 more examples** of potential discrimination that have happened to **you** or to **people you know**. **Report back** to the class.

1. Consider: Is the **behaviour** and/or **response**: correct or incorrect; and/or appropriate or inappropriate; and/or **lawful** or **unlawful**?
2. What might be the **next step**?

| | |
|--|---|
| <p>Mel gets a job as a cocktail maker in a cool bar in a trendy suburb. The boss says, "FYI, all our female staff have to wear a black crop top as part of our uniform policy."</p> | <p>Sandy is 7 months pregnant. In a job interview she is told, "We need someone long-term, but you'll be gone in 2 months and we will be back at square one."</p> |
| <p>Jo-Jo works at a local record store. Business is slowing due to online sales, so the boss says Jo-Jo has to go, as the other workers are getting back some of the customers Mel has a young child to support.</p> | <p>Jo-Jo has a very friendly personality and deals with each customer warmly - but they are getting back some of the customers who were coming in for their number.</p> |
| <p>Joyce is refused entry to a busy, small café. The manager says her assistance threatens hygiene laws and that Joyce is clearly not blind anyway!</p> | <p>Royce is of Torres Strait Islander descent. The manager interviewing him for the waiter job in the Korean restaurant job says they really wanted a Korean, because their customers are all young Koreans. Royce points out he speaks and writes fluent Korean.</p> |
| | |

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Part B: Now (after finishing Section 3) **what do you think?**

1. Is the **behaviour** and/or **response**: correct or incorrect; and/or appropriate or inappropriate; and/or **lawful or unlawful**?
2. What is the **next step** - and with **whom** should **contact** be made?

| | |
|-------|---------|
| Mel | Sandy |
| Jo-Jo | Deloros |
| D: e | Roy |
| | |

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3.09 Employee Responsibilities

Basic responsibilities

As you know, you have many important **responsibilities** as a worker to ensure a **safe, productive** and **harmonious work environment**.

So let's take an introductory look at five of these major responsibilities that apply to all work-related situations. As you discuss these as a class, think of examples where you have applied these responsibilities in work-related or community situations.

1. Being on time

Punctuality is crucial in the workplace. Employees should arrive at work on time, come back from breaks promptly, attend meetings and appointments, and manage their time to meet deadlines.

Being consistently late disrupts work practices, puts pressure on others and is selfish and rude. Repeatedly being late can also get you dismissed.



Image: Syda_Productions/Depositphotos.com

2. Wearing correctly fitted personal protective equipment (PPE)

In jobs where safety hazards are present, employees are often required to wear PPE such as helmets, gloves, safety goggles, or masks.

It is the employee's responsibility to wear the appropriate PPE correctly and consistently to protect themselves and others from potential harm.

If workers are unaware of what they need to do in regards to PPE, they must ask their supervisor or OHS rep/



Image: monkey business/Depositphotos.com

3. Reporting illness in a timely manner

When an employee is feeling unwell or is unable to come to work due to illness, they must notify their supervisor or the appropriate person responsible as soon as possible.

This should be before the start of the workday or shift, or as soon as the employee realises they won't be able to attend work.

If an employee is feeling unwell at work they need to notify their supervisor, HSR or HR contact as soon as possible. Timely reporting helps prevent the spread of illness within the workplace and allows for arrangements to be made for re-allocating the workload, or to cover temporary leave.

4. Complying with reasonable requests

Employees must follow reasonable instructions, directives and requests from their employer, supervisors or colleagues.

Some of these involve:

- ✓ completing assigned work tasks
- ✓ fulfilling job roles and responsibilities
- ✓ collaborating with team members
- ✓ meeting safety guidelines,
- ✓ undergoing training, and
- ✓ adapting to changes in work practices.

5. Adhering to organisation’s policies

Every workplace has specific rules, policies, and procedures that employees must adhere to.

These policies cover a wide range of areas, including codes of conduct, harassment and bullying prevention, anti-discrimination, dress codes, client confidentiality, data security, and more.

These policies and protocols set accepted standards of behaviour, with some of them required by law.

Employees are responsible for being aware of the codes of conduct and expectations of them as detailed in these policies; and they must adhere to these.

Five basic responsibilities 3D

1. Describe examples to show you fulfilled these 5 basic responsibilities in work-related situations, or as part of your community involvement and participation.
2. How did you find out or learn what your responsibilities were?

| Responsibility | What did you do? | How did you find out? |
|---|------------------|-----------------------|
| 1. Being on Time | | |
| 2. Wearing correctly fitted PPE | | |
| 3. Reporting illness in a timely manner | | |
| 4. Complying with reasonable requests | | |
| 5. Adhering to organisation’s policies | | |

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3.11 Employee Responsibilities

General responsibilities

There are also many other general responsibilities expected of workers. Many of these relate to a person's effective application of both **intrapersonal and interpersonal skills**.

Again, as you discuss these, think of examples where you have demonstrated behaviours to meet these responsibilities in work-related or community situations.

6. Effective communication

As you have seen throughout all your VPC studies, communication is the most vital skill for collaborative (and for personal) success.

Employees must communicate clearly and effectively with colleagues, superiors, and subordinates.

This involves listening attentively, sharing information, providing feedback constructively, and raising concerns or issues when necessary.

Your responsibility to communicate effectively extends to all workplace stakeholders such as customers, clients, suppliers and others.

7. Maintaining a professional attitude

Effective communication extends to maintaining a professional attitude at all times. When working, you are a representative of your employer. So it is expected that you will present a positive attitude to others.

Some key expectations include:

- ✓ Greeting colleagues, customers, and suppliers with respect
- ✓ Avoiding disruptive or offensive behaviour
- ✓ Refraining from gossip or negative talk (including online) that can harm workplace relationships and/or the image of your employer.

Regardless of what you have to do, make sure you do it well!

Image: Wavebreakmedia Ltd, iStock.com

8. Showing initiative

While it is important to follow instructions as directed, employees should also take initiative (where appropriate) in their day-to-day work roles. Showing initiative is a natural part of career development as you become more experienced and confident in your work roles and responsibilities.

This means actively seeking ways to improve processes, offering creative solutions to problems, and striving to be as productive as possible.

Workers also should use their initiative to anticipate and report potential safety problems that might impact on themselves or on others.



9. Conflict resolution

At work, you will experience that disagreements and conflict with supervisors, colleagues and with customers and clients is a 'normal', but stressful, part of working. But it doesn't have to be.

Working with others does not always go smoothly.

When misunderstandings, disagreements and conflict do occur, employees should try to resolve any issues professionally and constructively, either through direct communication, by applying policies and protocols, or by involving a supervisor or employer.

10. Training and learning

As part of your natural career development it is vital that workers embrace and undertake regular training, workplace learning and professional development.

You can grow your skills-sets to become a more productive employee by:

- ✓ actively participating in training
- ✓ completing both on-the-job and off-the-job learning
- ✓ undertaking specific learning about the organisation and its products
- ✓ learning about industry trends, best practise and innovation,
- ✓ seeking advice and mentoring.

Five more responsibilities 3E

- Describe examples to show you fulfilled these 5 work-related responsibilities in work-related situations, or as part of your communication involvement and participation.
- How did you find out or learn what your responsibilities were?

| Responsibility | What did you do? | How did you find out? |
|--|------------------|-----------------------|
| 6. Effective communication | | |
| 7. Maintaining a professional attitude | | |
| 8. Showing initiative | | |
| 9. Conflict resolution | | |
| 10. Training and learning | | |

3.13 Employee Responsibilities

3F Meeting your responsibilities



1. Develop a set of questions to **interview** an **adult worker** about each of these **10 responsibilities**. Ask them about the key **day-to-day requirements** to meet each responsibility, how they **learned** about **these**, and one key **piece of advice** for each that they would **give you** as a young worker.

| Person: | Role: | | |
|---|------------------|--------------------------|---------------------|
| | Key requirements | How did they learn this? | Best advice for you |
| 1. Being on time | | | |
| 2. Wearing correctly fitted PPE | | | |
| 3. Reporting illness in a timely manner | | | |
| 4. Complying with requests | | | |
| 5. Adhering to policies | | | |
| 6. Effective communication | | | |
| 7. Maintaining professional attitude | | | |
| 8. Showing initiative | | | |
| 9. Conflict resolution | | | |
| 10. Training and learning | | | |

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2. This time **interview** a **manager** or **employer** about these **10 responsibilities**. Again, ask them about the key **day-to-day requirements** expected of new workers to meet each responsibility, how a new worker will **learn these**, and a key **piece of advice** for each that they would **give you** as a young or new worker. Your teacher might get you to work in pairs for these interview tasks and to report your main findings to the class.

| Person: | | Role: | |
|---------|--------------------------------------|--------------------------|---------------------|
| | Key requirements | How did they learn this? | Best advice for you |
| 1. | Being on time | | |
| 2. | Wearing correctly fitted PPE | | |
| 3. | Reporting illness in a timely manner | | |
| 4. | Complying with requests | | |
| 5. | Adhering to policies | | |
| 6. | Effective communication | | |
| 7. | Maintaining professional attitude | | |
| 8. | Showing initiative | | |
| 9. | Conflict resolution | | |
| 10. | Training and learning | | |

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3.15 Equal Opportunity

Equal opportunity

It is essential for both your own wellbeing, and for the wellbeing of society in general, that workplaces are free from unlawful discrimination, free from harassment, and that wherever possible they provide positive incentives to help promote a more **culturally diverse** society.

As you know from Section 1, the **Victorian Equal Opportunity and Human Rights Commission** is the state government agency responsible for dealings and actions related to the *Equal Opportunity Act 2010* and the *Racial and Religious Tolerance Act 2001*.

The Commission deals with complaints related to Victorian equal opportunity and anti-discrimination laws.

The Commission offers a free and voluntary **dispute resolution** service.

This dispute resolution service uses **conciliation** to bring the affected parties together to reach a mutually acceptable outcome that they can agree on.

The process of conciliation saves the complaint from having to go to the Victorian Civil and Administrative Tribunal (VCAT).

The **Australian Human Rights Commission** operates under federal anti-discrimination law.

People can make a complaint to the AHC Commission in relation to unlawful sex, race, disability and age discrimination.

If relevant, the Commission might investigate and work with the affected parties to try to resolve a complaint without the need for court action. But in most cases, people bring discrimination complaints in their state and not at the federal level.

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Discrimination - Characteristics (issues)



Areas of discrimination

Discrimination is against the law when it happens in a specific area (**setting**) of **public life**.

When you are working, you are dealing with clients and customers in public life. So just as you expect to be treated fairly by your employer, colleagues, customers and other work-related stakeholders, you also need to ensure that your actions, and the actions of your employing organisation, are not discriminatory.

In Victoria, this responsibility is called a '**positive duty**'.

These public places (settings) include:

- ⇒ aged care and retirement
- ⇒ banking and insurance
- ⇒ clubs
- ⇒ employment
- ⇒ health-care, hospitals and GPs
- ⇒ hotels, camping sites and rental properties
- ⇒ local government
- ⇒ police, the courts and government departments
- ⇒ prisons and youth detention
- ⇒ schools, TAFE and universities
- ⇒ shops, restaurants and nightclubs
- ⇒ sports
- ⇒ transport services
- ⇒ voluntary services

Equal opportunity 3G

1. What is **equal opportunity** and why is it important?

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2. Who has the **main responsibility** for dealing with **discrimination** in Victoria and what **does it do**?

3. List what you feel to be the 5 main **characteristics (issues)** that need **protection** against **discrimination**.

4. List what you feel to be the 5 **areas (settings)** in which people might most **often experience discrimination**.

5 main characteristics (issues)

5 main areas (settings)

3.17 Equal Opportunity

Equal opportunity in action

Discrimination is **prohibited** by **law**.

It is important that organisations and people working in those organisations take steps to ensure that they:

- ⊗ do not discriminate against certain **groups** (e.g. people from a non-English speaking background)
- ⊗ do not treat people unfairly based on certain **characteristics** (e.g. disability), and
- ⊗ do not exclude people from particular **areas of operation** (e.g. provision of goods and services).

For example, a real estate agent might (unlawfully) refuse to take the rental application of a refugee family from Syria. That is discrimination based on **race**. Or an employer might advertise for a male labourer. That is discrimination based on **sex/gender**. Or a nightclub might refuse entry to a person with cerebral palsy using crutches. That is discrimination based on **disability**.

Unintentional discrimination

At times, discrimination might not be deliberate. But an organisation or a worker might inadvertently break the law through their actions.

For example, an employer might advertise for another worker to fulfil the role of a delivery driver. This is age discrimination. They should have advertised for an experienced worker who has achieved certain licensing certification. Or an accounting firm might advertise for an office girl. This is sex discrimination. They should have advertised for an office junior. Or a Japanese restaurant might advertise for a Japanese waiter. This is race discrimination. They should have advertised for a waiter who speaks Japanese. And the restaurant also has to be sure that the term 'waiter' is being applied in a non-gendered manner.

All of these employers can be helped by appropriate training in understanding the scope and application of equal opportunity legislation so as to prevent this unintentional, but still very real (and unlawful) discrimination.

Organisational policies might also lead to both indirect and direct discrimination. So the key people within organisations developing these policies will need to ensure that they are not inadvertently creating a discriminatory outcome.

For example, a dress code specifying wearing a type of uniform that clashes with the modesty requirements of a religion. Or a safety directive mandating specific types of work safety footwear that a worker with a leg impairment might not be able to wear.

**Tiny modifications are not hard at all!
All I needed was a few 'safety' pins!**

Image: vichie81/Depositphotos.com



Unlawful discrimination

Equal opportunity, achieved through anti-discrimination laws, prohibits these key types of discrimination that might happen in work-related situations. Discuss these as a class and come up with more examples of unlawful behaviour that might occur (but shouldn't) in work-related situations.

- ⇒ Advertising for (and only hiring) a particular 'type' of employee such as an Italian for an Italian restaurant, a male for a construction firm, or a Christian for a charity agency.
- ⇒ Refusing to provide goods and services to a particular client/customer, such as refusing a hotel booking to a parent with a young child, preventing an Indigenous person from joining a sporting club, or refusing access to a nightclub to a person in a wheelchair.
- ⇒ Harassment and vilification of a person, such as inappropriate sexual comments made to an employee, racial slurs made by a manager to workers from different ethnicities, or excluding a co-worker because of their sexual orientation.
- ⇒ Workplace vilification of any internal or external work-related stakeholder because of their 'differences' including, overlooking them for promotion, excluding them from overtime, age-based bullying (both young and old), sexual harassment, refusing to provide services to a person from a particular religion, questioning a person's gender identity, and many other situations.



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Unlawful discrimination 3H

Describe **experiences** you have had or have heard about **when** the types (from above) of unlawful **discrimination** occurred.



| | |
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| | |

Investigation:

The most important government agency that can help you with issues related to equal opportunity is the state-based **Victorian Equal Opportunity and Human Rights Commission** (or a similar agency for your state).

<https://www.humanrights.vic.gov.au>

What is its vision & mission?



3.19 Equal Opportunity

Lawful discrimination

You must keep in mind that there may be exceptions and exemptions where it is **lawful** to discriminate against people in some limited work-related situations.

These might apply whereby certain **characteristics** such as race, sex or age are an absolute **necessity** to perform the **role**.

For example, a female clothing store worker needed to supervise change rooms, or a driver who can only achieve licensing beyond a certain age.

Also, it is not illegal to discriminate against a person whose situation or characteristics render them unable to perform the necessary duties related to an occupational role.

For example, a parent applying for an advertised night-shift role but who can only do day shift; a person with an impairment that prevents them from performing day-to-day tasks safely, or a model, actor, dancer or performer who doesn't fulfil the specific requirements needed for the work task or role.

Exclusions and **exemptions** can include the following (and there may be more).



Discrimination - Exclusions & Exemptions

Offers of employment in small family businesses (i.e. by not employing non-family members).

The distribution of charitable benefits by relevant organisations.

The provision of targeted welfare services by relevant organisations.

Temporary exemptions (for a set period of time) such as those granted for women's fitness centres.

Occupational requirements including the preservation of decency; or dramatic or artistic performance, including modelling.



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Compliance with legislation by not employing someone under 18 for a position that requires a driver's licence or some other legislative requirement such as alcohol.

Single-sex, age-based or minority cultural characteristic member clubs; and single-sex sporting teams.

Payment of youth and trainee wages, and approved disability employment schemes.

Religious entities and religious schools can, in certain circumstances, discriminate against a person because of certain personal characteristics.

Dress/appearance

Although it is against the law to discriminate against an employee because of their **dress** or **appearance**:

“Schools and workplaces can set standards of dress and appearance but these should be reasonable.

Standards set by schools should reflect the views of the school community. Schools should make reasonable adjustments to uniform policies for people wearing religious dress, for example, allow students to wear a hijab, yarmulkes or patkas in the same colour as the school uniform.

The dress codes of workplaces should also allow people to make reasonable adjustments to accommodate their disability, pregnancy or religious belief.”¹

¹Source: <https://www.humanrights.vic.gov.au/for-individuals/physical-features/> **Creative Commons 4.0**



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Lawful discrimination 31

1. Identify and explain 4 areas where discrimination is not unlawful based on required characteristics, education and exemptions. What type of occupations might this involve?

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| | |

2. What is **affirmative action**? (p.40) Could **you benefit** from a targeted **affirmative action policy**, and if so, **how**?

3.21 Dealing with Discrimination

Dealing with discrimination - Internally

What can I do? - Generally

Workplace discrimination and vilification are not only hurtful and nasty behaviours, they are **illegal**. Your employer has a **duty of care** to ensure that this type of unlawful behaviour does not happen to anyone.

All public sector organisations, and private sector large and medium-sized enterprises, will have a **formal process** in place for dealing with instances of discrimination as part of a **written policy**.

Many smaller organisations might also have a process. But as the number of employees becomes fewer, small and micro enterprises might not have a 'written' policy, instead relying on the **owner** or **managers** to sort out issues related to discrimination.

👂 If you are experiencing discrimination or vilification, or are a witness to someone else being discriminated against or vilified in work-related situations, there are a number of actions you should take.

- 1. Talk to someone.** Share what is happening with someone else. This can be your manager or business owner, a safe colleague or a trusted adult such as a parent, teacher, counsellor or doctor, your union representative, your HSR, or an apprenticeship supervisor or trainer.
- 2. Check the equal opportunity and anti-discrimination policy of the organisation.** Ask key workplace personnel about the standards of behaviour expected from employees and find out the processes for preventing discrimination and vilification, and for dealing with these situations.
- 3. Seek advice.** Take action to deal with issues as soon as possible - don't let it drag on. This might involve not only informing your supervisor, manager, HSR or HR officer, but also finding out how to make a formal complaint (a grievance) using the appropriate incident reporting form.
- 4. Report the discrimination and vilification.** If that matter hasn't been dealt with and/or the discrimination or vilification is continuing, then make a formal complaint within the workplace, or to an outside agency such as the Victorian Equal Opportunity and Human Rights Commission.

Talk to someone.
This always helps to get perspective on the issue and to work out what might be the next step to take.

Image: AndrewLozovyi/Depositphotos.com



What can I do? - Specifically

Wherever possible you should let the person know, firmly and assertively, that their behaviour is unreasonable and inappropriate. "This must stop now."

As a next step you must talk to a **trusted adult** supervisor, **manager**, owner and/or HSR in the workplace at the first opportunity; and a parent, teacher, mentor, etc. as soon as you can. Write down what happened.

You should also seek direct help from the **health and safety representative** (HSR).

You should see a doctor if you are injured. This includes psychological injury.

Always make **written records** of what has happened. Include the names of the people involved, as well as any **witnesses**. Focus on the facts of what happened - use point form. Try to **quote** anything that was said as closely as possible. Record the key dates, times, location and any documentary evidence, e.g. for digital vilification.

In line with steps 2-4 opposite, **report the discrimination and vilification** using the appropriate steps in the organisation's **policy**.

For your own health and wellbeing, you can seek professional **counselling** and/or advice. As a starting point - you can always contact **Kids Help Line** for their advice and support.

In addition to the formal reporting process, you can arrange an appointment to talk through the incident with trusted people at your workplace such as a manager, HSR, or HR person.

If your employer doesn't deal with the issue, or their actions have not stopped the discrimination, or the employer is the issue, you can take the matter further by contacting the **Victorian Equal Opportunity and Human Rights Commission** (1300 292 153).

Dealing with discrimination 3J

What should **you do** if you **experience discrimination** in a **work-related** situation?

Applied: Interview a manager or business owner and find out what you should do if you **experience discrimination** in their workplace. Report back to the class.



3.23 Dealing with Discrimination

Discrimination complaints - Externally

When people lodge a discrimination **complaint** with the **Victorian Equal Opportunity and Human Rights Commission**, they do so in relation to an **issue** of discrimination, and for a **setting**.

The **issue of discrimination** is the **grounds**, or reasons, for which a discrimination complaint is being lodged, such as gender, age, religion, etc..

The **setting** is the type of action in public life that was being undertaken at the time, such as employment (i.e. as a worker), buying goods or services (i.e. as a customer or client), education, etc..

e.g. "They said I was too old (issue of discrimination) to be employed and work for them as a video games sales assistant (setting of discrimination)."

"They wouldn't rent the apartment to me (setting of discrimination) because I was a single parent (issue of discrimination)."

Victorian Equal Opportunity and Human Rights Commission

In 2020/21 the Victorian Equal Opportunity and Human Rights Commission:

- ⇒ "...received 8,578 **enquiries** from people, raising 12,705 issues related to discrimination, harassment, Charter rights and racial and religious vilification..."
- ⇒ "...received 1,303 **complaints** which alleged 2,025 instances of discrimination, sexual harassment, victimisation and vilification..."
- ⇒ "the five most common **issues** were: Disability (911, Page 196), Sex (176), Employment activity (139) and Age (55)..."
- ⇒ "the top three **settings** were: Employment (1,035), Goods and services (786) and Education (141)..."
- ⇒ "...had a 95% satisfaction rate for complaints that were resolved through our dispute resolution process." ²

² Source: **Victorian Equal Opportunity & Human Rights Commission, 2020-21 Annual Report**

3K Discrimination and disputes



1. What is the meaning of an **issue** and a **setting** in relation to discrimination **complaints**? Give common **examples**. (Images would be good too!)

Case studies

2. Consider each of these scenarios and outline if they are **discriminatory**. If so, identify the **issue**, and the **setting**, of discrimination. If not, explain why not.

| | |
|---|---|
| <p>a. Leo responds to an ad for an international student to work as a waiter in Chinatown. The owner says they are looking for a Chinese international student, not one from Ecuador.</p> | <p>b. Kai Lin talks to her boss about a possible inter-departmental transfer to further her skills. Her boss says that Kai Lin wouldn't like it there because it's a blokey environment and that her colleague Biff would be more suited to the transfer.</p> |
| <p>c. Deaf lobbyists complain that there is only limited access to Auslan interpreters at the main Carols by Candlelight event.</p> | <p>d. Pieter (m) and Tash (f) have opened a joint bank account. The bank puts Pieter as the primary signatory without really explaining what that means. Tash discovers that she needs Pieter's signature for withdrawals from a certain sum, but not vice versa.</p> |

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3. Have you ever **experienced** or **witnessed discrimination** or **harassment** in work-related situations? What **would you do** if you think you are being discriminated against or harassed in a work-related situation? If you don't know - then find out.



🔍

3.25 Dealing with Discrimination

Dispute resolution

The Victorian Equal Opportunity and Human Rights Commission has a **dispute resolution service** that aims to help participants (or parties) resolve their disputes as quickly as possible. The following information is current as at late-2023.

“Our dispute resolution service is available when a person thinks they have been:

- ⇒ discriminated against (which includes bullying you because of a protected characteristic)
- ⇒ sexually harassed
- ⇒ vilified because of your race or religion
- ⇒ victimised.”³

The **dispute resolution service** is an informal process based on **conciliation**.

“Our dispute resolution service is a simple, flexible and free alternative...[and]...is a voluntary service that tries to bring both sides together to find an outcome that they can agree on.”

“In most instances it will involve the conciliator bringing the participants together in person, by video or phone to discuss the issues. Sometimes our conciliators might share information between the participants without a meeting taking place.”

“Our conciliators cannot make decisions or determine the merits of your complaints as they are an impartial third party during the conciliation process. This means they cannot take sides. Instead, their role is to:

- ⇒ allow people to state their case or view,
- ⇒ discuss the issues of the complaint,
- ⇒ consider different options to agree to a solution, and
- ⇒ provide information about possible terms of settlement.”

To **make a complaint**...

“The first step is to contact us. You can:

- ⇒ fill in our online complaint form
- ⇒ send an email to enquiries@veohrc.vic.gov.au
- ⇒ call us on 1300 292 153 for more information or assistance.”⁴

The aim is to de-escalate the conflict, hear the parties out, and reach a mutually acceptable agreement.”

Sources: Licensed: Creative Commons 4.0

³ <https://www.humanrights.vic.gov.au/dispute-resolution/about/>

⁴ <https://www.humanrights.vic.gov.au/dispute-resolution/what-happens-when-you-make-a-complaint/>



Image: Dmyrto_Z
Depositphotos.com



Investigation



Part A

1. Visit the commission's website at www.humanrightscommission.vic.gov.au
2. Find the current **annual report** which will have statistics for discrimination complaints handled by the commission for that year (right near the end).
3. Rank the **top 10 issues** of discrimination that were the cause for a **complaint**.
4. Are **complaints rising** or **falling**? Use evidence to explain.
5. How many of these complaints were related to the '**setting**' of **employment**?
6. Find out more information about some of the **cases** that were **settled** during that year. What **settlements** and **monetary amounts** were involved? Do you think that these were **reasonable**? Why/why not? Discuss these as a class.



Research notes

Part B

Design a poster, multimedia presentation or infographic that illustrates an area of **equal opportunity/anti-discrimination** that **you believe is important**. Be sure to show the audience:

- ⇒ why the discrimination is not OK,
- ⇒ who they can contact or go to for help,
- ⇒ the name and contact details of outside agencies that they can get help from. Consider: Victorian Equal Opportunity and Human Rights Commission, JobWatch, ACTU, THC, diversity@work and other agencies.

Check out their websites for ideas and get designing! You might be better doing this activity in pairs or groups.



Research notes

3.27 Graduated Assessment

AT3 Workplace Behaviour and Equal Opportunity Module 2 - Rights and responsibilities

For this assessment task, you are required to complete the following descriptive and applied investigative tasks.


1. Responsibilities

- Outline the main **responsibilities** expected of all **workers**.
- How would a **new worker** find out about how these **responsibilities** apply in their workplace?
- Describe **examples** of how **you** would **act** so as to **meet** these **responsibilities** when working.

2. Equal opportunity and anti-discrimination

- Explain the **importance** of **equal opportunity** and **anti-discrimination** in work-related situations.
- Use **applied examples** to describe what work-related **stakeholders** should **do** to ensure that they are **acting** in **accordance** with **equal opportunity** and **anti-discrimination** laws and protocols.
- What should **you do** if you **experience** or **witness** **discrimination** in work-related situations?

Note: You are strongly encouraged to present your findings using a range of formats including: text, images, diagrams, video, role-plays and others.

| Name: | | Key dates: | | UNIT 3 Module 2 | | |
|---|--|-------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Tasks - AT3: Workplace Behaviour and Equal Opportunity | | | Must Do? | Due Date | Done | Level |
| Respond to the questions above in a format negotiated with your teacher. | | | | | | |
| 1. Responsibilities | | | | | | |
| a. | Outline the main responsibilities expected of all workers. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b. | How you could find out about these responsibilities. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c. | How you would meet these responsibilities. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2. Equal opportunity and anti-discrimination | | | | | | |
| a. | Importance of equal opportunity and anti-discrimination. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b. | What stakeholders should do to ensure equal opportunity. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c. | What you should do if discrimination occurs. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| ⇒ | Demonstrate appropriate applied research. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| ⇒ | Prepare and submit my non-text material. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| ⇒ | Prepare and submit my completed findings. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|  | Present or report to the class (if required). | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Workplace Behaviours

4

| | |
|--|--|
| 4.01 Workplace Bullying.....78 | 4.13 Dealing with Sexual Harassment...90 |
| 4.03 Dealing with Workplace Bullying..80 | 4.19 Module Assessment Task96 |
| 4.11 Workplace Sexual Harassment.....88 | 4.21 Review and Reflection98 |

| Activities 4: Workplace Behaviours | | p. | Due date | Done | Comment |
|------------------------------------|--|-------|----------|--------------------------|---------|
| 4A | Workplace bullying | 79 | | <input type="checkbox"/> | |
| 4B | Dealing with workplace bullying - Internally | 82-83 | | <input type="checkbox"/> | |
| 4C | Agencies and support | 86 | | <input type="checkbox"/> | |
| 4D | WorkSafe guide | 87 | | <input type="checkbox"/> | |
| 4E | Dealing with sexual harassment - Internally | 92-93 | | <input type="checkbox"/> | |
| 4F | Agencies for support | 95 | | <input type="checkbox"/> | |
| AT4 | Investigative Report - Rights and Responsibilities | 96-97 | | <input type="checkbox"/> | |
| R4 | Review and Reflection | 98 | | <input type="checkbox"/> | |

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Comments:

4.01 Workplace Bullying

Workplace bullying

Workplace bullying is one of the most common causes of **psychological stress** and **illness** affecting young workers.

Some workplace bullying also results in **physical harm** in addition to the associated **emotional** and **mental** stress and **anguish**.

Workplace bullying can happen between **workers**, between workers and **managers** and between workers and **customers** and **clients** - of any age.

New workers are often exposed to workplace bullying as part of a **toxic workplace culture**.

What is workplace bullying?

The main agency that deals with workplace bullying in Victoria is **WorkSafe Victoria** as part of the *Occupational Health and Safety Act 2004*. So it is important that we use its definition and descriptions of workplace bullying.

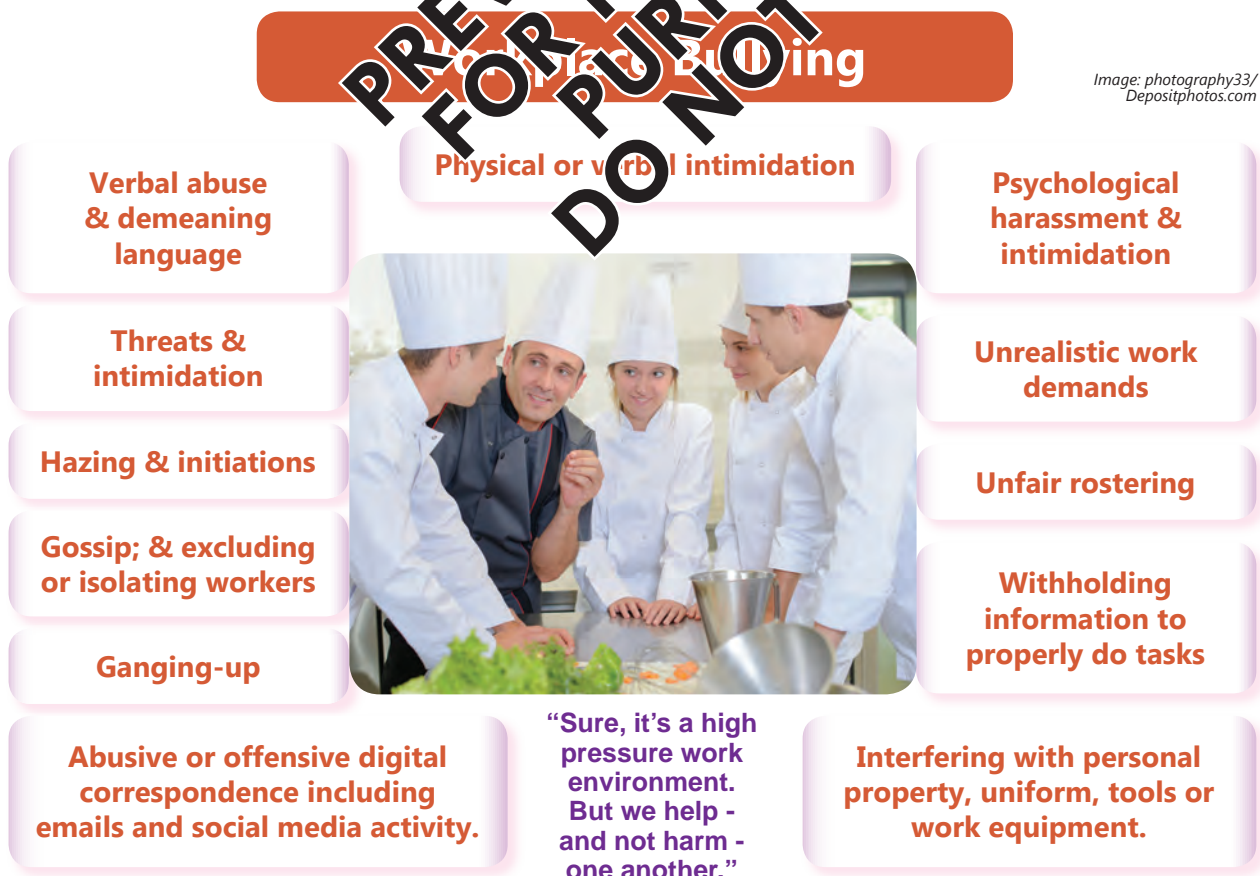
WorkSafe Victoria classifies workplace bullying as a **psychosocial hazard**.

According to WorkSafe Victoria (as at December 2019), "Workplace bullying is repeated, unreasonable behaviour directed at an employee or group of employees that creates a risk to health and safety."¹

Source: <https://www.worksafe.vic.gov.au/what-do-if-workplace-bullying-happens-you>



👉 The main (but not all) examples of bullying include the unlawful behaviours listed in the diagram below:



What is not workplace bullying?

According to WorkSafe Victoria (as at Dec 2023) these actions, as well as many others, are not workplace bullying.

- ⇒ one-off incidents
- ⇒ disagreeing with a point of view
- ⇒ difference of opinion
- ⇒ statements of dislike of a person
- ⇒ workplace conflict that is not abusive
- ⇒ informing a worker of poor performance
- ⇒ not selecting a worker for a promotion
- ⇒ taking appropriate disciplinary action such as suspension, or in severe cases, termination.

Workplace bullying 4A

1. What is **workplace bullying**? Describe some **examples**.

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2. What is **not workplace bullying**? Describe some **examples**.

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3. **Why** do you think that **people bully others** in the workplace? What would **you** say to them?

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Investigation

WorkSafe Victoria is the main external agency that deals with workplace bullying. Go to their website and find out the advice and resources that it has available.



4.03 Dealing with Workplace Bullying

Dealing with workplace bullying - Internally

What can I do? - Generally

Workplace bullying is nasty and unlawful behaviour. Some types of bullying cross over into being illegal acts such as assault.

Just as with equal opportunity and anti-discrimination, your employer has a **duty of care** to ensure that this type of unlawful behaviour does not happen to anyone.

All public sector organisations, and private sector large and medium-sized enterprises, will have a **formal process** in place for dealing with instances of workplace bullying as part of a **written policy**.

Many smaller organisations might also have a process. But as the number of employees becomes fewer, small and micro enterprises might not have a 'written' policy, instead relying on the **owner** or **managers** to sort out issues related to workplace bullying.

If you are experiencing workplace bullying, or are a witness to someone else being bullied in the workplace, there are a number of actions you need to take.

- 1. Talk to someone.** Share what is happening with someone else. This can be your manager or business owner, a safe colleague or trusted adult such as a parent, teacher, counsellor or doctor, your union representative, your HSR, or an apprenticeship supervisor or trainer.
- 2. Check the bullying policy of the organisation.** Ask workplace personnel about the standards of behaviour expected from employees and find out the process for preventing bullying, and to deal with workplace bullying.
- 3. Seek advice.** Take action to deal with issues as soon as possible - don't let it drag on. This might involve not only informing your supervisor, manager, HSR or HR officer, but also finding out how to make a formal complaint (a grievance) using the appropriate incident reporting form.
- 4. Report the workplace bullying.** If the matter hasn't been dealt with, and/or the bullying is continuing, then make a formal complaint within the workplace, or to an outside agency such as WorkSafe Victoria.

**“Talk to me first.
Naturally I can't be aware
of everything going on, so
let me know as soon as
something happens.
But I am here to support all
of our workers and we have
policies in place to deal
with this behaviour.”**

Image: HighwayStarz/
Depositphotos.com



What can I do? - Specifically

Wherever possible you should let the person know, firmly and assertively, that their behaviour is unreasonable and inappropriate. "This must stop now."

As a next step you must talk to a trusted adult supervisor, manager or owner in the workplace at the first opportunity; and a parent, teacher, mentor, etc. as soon as you can.

You should also seek direct help from the health and safety representative (HSR).

You should see a doctor if you are injured. This includes psychological injury.

You should report the incident to the police for assaults and similar bullying actions that are criminal offences.

Always make written records of what has happened. Include the names of the people involved, as well as any witnesses. Focus on the facts of what happened - use point form. Try to quote anything that was said as clearly as possible. Record the key dates, times, location and any documentary evidence, e.g. for digital bullying.

In line with steps 2-4 above, report the bullying using the appropriate steps in the organisation's policy.

For your own health and wellbeing, seek professional counselling and/or advice. As a starting point - you can always contact [WorkSafe's Helpline](#) for their advice and support.

In addition to the formal reporting process, make an appointment to talk through the incident with trusted people at your workplace such as a manager, HSR, or HR person.

If your employer doesn't deal with the issue, or if their actions have not stopped the bullying, or the employer is the issue, you can take the matter further by contacting **WorkSafe's advisory service** (1800 056 089). This also applies if you have left a job because of bullying.

If the bullying doesn't stop then the **Fair Work Commission** might be able to investigate the grievance.

When the Commission becomes involved, it is the start of a legal process.

Don't carry the burden all alone. Get help from others. Union reps or HSRs or HR are a good starting point.



Image: Syda Productions/Depositphotos.com

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Image: AlexNazaruk/Depositphotos.com

4.05 Dealing with Workplace Bullying

4B Dealing with workplace bullying - Internally

1. In your words, what is **workplace bullying**?

2. Outline common **examples of workplace bullying** that might happen in a workplace.

3. What types of **language and actions** should you be on the **lookout** for when it comes to **workplace bullying**?

4. Why is it that **new employees** or **workers** take an **increased risk of workplace bullying**? How does that make you feel?

5. Summarise the **4 'General' steps** that a **worker** should **take** if they feel they are **being bullied**.

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6. What are some of the **specific actions you** should take to deal with **workplace bullying**? Include **actions** that help your own **personal health and wellbeing**.

Applied

The first stage in dealing with an incident of workplace bullying is to report the matter to someone senior in the workplace.

Interview key personnel in a workplace you are familiar with, and ask them about the reporting process a worker experiencing bullying would use.

Ask them for other advice about the role of key people in the workplace to prevent or deal with workplace bullying - including the consequences of bullying.

Questions for an interview

Discussion

Discuss whether the following situations constitute workplace bullying - and why or why not? What should they do in response? Consider role-playing these.

| | |
|--|--|
| <p>Con starts work as an apprentice carer. At the end of the first week, the other workers chase him down and spray him with the hose. His boss says, "It's Ok, it's a welcome. You're one of us now. It won't happen again."</p> | <p>Suze works in a café. It's all good when the owner is there. But when the shift manager is in charge, and the workers are taking too long because it's busy, they get told off loudly in front of customers and called 'stupid' and 'slackers'.</p> |
| <p>Mo gets promoted to shift manager. Some of the casuals are much older and have been employed longer. When Mo asks them to do duties such as cleaning, they complain and don't do it. They also now don't let Mo join them at lunch.</p> | <p>Betty thinks there's something going on at work but no-one says anything bad to her - but she has a gut feeling from their body language. She overhears about a WhatsApp group where her colleagues have created a nasty meme about her.</p> |

Problem-solving

All the advice on workplace bullying says to report the situation to a senior person in the workplace. But what if that senior person is the bully? This might be the case in small workplaces, stand-alone or off-site worksites, or enterprises with a toxic management culture. Get advice on what you can do.

4.07 Dealing with Workplace Bullying

Dealing with workplace bullying - Externally

In Victoria, and throughout Australia, workplace bullying is considered a serious issue and is governed by both state and federal laws. There are a range of legal consequences of workplace bullying in Victoria, and in some cases in Australia. Different states and territories will also have similar, but not identical provisions.

1. Criminal charges
2. Breaches of *Occupational Health and Safety Act 2004*
3. Workers' compensation claims
4. Intervention orders
5. Loss of employment
6. Complaints to the Victorian Equal Opportunity and Human Rights Commission
7. Fair Work Commission - Grievance case.

Excuses for bullying such as "I was only having a joke" don't cut it and could result in dismissal.

Image: iakovenko123/
Depositphotos.com



Workplace Bullying at the Law

1. Criminal charges

If the bullying involves physical violence or threats of physical violence, or abusive or offensive acts, criminal charges can be laid against the perpetrator.

Serious bullying now carries a maximum penalty of 10 years jail in response to **Brodie's law**.

2. Breaches of Occupational Health and Safety Act 2004

Employers have a duty of care to provide a safe workplace for their employees. This includes preventing and addressing workplace bullying.

Failure to comply with OHS/WHS laws may result in fines or other penalties for the employer.

3. Workers' compensation claims

If an employee suffers physical or psychological injury or illness as a result of experiencing workplace bullying, then they may be able to make a workers' compensation claim.

4. Intervention orders

Victims of workplace bullying can apply for an intervention order, also known as a restraining order or apprehended violence order, to prevent the bully from contacting or approaching them

5. Loss of employment

If an employee engages in bullying behaviour, they may be subject to disciplinary action from their employer, including termination of employment.

Bullying with discrimination

Under the **Victorian Equal Opportunity Act 2010**, workplace bullying that is related to a protected attribute such as race, gender, sexual orientation, disability, or age may be considered a form of **discrimination** and therefore illegal.

The legal consequences of workplace bullying under this Act may include the following.

6. Complaints to the Victorian Equal Opportunity and Human Rights Commission

Employees who experience workplace bullying related to a protected attribute can make a complaint to the Commission.

It can investigate the matter and take action, such as conciliation; or even criminal prosecution if the matter warrants it.

The employer might have to pay compensation to the affected party.

Bullying and the Fair Work Commission

Many workplaces have policies and processes to prevent and respond to bullying. But these do not always work. People should try and resolve problems (**grievance**) at the workplace level with their employer. But if this fails to stop the bullying, then they might have to escalate their complaint and lodge a grievance with the Fair Work Commission.

7. Fair Work Commission - Grievance Case

When a worker requests the Fair Work Commission to help stop bullying at work, this is the start of a work process.

A bullying grievance case heard by the **Fair Work Commission** can involve a **legislator** that the employer to ensure that the bully(ies) stop the behaviour.

It also involves the employer complying with a reviewed anti-bullying policy, regular monitoring of behaviours by the employer, and additional anti-bullying support and training given to workers.

Note: The Commission cannot order reinstatement of the bullied party, nor the payment of compensation.

“Look bro, I think if your work is not going to do anything about your boss then you might have to take it further.

Give the EO Commission a call to at least get some advice on what you can do. It won't hurt and your boss will never know.”



Image: motortion/
Depositphotos.com

4.09 Dealing with Workplace Bullying

4C Agencies and support

1. Identify the official **organisations** and **agencies** that help workers to report and resolve **workplace bullying**. What is the **role** of each?

| | | |
|--|--|--|
| | | |
|--|--|--|

2. What are the **consequences** for employer and workers of **workplace bullying**?

| |
|--|
| |
|--|

Investigation

Brodie's law

Brodie's Law makes serious bullying a criminal offence by extending the application of the stalking provisions in the Crimes Act 1958 to include behaviour that involves serious bullying.

The offence of stalking, and therefore conduct that amounts to serious bullying, carries a maximum penalty of 10 years imprisonment.

Brodie's Law Foundation <https://www.brodieslaw.org/>

"Damian and Rae Panlock established Brodie's Law Foundation in memory of their 19-year-old daughter, Brodie, who tragically took her own life in September 2006 after being relentlessly bullied at work."

See also: <https://www.justice.vic.gov.au/saynotobullying>



Go online and find out what Damian and Rae Panlock have done through their Brodie's Law Foundation, to help other young workers who deal with bullying.



View the video on the homepage. What would you say to workplace bullies?

Remember, if you ever need any advice or support to talk these issues through, you can always contact **Kids Help Line** on **1800 55 1800**.



WorkSafe Victoria has a comprehensive Workplace bullying: A guide for employers. Search for it through: <https://www.worksafe.vic.gov.au/bullying>

Download it and go to *Causes of workplace bullying*, (p.4 March 2020 version):

1. The guide lists **5 risk factors**. For each one extract the **key information** that you think is most **important** for **young workers** like you.

| | |
|-----------------|-------------------------|
| Work stressors | Leadership styles |
| Systems of work | Workplace relationships |

Workforce development topics

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2. Go to p.11 which has *What should be in a workplace policy?* What does it suggest?

3. As a class, discuss **other important information** in the guide including the **case studies**. How do the cases make **you feel?** Does your **employer have this guide?**



4.11 Workplace Sexual Harassment

What is sexual harassment?

According to the **Victorian Equal Opportunity and Human Rights Commission**, “Sexual harassment is unwelcome sexual behaviour that could make a person feel offended, humiliated or intimidated. It can be a symptom of gender inequality and most often – but not always – affects women. Sexual harassment can be a single incident or repeated behaviour; a suggestive comment or an offensive joke. It may happen in the office, a work party or at school. It doesn’t matter what the intention is, sexual harassment is against the law.”¹ (as at late-2023)

Specifically, the Victorian Equal Opportunity and Human Rights Commission says that:

“The law defines sexual harassment as unwelcome sexual behaviour that causes a person to feel offended, humiliated or intimidated, where a reasonable person could have anticipated that reaction in the circumstances.

Sexual harassment includes:

- ⇒ an unwelcome sexual advance
- ⇒ an unwelcome request for sexual favours
- ⇒ any other unwelcome conduct of a sexual nature.

Sexual harassment can be physical, verbal or written. Examples include:

- ⇒ comments about someone’s private life or the way they look
- ⇒ sexually suggestive behaviour such as leering or staring
- ⇒ brushing up against someone, touching, fondling or hugging
- ⇒ sexually suggestive comments or jokes
- ⇒ displaying offensive images or objects
- ⇒ repeated requests to go out

- ⇒ requests for sex
- ⇒ sexually explicit emails, text messages or posts on social media
- ⇒ sexual assault
- ⇒ suggestive behaviour.”¹

Although each of these images depict physical sexual harassment, sexual harassment can also include verbal, online, digital and image-based harassment.



Image: ansvetas/
Depositphotos.com

Positive duty of care

The Victorian Equal Opportunity and Human Rights Commission goes on to explain that:

“The large majority of sexual harassment complaints that come to us are work related (80% in 2020-21). Women are also more likely to experience sexual harassment than men (85 per cent of Australian women have been sexually harassed at work at some point in their lives.)

While a person who sexually harasses someone else is primarily responsible for their own behaviour, in some cases employers can also be held responsible.

Under the Equal Opportunity Act, employers have a positive duty to provide a safe workplace and to take all reasonable steps to prevent sexual harassment at work. This means that positive action should be taken to prevent these behaviours – regardless of whether someone has made a complaint.

The positive duty applies to employers of all sizes, regardless of whether they are a major company or a small café, and covers all types of workers...[paid or unpaid].”¹

¹ Source: <https://www.humanrights.vic.gov.au/for-individuals/sexual-harassment/>



Workplace Sexual Harassment



Can happen in any work environment or worksite.

Can happen 'off-site' away from the principal workplace.

Can happen at work functions, work trips and work parties.

Can happen in online and digital work spaces.

Could be perpetrated by supervisors and managers, colleagues, customers, clients, volunteers, visitors, contractors or other people with whom a worker interacts in the course of doing their job.



Image: mtoome/Depositphotos.com

Can include being directed to wear 'suggestive' clothing.

Extends to people involved in a job application process.

A perpetrator saying, "I was only joking" is not a defence.

Employers are required by law to make reasonable and appropriate measures to eliminate sexual harassment.

Employers can be held liable for workplace sexual harassment perpetrated by their employees if they haven't taken appropriate preventive measures.

4.13 Dealing with Sexual Harassment

Dealing with sexual harassment - Internally

What can I do? - Generally

Sexual harassment is offensive and unlawful behaviour. Some types of harassment cross over into being illegal acts such as sexual assault.

Just as with equal opportunity and anti-discrimination, and with workplace bullying, your employer has a **duty of care** to ensure that this type of unlawful behaviour does not happen to anyone.

As you know, public sector organisations, and private sector large and medium-sized enterprises, will have a **formal process** in place for dealing with instances of sexual harassment as part of a **written policy**. Some smaller organisations might have a formal process, but many small and micro enterprises might not have a 'written' policy, instead relying on the **owner** or **managers** to sort out issues related to sexual harassment.

Just as you learned with discrimination and bullying, there are actions you should take if you experience sexual harassment, or witness someone else being harassed in the workplace.

- 1. Always talk to someone.** Share what is happening with someone else. This can be your manager or business owner, a colleague, or a trusted adult such as a parent, teacher, counsellor or doctor. If you're not sure who to talk to, your HSR, or an apprenticeship supervisor or trainer. **Don't carry the burden alone.**
- 2. Make written records.** Always make written records of what has happened. Include the names of the people involved as well as any witnesses. Focus on the facts and quote anything that was said as closely as possible. Record the key dates, times, locations and any documentary evidence.
- 3. Check the anti-sexual harassment policy of the organisation.** This will guide you as to how to take the next step in having the matter dealt with. If needed, ask a trusted adult to help you go through it.
- 4. Seek advice.** Take action to deal with issues as soon as possible - don't let it drag on. This might involve not only informing your supervisor, manager, HSR or HR officer, but also finding out how to make a formal complaint (a grievance) using the appropriate incident reporting form.
- 5. Report the matter.** Inform your supervisor, manager, HSR, or someone from human resources, and find out how to make a **formal complaint** within the workplace. The workplace might caution, reprimand or even dismiss the perpetrator depending on the facts of the complaint.

"The staff are fine but I can tell you right now, we get a lot of sleazes in here. After a drink or three you wouldn't believe some of the stuff they say to us girls, and to the guys as well!"

Image: nullplus/Depositphotos.com



What can I do? - Specifically

Just as with workplace bullying, there are actions you can take to help protect your own wellbeing and the wellbeing of others being sexually harassed.

Wherever possible you should let the person know, firmly and assertively, that their behaviour is unreasonable and inappropriate. "This must stop now."

However, this might not be possible or even safe to do, especially if you are a customer or other external stakeholder being subjected to harassment from workers that you do not know.

If you are a worker being harassed, then you must talk to a trusted adult supervisor, manager or owner in the workplace at the first opportunity; and a parent, teacher, mentor, etc. as soon as you can. Write down what happened. You should also seek direct help from the health and safety representative (HSR). You should see a doctor if you are injured. This includes psychological injury. You should report the incident to the police for assaults and similar actions that are criminal offences.

Again, get your written records in order to document what has happened including people, witnesses, actions, quotes or what was said, dates, times, location and any documentary evidence, e.g. for criminal harassment.

In line with steps 3-5 opposite, report the sexual harassment using the appropriate steps in the organisation's policy.

For your own health and wellbeing, seek professional counselling and/or advice. As a starting point - you can always contact [Kids Help Line](#) for their advice and support.

In addition to the formal reporting process, make an appointment to talk through the incident with trusted people at your workplace such as a manager, HSR, or HR person.



Image: szepei/
Depositphotos.com

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"We don't stand for any type of harassment. And on that we stand together!"



Image: motortion/
Depositphotos.com

4.15 Dealing with Sexual Harassment

4E Dealing with sexual harassment - Internally

1. In your words, what is **workplace sexual harassment**?

2. Outline common **examples of workplace sexual harassment** that might happen in a workplace.

3. What types of **language and actions** should you be on the **lookout** for when it comes to **workplace sexual harassment**?

4. Why is it that **new and young workers** take an **increased risk of workplace sexual harassment**? How does that make you feel?

5. Summarise the **5 'General' steps** that a **worker** should **take** if they feel they are being **sexually harassed**.

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6. What are some of the **specific actions you** should take to deal with **workplace sexual harassment**? Include **actions** for your own **personal health and wellbeing**.

Applied

The first stage in dealing with an incident of workplace sexual harassment is to report the matter to someone senior in the workplace.

Interview key personnel in a workplace you are familiar with, and ask them about the reporting process a worker experiencing sexual harassment would use.

Ask them for other advice about the role of key personnel in the workplace to prevent or deal with sexual harassment - including the consequences of harassment.

Questions for the interview

Discussion

Discuss whether these scenarios constitute workplace sexual harassment - and why or why not? What should be done in response? Consider role-playing these scenarios.

| | |
|---|---|
| <p>Kazza gets told by a co-worker, "You're the hottest gal in here." She tells the boss who says, "Oh that's just Frank - he's full of it. He won't harm you." But now Kazza is not comfortable around Frank - he creeps her out!</p> | <p>Minh is a new worker in a bar. One of the older male workers, says, "You look great in our uniform, I'm glad you have the physique for it." Minh calls him out. He replies "Chillax dudette - learn how to take a compliment."</p> |
| <p>At the work Christmas party, the boss has put money on the bar. One of the quietest workers, Robyn - who never says boo to anyone - suddenly is drunk and hugging all the other staff, saying how much they love them all.</p> | <p>Nancye, as the junior, picks up the daily lunch orders for her office from the local café. One of the owners is always creepy and greets her with "What's cooking today, sexy." She no longer wants to go there any more - at all!</p> |

Problem-solving

Again, the advice on workplace sexual harassment is to report the situation to a senior person in the workplace. But what if that senior person is the perpetrator (which might be the case in small workplaces, stand-alone or off-site worksites, or enterprises with a toxic management culture)? Get advice on what you can do.

4.17 Dealing with Sexual Harassment

Dealing with sexual harassment - Externally

There are a range of external ways to deal with a sexual harassment matter. And some of these might be relevant if you experience sexual harassment as a customer or client, or as an external stakeholder.

If the matter hasn't been dealt with, and/or the sexual harassment is continuing, then make a **formal complaint** to an outside **agency** such as the **Victorian Equal Opportunity and Human Rights Commission**.

You can contact the Commission by phone, by live chat or via email to get advice on what to do next.

In some cases, a **crime** might have been committed, such as an assault, indecent assault and other serious matters. For those criminal matters, you will also need to report the matter to the **police**.

For your own health and wellbeing, seek professional counselling and/or advice. As a starting point - you can always contact **Kids Help Line** for their advice and support.

Consequences

Workplace sexual harassment is outlawed under the *Victorian Equal Opportunity Act, 2010*. Breaches of these laws are governed by the Victorian Equal Opportunity and Human Rights Commission. Complainants can also go to court to VCAT.

The Commission offers an impartial **dispute resolution service**. Outcomes of dispute resolution might be that:

- ⇒ the perpetrator (and possibly the employer) cease and stop any sexual harassment
- ⇒ the complainant be compensated for loss, damage, or injury (and legal costs)
- ⇒ training and further policy development occur to ensure changes to the workplace culture and grievance processes.

If the matter is not resolved then it can proceed to a **VCAT** hearing. This course of action might be necessary for:

- ☹ very **serious matters**,
- ☹ in workplaces with a toxic culture,
- ☹ or in situations where the perpetrator is a person in a trusted position, i.e. a senior manager or the employer.

Of course, **criminal offences** are dealt with under the *Crimes Act, 1958*. Penalties could include court orders, fines and even imprisonment for serious matters.

Situations that occur in Commonwealth government organisations are the responsibility of the Australian Human Rights Commission and are governed under Commonwealth legislation: the *Sex Discrimination Act 1984 (Cth)*, and the *Australian Human Rights Commission Act 1986*.

Agencies for support 4F

1. Identify the official **organisations** and **agencies** that help **workers** to **report** and **resolve workplace sexual harassment**. What is the **role** of each?



| | | |
|--|--|--|
| | | |
|--|--|--|

2. What are the **consequences** for **employers** and the **workers** of **workplace sexual harassment**?

| |
|--|
| |
|--|

3. Visit the Victorian Equal Opportunity and Human Rights Commission at: <https://www.humandrightrights.vic.gov.au/> Navigate to **Sexual Harassment**



Summarise the most **important information** for you in each of the **4 topic areas**.

| |
|-----------------------------------|
| What is sexual harassment? |
|-----------------------------------|

| |
|-------------------------------------|
| How does the law protect me? |
|-------------------------------------|

| |
|----------------------------------|
| Sexual harassment at work |
|----------------------------------|

| |
|--|
| What can I do if I'm sexually harassed? |
|--|

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4.19 Module Assessment Task

AT4 Investigative Report - Rights and Responsibilities Module 2 - Rights and responsibilities

Overview: Investigative Report - Rights and Responsibilities

For this assessment task, you are required to undertake an investigation into various **workplace responsibilities and rights**.

1. Basic rights and responsibilities
 - a. Outline the main **responsibilities** expected of **all workers**. (or AT3)
 - b. How would a **new worker find out** about how these **responsibilities** apply in **their workplace**? (or AT3)
 - c. Describe **examples** of how **you would act** to meet these responsibilities at work. (or AT3)
2. Describe the characteristics of:
 - a. workplace **discrimination**
 - b. workplace **bullying** and
 - c. workplace **sexual harassment**.
3. Outline the **processes** for dealing with these issues.
4. Discuss the **consequences** of breaches related to these rights and responsibilities.



Process: Investigative Case Study Report - Rights and Responsibilities

You should work in groups of no less than 4. And you should split into pairs within your group to tackle different workplace issues. You will also manage the pairs for different issues. At all stages, you need to report back, discuss and reflect as a whole group.


You should use a variety of methods for the communication of your findings. These might include a dot point summary, a diagram, a mind map, a presentation, a video, an infographic, a role-play, a case study analysis and other suitable communication media depending on the issues under investigation.

In your Investigative Case Study report you need to include at least:

- 1 diagram/mind-map: _____
- 1 presentation, or video, or role-play: _____
- other formats as required: _____

Create this table in a larger format to guide your research and process.

| | Rights & responsibilities | Workplace discrimination | Workplace bullying | Workplace sexual harassment |
|---------------------------------|---------------------------|--------------------------|--------------------|-----------------------------|
| Who is researching? | | | | |
| Examples/ characteristics? | | | | |
| Processes? | | | | |
| Consequences ? | | | | |
| Applied examples/ case studies? | | | | |
| Our reporting format & why? | | | | |

| Names: | | Key dates: | | UNIT 3 Module 2 | |
|--|-------------------------------------|----------------------|--------------------------|----------------------|--|
| Tasks - AT4: Investigative Report - Rights and Responsibilities | Must Do? | Due Date | Done | Level | |
| 1. Basic rights and responsibilities (or AT3) | | | | | |
| 1a. Main responsibilities expected of all workers. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 1b. How a new worker would find out about these? | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 1c. How you would act to meet these responsibilities? | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Applied example(s)/case studies. | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 2. Workplace discrimination (& Equal opportunity) | | | | | |
| 2a. Definition and characteristics. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 3a. Process and procedures. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 4a. Consequences. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Applied example(s)/case studies. | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 2. Workplace bullying | | | | | |
| 2b. Definition and characteristics. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 3b. Process and procedures. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 4b. Consequences. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Applied example(s)/case studies. | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 2. Workplace sexual harassment | | | | | |
| 2c. Definition and characteristics. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 3c. Process and procedures. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| 4c. Consequences. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Applied example(s)/case studies. | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| Prepare submit and present our final communications and other information | | | | | |
| ⇒ Basic rights and responsibilities. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Into workplace discrimination. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Into workplace bullying. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Into workplace sexual harassment. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Complete our report. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
| ⇒ Complete our diagrams, video, role-plays, etc.. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |
|  Present, report or model to the class or an audience. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | |

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Additional information:

Signed: _____ Date: _____

4.21 Review and Reflection

Review and Reflection

Which work-related skills did I develop during this module?

→ _____

→ _____

→ _____

→ _____

How have my work-related skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have my work-related skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

My performance in developing my work-related skills this module was:

| | | | | | |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|
| 0 not shown | 1 low | 2 reasonable | 3 good | 4 very good | 5 excellent |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|

What were my strongest areas of performance? What should I work on improving?

| My strongest topics/skills were: | But I need to improve my skills in: |
|---|--|
| | |
| | |
| | |

Signed: _____ Date: _____

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Physical Workplace Safety

5

| | | | |
|---------------------------------------|-----|--|-----|
| 5.01 Introduction - Module 3 | 100 | 5.13 Workplace Procedures | 112 |
| 5.03 Workplace Health and Safety..... | 102 | 5.19 Safety Information and Signs..... | 118 |
| 5.05 Roles and Responsibilities | 104 | 5.25 Personal Protective Equipment... | 124 |
| 5.09 Workplace Hazards..... | 108 | 5.27 Graduated Assessment..... | 126 |

| Activities 5: Physical Workplace Safety | | p. | Due date | Done | Comment |
|---|-------------------------------|---------|--------------------------|--------------------------|---------|
| 5-6 | U3 Module 3: My Requirements | 101 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5A | Hazard alert | 103 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5B | Employer responsibilities | 105 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5C | Employee responsibilities | 107 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5D | Workplace hazards | 109 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5E | Risks: Injuries/ illnesses | 111 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5F | Safety procedures | 113 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5G | Workplace safety rep | 114 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5H | Hierarchy of Control | 117 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5I | Safety information | 115 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5J | Safety information in action | 119 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5K | Signs I've seen | 120 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5L | Warning signs | 121 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5M | Danger signs | 122-123 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5N | Personal protective equipment | 124-125 | <input type="checkbox"/> | <input type="checkbox"/> | |
| AT5 | Workplace Health and Safety | 126 | <input type="checkbox"/> | <input type="checkbox"/> | |

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Comments:

5.01 Unit 3: Module 3 - Introduction

Unit 3: Module 3 - Physical health and safety

Module 3 requires you to identify and describe applied strategies to reduce workplace harm and make recommendations to improve workplace safety.

In Section 5: Physical Workplace Safety you are required to:

- ⇒ investigate the roles and responsibilities of key workplace stakeholders
- ⇒ identify and describe common workplace hazards, and
- ⇒ demonstrate an applied understanding of safety information, signs and PPE.

At the end of this section, you will complete a graduated assessment (**AT5**) whereby you will undertake a descriptive explanation of workplace health and safety for an occupation, workplace, or work environment, related to your future career aspirations.

In Section 6: Working Safely you will undertake a range of applied activities to further investigate the importance of workplace safety procedures and harm reduction strategies for workplace stakeholders.

At the end of this section, you will complete a module assessment task (**AT6**) where you will investigate and report on OH&S/WHS procedures for a selected workplace (or a worksite, or specific work environment within a larger workplace).

| Module 3: Physical health and safety | | Summary Workplace Safety | |
|--|--|--------------------------|----------------------|
| Workplace Health and Safety | | 102 | |
| OH&S/WHS | Hazard alert | | |
| Roles and Responsibilities | | 104 | |
| WorkSafe Victoria | Employer | Employees | |
| Workplace Hazards | | 108 | |
| Common workplace hazards | Work-Related Risks: Injuries/Illnesses | | |
| Workplace Procedures | | 112 | |
| Procedures | OH&S/WHS safety rep | HSR | Hierarchy of Control |
| Safety Information and Signs | | 118 | |
| Safety information | Signs and symbols | | |
| Personal Protective Equipment | | 124 | |
| AT5: Workplace Health and Safety (p.126) | | | |

| Module 3: Physical health and safety | | S6: Working Safely |
|--|----------------------------------|-----------------------------|
| | Workplace Safety Induction | 128 |
| Work ready | Your requirements | safe@work |
| | Young Workers | 132 |
| Young workers | Be on the lookout | Asking questions |
| | Safety Procedures | 136 |
| | ITEACM | Workplace safety procedures |
| | Risks and Hazards | 140 |
| Risk control plan | Hazard control & risk assessment | Accident/incident report |
| | Job Safety Analysis | 144 |
| | Job Safety Analysis | Risk assessment matrix |
| | Safety Audits | 146 |
| | Emergency Procedures | 148 |
| AT6: Workplace Health and Safety Investigation and Report (pp.150-3) | | |

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U3 Module 3: My Requirements 5-6

Your teacher will discuss your unit requirements for **Module 3** with the class. List the important information, and make diary notes and reminders where relevant.



| Requirement | Activities/ Resources/ Applied | Assessment |
|-------------|--------------------------------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

5.03 Workplace Health and Safety

Introduction

It is vitally important that you understand the roles and responsibilities related to **occupational health and safety/workplace health and safety** in a workplace context.

Workplace safety is a **shared responsibility**, and different **workplace stakeholders** play an important role in maintaining **safe work practices**.

As part of this process you will need to find out about workplace **OH&S/WHS procedures** to deal with workplace **safety hazards** and **risks**. You will also find out the roles and duties of **Health and Safety Representatives (HSRs)** and how they can help you be a safer worker.

You will also start to investigate control and reporting processes that can be used to manage workplace safety.

Occupational health & safety

One of the most important workplace rights that you have is the right to a safe workplace. In Victoria, occupational health and safety (**OH&S**) 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.

As at 2024, the term work health and safety (**WHS**) is used nationally, except for Victoria which uses **OH&S** (and sometimes WA might still use OSH).

Before you can enter a workplace, you must demonstrate that you can be a safe employee. If you are not aware of **OH&S/WHS**, then both your own, and other people's safety, is at risk.

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.

If you see these **dangers**, then you should **report** them to a supervisor, manager or someone in a position of responsibility.

Employers are not always aware of every single thing that is going on in the workplace all of the time. So you have a **responsibility** to immediately inform your boss of any **potential hazards** that might occur.



Images: Adapted from Mike Elliot/Photos.com

Hazard alert 5A

1. Pick one of these **occupations**, and suggest **4 potential workplace hazards** that an **employee** working in this job might commonly face. Add another occupation.
 ⇒ checkout operator, chef, furniture removalist, aged-care worker or office worker.

| Occupation: | Occupation: |
|-------------|-------------|
| | |
| | |
| | |
| | |

2. Describe the **hazards** occurring in the 6 images of workplace situations on p.102. Name a **possible workplace hazard** for the 'generic' employees might be working.

| | | |
|--|--|--|
| | | |
| | | |

3. List all of the **bolded** terms from p.102. After discussing these as a class, create a brief **definition** of each in your work folios.

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5.05 Roles and Responsibilities

WorkSafe Victoria

Occupational health and safety laws are governed by a regulatory body in each state. In Victoria, **WorkSafe Victoria** has the responsibility for managing the state's workplace safety system. Some of the main responsibilities of WorkSafe Victoria are:

- ⇒ it has a major responsibility in helping to avoid workplace injuries occurring
- ⇒ it has the power to enforce Victoria's OH&S laws
- ⇒ it is the provider of workplace injury insurance for employers
- ⇒ it manages the workers' compensation scheme for injured workers
- ⇒ it plays a key role assisting injured workers to get back into the workforce.

Employer roles and responsibilities

Workplace safety is a **shared responsibility** between all workplace stakeholders.

However, it is the **owners** and **employers** who have the initial responsibility for ensuring an effective workplace.

They are responsible for designing, maintaining, controlling and reviewing all of their work **activities** and **processes** to ensure that all safety **laws**, rules and **guidelines** are met.

They must provide safety **induction** and training to workers.

They need to supply appropriate **PPE** and other safety equipment.

They must appoint staff to be **health and safety reps**. And they must also ensure that workers can **report safety issues** through supportive feedback process.

OH&S/WHS stakeholders

The main OH&S/WHS stakeholders are:

- ⇒ owners and employers
- ⇒ managers and supervisors
- ⇒ health and safety representatives (HSRs)
- ⇒ elected OH&S/WHS reps
- ⇒ employees
- ⇒ contractor and sub-contractors
- ⇒ State Government
- ⇒ WorkSafe Victoria
- ⇒ WorkSafe Inspectors
- ⇒ unions
- ⇒ employer/industry associations.



State and Territory Safety Bodies

- ⇒ WorkSafe ACT:
www.worksafe.act.gov.au
- ⇒ SafeWork NSW
www.safework.nsw.gov.au
- ⇒ NT WorkSafe:
www.worksafe.nt.gov.au/home
- ⇒ WorkSafe QLD
www.worksafe.qld.gov.au
- ⇒ SafeWork SA:
www.safework.sa.gov.au
- ⇒ WorkSafe Tasmania
www.worksafe.tas.gov.au/home
- ⇒ WorkSafe Victoria
www.worksafe.vic.gov.au
- ⇒ WorkSafe WA:
Work Cover WA:
www.commerce.wa.gov.au/WorkSafe
www.workcover.wa.gov.au
- ⇒ Safe Work Australia
www.safeworkaustralia.gov.au



Employer Roles and 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 must ensure that any customers, visitors and the general public are not endangered by the conduct of my business.”

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Employer responsibilities 5B

Choose **3** of the employer responsibilities shown above. For a **workplace** you are familiar with, **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. |
| 1. |
| 2. |
| 3. |

5.07 Roles and Responsibilities

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.

Governments develop and pass OH&S/WHS **legislation** that becomes **law**. This helps protect this right to workplace safety. For example, the licensing of tradespeople such as electricians.

WorkSafe enforces these laws. It does this by preparing **guidelines** to help employers and employees work safely, as well as by offering **training**.

Examples include industry-specific hazard control resources packages, and training such as that offered to workplace safety reps (in some workplaces these safety reps will be called HSRs).

WorkSafe also provides a range of **support services** and **resources** to ensure that **employers** develop, design and implement safe **work procedures** for all employees and other work-related stakeholders.

Employee roles, duties and responsibilities

However, **you** have to be an **active participant** in workplace safety. It is up to you to ensure that you **follow** all OH&S/WHS **guidelines**, and that you **report** any safety **issues** and problems to the appropriate workplace personnel. This is part of your workplace **responsibility** - it is your **duty**:

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.

Some of the key roles, duties and responsibilities of workers (according to WorkSafe Victoria) are outlined opposite.



Images: Vincent Colin/Photos.com

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Workplace safety is a shared responsibility.



Image: AndreyPopov/ depositphotos.com

Employee Roles, Duties and Responsibilities



“We are expected to take care of our health and safety by working safely.”

“We must inform our supervisor about potential hazards or physical problems that we notice in the workplace.”

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

“We must always follow all safety guidelines/ systems of work according to training and instructions.”

“We cannot operate any industrial equipment unless we have the appropriate certificate of competency.”

“We must immediately report any injury to the HSR, OH&S supervisor or person responsible for WorkCover.”

“We are expected to work with our employer to make the workplace safer.”

Image: IgorVetushko/depositphotos.com

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Employee responsibilities 5C

As a class, or in teams of 3-4, discuss and prepare a list of **workplace safety rules or guidelines**, that you must follow when entering work placement or doing a **Work-Related Activity**. List these below.

| Work setting/activity. | |
|---|----|
| e.g. I will immediately ask my supervisor if I don't understand how to use equipment properly and safely. | |
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

Applied

Reflect on your own experiences working, in work placements or volunteering. Which safety rules and guidelines were communicated to you when you started?

5.09 Workplace Hazards

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.

Risk assessment and hazard control

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 you to achieve this is by using a hazard control process.

A **hazard control process** uses a procedure that has consistent steps that can be followed and applied for all workplace tasks, activities and jobs, such as the **ESEAP Hierarchy of Control**.

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. You will explore the applied use of hazard control processes in Section 6.



Common Workplace Hazards

Using hand tools

Slips, trips and falls

Repetitive work activities

Dangerous chemicals

Electrical hazards

Fatigue and long hours

Exposure to weather

Working with sharp objects



Image: MaxHalanski/
depositphotos.com

Exposure to noise

Lifting of objects

Using machinery and equipment

Transport/mobile equipment

Inadequate lighting

Working at heights

Working with flames and heat

Work-related stress

Bullying and harassment

Workplace hazards 5D

1. Choose 6 of the **hazards** listed on p.108. Briefly **describe** how this might **threaten** the **safety** of **workers** by using **2** different applied **occupational examples**.

| Hazard | Occupation 1 | Occupation 2 |
|--------|--------------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2. In pairs, examine this image, and **identify** all the **potential work-related hazards** and **risks** that might be associated with this workplace and its workers.



| Workplace: Office/administrative work environment | |
|---|--|
| 1. Possible back-related injuries associated with the delivery person carrying the box. | |
| | |
| | |
| | |
| | |

5.11 Workplace Hazards

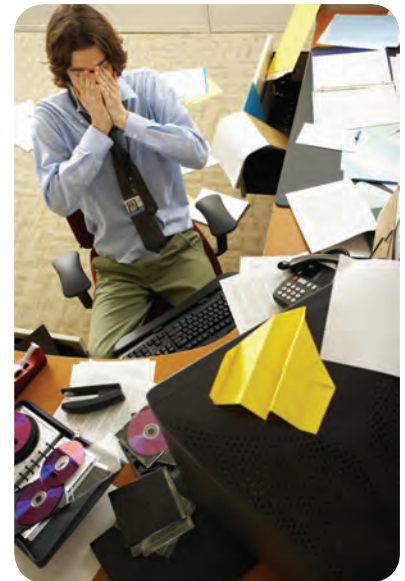
Risk assessment

As you have seen, all workplaces present many potential **hazards**. Once hazards have been identified it is important to both anticipate, and assess potential **risks**, 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. Risk assessment is an important part of the **ESEAP Hierarchy of Control** (see pp.116-7).

For example, 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 slicers and grinding equipment. This hazard presents the risk of cuts, abrasions and even potentially far worse injuries, such as permanent disfigurement or even amputation.



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

Work-Related Risks, Injuries, Illnesses

Image: Adapted from pixologicstudio/Photos.com



Choose 6 of the **Work-Related Risks: Injuries/Illnesses** from the diagram on p.110.

For each one, describe an **example** of a **work activity** that might **potentially cause** this **safety problem**, for an **occupation** you are interested in.

| |
|---|
| e.g. Cancers: Construction workers can be exposed to deadly particles when removing old structures containing asbestos. This can lead to the development of potentially fatal mesothelioma disease. |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

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Applied

Find or create 2 images that illustrate these types of risks; and describe what is being depicted in each. What can workers do to minimise the risk?

5.13 Workplace Procedures

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.



Image: Adapted from: leremy/Photos.com

It is vital that employers design work practices so that all tasks are carried out safely. This requires the development and use of effective **OH&S work procedures**.

The application of safe work procedures (such as the **Hierarchy of Control**) helps to assist workplace stakeholders to avoid hazards and therefore minimise work-related safety risks.



A procedure refers to the way that something is done. For example, a medical operation is sometimes called a procedure.

If you were having an operation on your foot you would hope that the surgeon would have the necessary training to be qualified to do the operation correctly. You would also expect that the surgeon would have the skills and expertise to carry out the operation competently.

It is also reasonable to expect that the hospital had effective procedures in place to ensure that everything runs smoothly, including accurate patient records, hygienic surroundings, appropriate instruments, correct anaesthetics, as well as careful monitoring of patient recovery. Obviously medical procedures are very complicated. However, all workplaces must ensure that they take care to develop and implement appropriate OH&S/WH&S procedures as part of their day-to-day activities and work practices.

Employers can build safety procedures into work practices so that safety becomes a natural part of the way that work is carried out.

So what OH&S/WH&S procedures are you aware of, or have actually experienced? And which procedures do you think could be improved?

Employers can build safety procedures into work practices so that safety becomes a natural part of the way that work is carried out.

So what OH&S/WH&S procedures are you aware of, or have actually experienced? And which procedures do you think could be improved?

Medical operations follow very strict step-by-step procedures.



1. Discuss the **OH&S/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. **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 **OH&S/WHS procedure**. Label this, and include it in your work folios.

| OH&S/WHS Procedure | Occupations | How it helps control hazards. |
|---|-------------------------------|--|
| Using personal protective equipment - boots, gloves, vests, masks, helmets, eye and ear protection and so on. | Welder Construction worker | By wearing PPE such as a face mask and protective clothing this stops a welder 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 conveyor belts. | | |
| Following fall prevention and safe working heights procedures. | | |
| Following appropriate hygiene procedures such as preparing and serving food, and sterilising equipment. | | |
| Ensuring a workplace is free from harassment, bullying, intimidation and violence. | | |
| Clearly marking pedestrian/vehicle zones and traffic areas for use by forklifts and deliveries. | | |
| | | |

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5.15 Workplace Procedures

OH&S/WHs safety representative

When you start to undertake work experience and work placement, you will see that every workplace needs to have a person responsible for safety issues. Generally we call this person an **OH&S** or **WHs representative**. But they might have a different title depending on the type and size of the workplace.

- ⇒ In many small businesses the owner or senior manager usually acts as the OH&S/WHs rep.
- ⇒ In larger organisations or industrial worksites the OH&S/WHs rep might be an elected employee, or even a professional employed specifically for this safety role.



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

Role of OH&S/WHs safety representative

The main role of a workplace OH&S/WHs rep is to be the link between for employers and workers in relation to workplace safety issues. This means that the OH&S/WHs rep works both with workers, and bosses, to ensure that work activities and processes are carried out in a safe manner. When workers first experience a workplace safety issue, they know that they can go to a **work experience** to make their issues and concerns to management. OH&S/WHs reps work with workers and managers to develop safe work processes and procedures, as part of proactive hazard control.

Workplace safety does not take a holiday, nor does it go home at the end of a shift. So it is important that the OH&S/WHs rep is on site all the time. If this rep is not scheduled to work at certain times, they work off site, or if they are on leave, the workplace should have some other employee to act in the role of a deputy. Sometimes the OH&S/WHs rep or deputy might even be the owner or senior manager.

5G Workplace safety rep



Interview an **OH&S/WHs rep** or **HSR** in a workplace you are interested in. Find out **8 duties, powers** and **entitlements** associated with their **roles** and **responsibilities**.

| Workplace: | OH&S/WHs rep or HSR: |
|------------|----------------------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

Health and Safety Representative

In some workplaces, employees elect their own OH&S/WHs rep to represent their safety interests. In these cases this person is called a **Health and Safety Representative** (HSR). This **HSR** is then registered with WorkSafe Victoria. HSRs can get specific training from WorkSafe Victoria, and have specially designed resources available for them on their own WorkSafe website. HSR's main powers are to:

- ⇒ inspect any part of a relevant workplace (with reasonable notice to employer)
- ⇒ inspect any part of a relevant workplace immediately if there is an incident, or a situation involving an immediate safety risk
- ⇒ accompany an inspector during an inspection of a relevant workplace
- ⇒ establish a health and safety committee (HSC) for their work group (DWG)
- ⇒ attend interviews about health or safety matters between workers and even independent contractors (both with consent); and an inspector or an employer
- ⇒ seek the help of any person whenever necessary.

It is vital that you meet with the workplace safety rep or HSR before you commence any work placement or work experience. As part of this **induction**, you must ask them how you go about raising any OH&S/WHs issues that you might come across.

HSR - OH&S/WHs representative

So who might be the HSR or OH&S/WHs rep? Depending on the size and structure of your workplace the safety rep might be one, or more, of the following.

- ⇒ The manager/owner (usually if it is a small workplace).
- ⇒ A full-time dedicated OH&S/WHs safety professional, especially in larger industrial workplaces.
- ⇒ An employee appointed to act as the OH&S/WHs safety rep on top of their other responsibilities. They might also be an elected HSR.
- ⇒ A shift supervisor or duty manager, who might also be an elected HSR.
- ⇒ A trained employee who is also a union representative. They might also be an elected HSR.
- ⇒ Some other designated and trained employee who might be an elected HSR.



“You can’t start your placement until you have been inducted by me, your HSR!”

5.17 Workplace Procedures

Hierarchy of Control

Employers, employees and other work-related stakeholders need to work together to achieve a safe workplace.

Workplaces usually apply a **Hierarchy of Control** to prevent workplace hazards from causing harm. This process can go a long way to creating a safe workplace, with associated safe work environments, through the development of **safe work procedures**.

However, it then becomes the **shared responsibility** of all parties to ensure that they perform their duties in a safe manner - all the time!

The **Hierarchy of Control** is the 'big picture' process or procedure to help create a safer workplace. It then becomes the responsibility of employers, working together with employees, HSRs, safety agencies and safety professionals (when needed), to develop, implement, maintain and monitor safe work procedures.

Consultation helps create a safe workplace. Employers need to consult with employees, or HSRs or workplace safety reps.

If the workplace has an HSR, then they must be involved in the consultation process. Some of the most important situations requiring employers to consult with employees, or with an HSR, are when employers are:

- ⇒ identifying and assessing hazards or risks
- ⇒ making decisions on how to control risks
- ⇒ making decisions about facilities such as toilets, first-aid, meals areas, etc.
- ⇒ developing consultation procedures, or reporting health and safety issues, or providing information and training
- ⇒ deciding on the membership of any health and safety committee in the workplace
- ⇒ proposing changes that may affect workers' health or safety
- ⇒ doing anything else prescribed by the OHS regulations and laws.



Image: AllaSerebrina/depositphotos.com

5H Hierarchy of Control



Applied investigation

Ask a supervisor or manager of a workplace about the Hierarchy of Control and the practical steps that this workplace takes to apply each stage.

Hierarchy of Control (ESEAP)

Elimination:

⇒ Firstly, always try to remove (eliminate) the hazard.
e.g. Toxic cleaning chemicals.

Substitution:

⇒ If the hazard cannot be eliminated then make a change (substitute) to create a safer, or less hazardous, work practice or work environment.
e.g. Switch to less toxic cleaning chemicals.

Engineering:

⇒ Change the physical work environment to control the hazard more effectively.
e.g. Create a safe chemical storage area.

Administration:

⇒ Develop workplace procedures to improve 'people safety'. This usually involves reporting, training and support.
e.g. Train workers about the potential dangers that could occur as a result of exposure to the chemicals; as well as safe handling and safe use methods.

Personal Protective Equipment:

⇒ Use PPE as a 'protective barrier' to prevent physical harm from contact with the hazard.
e.g. Use gloves, eye protection and a sun hat.



Image: Technicsorn, depositphotos.com

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WorkSafe Resources

The various WorkSafe agencies in different Australian states operate to help support employers, workers and other work-related stakeholders develop, implement and maintain a safe workplace. Some of the key duties, services and resources provided by WorkSafe Victoria include:

- ✓ Laws and regulations
- ✓ WorkSafe Inspectors
- ✓ HSR training and dedicated portal
- ✓ WorkCover Insurance
- ✓ Incident reporting information
- ✓ Workplace safety injury and illness claims
- ✓ Return to work advice and guidelines
- ✓ Safety alerts
- ✓ Industry safety guides
- ✓ Workplace safety topics
- ✓ Information about licensing and registration for regulated and high-risk work
- ✓ Young worker industry and workplace safety topics and videos
- ✓ WorkSafe advisory support, and emergency support (24/7) contact information.

WorkSafe Victoria

www.worksafe.vic.gov.au

Advisory Service: 1800 136 089
(7:30am to 6:30pm Mon-Fri)

Emergency: 24/7
132360

5.19 Safety Information and Signs

Workplace safety information

So, as you have seen throughout this section, workplace safety is one of the main issues that impacts on workers, their managers and employers, customers, and all other people that come into contact with the operations of a workplace.

It is vital that workplaces use and communicate different workplace safety information. Workplace safety information might include safety **signs** and **symbols**, **induction** and **training** courses, safe use **guidelines** and specifications, **procedures** for undertaking **work practices**, **information guides**, and even **regulations** and **laws** from workplace safety agencies.

Workplace safety information can be communicated using **verbal** instructions, **written** words, **pictorial** signs and images, physical **modelling** and **training** and any combination of these; as well as other means of communication.

The most appropriate form and type of workplace safety information depend on the:

- 🗨️ safety message being communicated
- 🗨️ workplace stakeholder(s) giving the message
- 🗨️ workplace stakeholder(s) receiving the message
- 🗨️ the urgency of the message
- 🗨️ the risk level related to the message, and
- 🗨️ any combination of these factors, plus others, most suitable to the specific type of workplace and work procedure.



Image: Bytedust/Thinkstock.com

5I Safety information



Use **examples** from **different workplaces** and **varied work environments** to describe the **purpose**, and **importance**, of these **types** of **safety information**.

| | |
|-------------------------|--------------------------------|
| Safety signs | New employee safety induction |
| Worker safety training | Product safety specifications |
| Safe working procedures | Safety regulations and/or laws |

1. Choose a **specific workplace** to investigate. Consider each of these **types of workplace safety information**. Describe **how** each is **used** (or could be used) in this workplace. Use images as needed.

| | |
|---------------------|---------------------|
| Workplace: | |
| Safety sign | Warning/danger sign |
| Verbal instruction | Direct training |
| Safe use guidelines | Visual choice |

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2. Choose the **example** from your investigation that **you think is most effective** at communicating its workplace safety message for your workplace. Outline the **strengths** of this workplace safety information.
3. Choose the **example** from your investigation that **you think is least effective** at communicating its workplace safety message for your workplace. Outline the **weaknesses** of this workplace safety information.

Most effective and why:

Least effective and why:

5.21 Safety Information and Signs

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 signs

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**
- ⇒ **instruct** on the correct **personal safety equipment** to wear and use
- ⇒ display mandatory **hygiene** practices
- ⇒ advise on **first-aid** equipment and **emergency procedures**
- ⇒ reinforce OH&S/WHS **rules** and **laws** that must be followed

5K Signs I've seen



Identify **6 safety** or **warning** signs that you are familiar with in your school or TAFE, home, workplaces, public areas and so on. Describe them, draw these signs below.

| | | |
|--|--|--|
| | | |
| | | |

Warning signs 5L

1. Briefly explain the **risk** or **hazard** indicated by each of the **warning signs** shown below.
2. Add **3 more** of your own. (You could generate these using a website such as www.online-sign.com or source images from www.seton.net.au .)
3. Suggest an **occupation** that has **each sign** as part of its **work environment**.



| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

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5.23 Safety Information and Signs

5M Danger signs



Part A: Danger signs

1. Fill in the **missing letters** to complete the **danger signs** shown below.
2. Create **3 danger signs** of your own.
3. Suggest an **occupation** that might have each **sign** in its work **environment**.
4. Take and print **photos** of **danger signs** from industry and the wider world.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

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Part B: Workplace signs

1. Briefly explain the **meaning** of these **workplace signs** and **symbols**.
2. **Draw 6** of your own **signs** that **you** are familiar with.

(Perhaps you could create images using www.online-sign.com).



| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

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5.25 Personal Protective Equipment

Kit up

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, HSRs, OH&S/WHS representatives and employers also have to check equipment periodically for signs of wear and tear to ensure 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!

5N Personal protective equipment

Part A

1. List the types of **personal protective equipment** required for an **occupation** in a **workplace** related to you. Source images for your digital work folios.
2. Briefly outline the **hazard** that this **item** of **PPE** is used to **control**.

| Workplace: | | Occupation: | |
|-------------------------------|--|-------------------------------|--|
| Personal protective equipment | | Hazard being controlled is... | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5.27 Graduated Assessment

AT5 Workplace Health and Safety Module 3 - Physical health and Safety

For this assessment task, you are required to undertake a descriptive explanation of workplace health and safety related to an occupation, a workplace, or a work environment, related to your future career aspirations.

This is a free-form activity whereby you will negotiate with your teacher as to how you will present your findings.

You should consider using a range of formats including texts, images, diagrams, video, role-play, training tutorials and others as suitable.

In your descriptive information you must cover:

- | | |
|---|----------------------------------|
| 1. OH&S/WHS stakeholders | 5. Work practices and procedures |
| 2. Safety reps/HSR | 6. Hierarchy of control |
| 3. Workplace hazards | 7. Safety information |
| 4. Work-related risks: injuries/illnesses | 8. Safety signs |
| | 9. Personal protective equipment |
| | 10. ... |

| Name(s): | | UNIT 3 Module 3 | |
|---|-------------------------------------|--------------------------|--------------------------|
| Tasks - AT5: Workplace Health and Safety | Due Date | Done | Level |
| <p>Complete a descriptive explanation of workplace health and safety related to your future career aspirations with my teacher.</p> <p>Focus:</p> | | | |
| 1. Roles of OH&S/WHS stakeholders | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Roles of safety reps/HSR. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Explanation of workplace hazards. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Explanation of work-related risks, injuries and illnesses. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Description of safe work practices and procedures. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Explanation of the Hierarchy of Control. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Description of safety information. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Description of safety signs. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Explanation of personal protective equipment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ Applied use of text and explanations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ Applied use of other descriptive elements. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ Prepare and submit completed descriptive explanation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ Present or report to the class (if required). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Working Safely

6

| | | | |
|--------------------------------------|-----|----------------------------------|-----|
| 6.01 Workplace Safety Induction..... | 128 | 6.17 Job Safety Analysis..... | 144 |
| 6.05 Young Workers | 132 | 6.19 Safety Audit..... | 146 |
| 6.09 Safety Procedures..... | 136 | 6.21 Emergency Procedures..... | 148 |
| 6.13 Risks and Hazards..... | 140 | 6.23 Module Assessment Task..... | 150 |

| Activities 6. Working Safely | | p. | Due date | Done | Comment |
|------------------------------|--|---------|--------------------------|-----------------------|---------|
| 6A | Induction requirements | 130 | <input type="checkbox"/> | <input type="radio"/> | |
| 6B | OH&S/WHS induction | 131 | <input type="checkbox"/> | <input type="radio"/> | |
| 6C | Young workers | 132-133 | <input type="checkbox"/> | <input type="radio"/> | |
| 6D | Taking responsibility | 134 | <input type="checkbox"/> | <input type="radio"/> | |
| 6E | Asking questions | 135 | <input type="checkbox"/> | <input type="radio"/> | |
| 6F | ITEACM in action | 137 | <input type="checkbox"/> | <input type="radio"/> | |
| 6G | Safety procedures in action | 138-139 | <input type="checkbox"/> | <input type="radio"/> | |
| 6H | Risk assessment and hazard control | 141-142 | <input type="checkbox"/> | <input type="radio"/> | |
| 6I | Job Safety Analysis | 145 | <input type="checkbox"/> | <input type="radio"/> | |
| 6J | Safety audit | 146-147 | <input type="checkbox"/> | <input type="radio"/> | |
| 6K | Emergency procedures | 149 | <input type="checkbox"/> | <input type="radio"/> | |
| AT6 | Workplace Health and Safety Investigation and Report | 150-153 | <input type="checkbox"/> | <input type="radio"/> | |
| R6 | Unit Review and Reflection | 154 | <input type="checkbox"/> | <input type="radio"/> | |

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Comments:

6.01 Workplace Safety Induction

Work ready

WorkSafe Victoria's vision once was, "Victorian workers returning home safe every day". That still means that 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 WorkSafe Victoria, about 2,500 workers aged 15-24 are injured each year.

So before you enter a workplace, you need to be **work ready**.

You need to build an awareness of common occupational health and safety issues, **hazards** and risks in workplaces generally.

You also need to build an understanding of specific OH&S/WH&S 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 that do not seem obviously hazardous at first, such as working on devices every day, can present hazards and risks associated with repetition and overuse.

A growing safety issue is increased work load 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!

OH&S student induction

As a student, you are required by law to complete an appropriate OH&S induction program before you are allowed to go on work experience or a work placement.

In Victorian schools that might be **safe@work**, or another similar program for your state.

If you are undertaking a TAFE certificate you will need to undertake the accredited OH&S/WH&S unit of competency before commencing any work placement.

Many VPC and VM students will complete the appropriate OH&S/WH&S unit of competency unit as part of their VET certificate course, TAFE course or Australian Apprenticeship, before they start any work placement in a workplace that is part of that industry.

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



Your requirements

These are your induction requirements for the Vocational Pathways Certificate (and/or the VCE: VM) as at late-2023. (Note: They might change but your teacher will know!)



- ⇒ You must successfully complete the **safe@work General** and **Industry modules** prior to any work experience or work placement.
- ⇒ You might need to complete any other tasks as directed by your teacher, including relevant **workplace induction**.
- ⇒ If more than 12 months have passed since you completed the **General** and **Industry Modules**, and you want to do a placement in the same industry, you must complete the **safe@work Review Module**, and also redo that **Industry Module**.
- ⇒ If you are planning to do a placement in a different industry, you must satisfactorily complete the **safe@work Review Module** and the **Industry Module** relevant to that industry.

If you are undertaking a nationally recognised certificate as part of your VPC/VM:

- ⇒ You will need to complete the relevant **Core/Pathway units** before commencing any structured workplace learning placement, ensuring that placement is in the same industry as your certificate.
- ⇒ Your school might also require you to complete relevant **safe@work modules** before commencing your placement.

Your teacher and coordinator will give you the most accurate and up-to-date information about your specific OHS induction requirements.

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safe@work General Module

1. Health & safety responsibilities
2. Hazard identification, risk assessment & risk control
3. Manual handling
4. Hazardous substances & dangerous goods
5. Noise
6. Electricity
7. Mechanical equipment
8. Falls from height
9. Personal safety
10. Personal protective equipment (PPE)
11. Dealing with an emergency
12. Health & safety laws
13. Duties of employers
14. Duties of employees
15. Health & safety representatives & committees
16. The role of WorkSafe inspectors
17. Resolving health & safety issues

Industry Modules

- ⇒ Automotive
- ⇒ Building and construction
- ⇒ Electrical work module
- ⇒ Hairdressing
- ⇒ Health & community services
- ⇒ Horticulture
- ⇒ Hospitality & tourism
- ⇒ Manufacturing
- ⇒ Metals and engineering
- ⇒ Office and business services
- ⇒ Painting
- ⇒ Plumbing
- ⇒ Primary industry
- ⇒ Retail
- ⇒ Veterinary



www.education.vic.gov.au/safe@work/index.asp

6.03 Workplace Safety Induction

6A Induction requirements

1. Give the **correct response** for each of these questions about **OH&S induction**.
2. Is there any **other information you need** from each of the students in order to provide the right advice?



"I've done safe@work less than a year ago, what do I need to do?"



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

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

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



"I've done safe@work but never completed my VET OH&S module. Can I do a placement?"



Applied

1. Your teacher will lead a discussion about OH&S/WH&S induction with your class. List the specific safety induction requirements you must successfully complete before you can undertake structured workplace learning, work experience or volunteer work.

| OH&S/WH&S training and induction that I must complete. | By when? |
|--|----------|
| | |
| | |
| | |
| | |
| | |

Use the terms to complete the following passage about OH&S/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 _____ facilities, be shown the emergency safety e_____ and be introduced to the _____ 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 _____ nor any other person.

If you are ever unsure of anything you should speak up and ask; your H_____, 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"/> HSR | <input type="checkbox"/> shared |
| <input type="checkbox"/> before | <input type="checkbox"/> environment | <input type="checkbox"/> immediately | <input type="checkbox"/> supervision |
| <input type="checkbox"/> boots | <input type="checkbox"/> exits | <input type="checkbox"/> induction | <input type="checkbox"/> supervisor |
| <input type="checkbox"/> clothing | <input type="checkbox"/> first-aid | <input type="checkbox"/> practices | <input type="checkbox"/> threatened |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards | <input type="checkbox"/> protective | <input type="checkbox"/> training |
| <input type="checkbox"/> customers | <input type="checkbox"/> health & safety | <input type="checkbox"/> senior | |

6.05 Young Workers

Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe Victoria:

- ☹ more than 2,500 young people are injured in Victorian workplaces each year,
- ☹ in all types of employment, 15-24 year-olds have a higher chance of an injury requiring hospitalisation than any other age group,
- ☹ males working in rural and regional areas are particularly at risk.

🧠 Special care needs to be taken to ensure that young workers are safe in the workplace. So what should you do as part of your shared responsibility for workplace safety?



6C Young workers

🧠 Listed in the table 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 can do it by drawing a picture, find a graphic, perform a role-play or provide some other example 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 OH&S/WHS rights and responsibilities. |
| 5. Have had little exposure to positive workplace safety behaviour. | 6. Are more likely to be casual or part-time. |

Applied: Injury Hotspots

Search for the Young Workers Injury Hotspots through:

www.worksafe.vic.gov.au



List the **industries** featured. Circle **one** of these industries you will **investigate**.

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.

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



6.07 Young Workers

Be on the lookout

As a worker, you are expected to take **responsibility** for your own actions. One of your main areas of responsibility is in relation to workplace safety. You need to undertake appropriate training, use mandated PPE, follow correct safe working procedures, be aware of safety signs and symbols, and clearly understand varied workplace safety information.

So when working, you have to step up and ensure that you act safely at all times. This also extends to you being on the **lookout** for potential workplace safety **hazards**. You need to take responsibility to ensure that someone else isn't harmed by your actions, or by the actions of others. This means that you have the responsibility for not only your own safety, but also for the safety of co-workers, customers and clients, contractors, volunteers and other visitors to the worksite.

Of course, as a new worker, you are not expected to be 'in charge' of workplace safety. Nor will you have the authority to tell others what to do. But it is vital that you know how to spot safety issues, who to contact about safety problems, and how to **communicate** your safety concerns.

This all comes back to your **duty of care** as a **workplace safety** **laser**.

6D Taking responsibility

Image: adekvat/
Depositphotos.com



1. Consider this situation, and identify the potential safety issues for the workplace **stakeholders** involved. Add or create another image if your own.



2. Assume it's your **first day on the job** when you **see a safety issue** happening. **How** would you **communicate** your **concerns** and **who** would you talk to about this?

Asking questions

When you start working, you are not expected to immediately know or understand everything about your workplace responsibilities. But many young people starting out in workplace situations are **reluctant** to ask questions about workplace safety.

This can happen because the worker does not want to appear to be stupid or dumb. But even after participating in **induction** training, situations will come up where a young worker might not necessarily know or understand the correct safety procedures.

If you are a new worker and you don't ask questions, then your boss might think that you already understand workplace safety information, instructions and processes!

So that might lead to a situation that could jeopardise the safety of you, your co-workers, your customers and other work-related stakeholders.

To find out about safety requirements always be ready, willing and able to apply the **WAM process**!



**If you are not sure, then ask!
It's as simple as that!**

Image: Monkey Business / Depositphotos

Asking questions 6E

For an **occupation** you are interested in, describe **specific examples** that relate to each of these **questions**. You might need to **interview** someone in a workplace to find the most appropriate and relevant answers. Add 2 more of your own.

| Occupation: | Workplace: |
|---|--|
| 1. Can you please show me the correct way to do (this work task) properly and safely? | 2. Can you please watch me to make sure that I do (this work task) properly and safely? |
| 3. What do I always need to check and make sure of before I do (this work task)? | 4. What are the things that could go wrong if I don't do (this work task) properly and safely? |
| 5. What do I do if someone asks me to do something that is unsafe? | 6. What do I do if I see a potential safety hazard, or if something goes wrong? |
| 7. | 8. |

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6.09 Safety Procedures

Safety procedures

Workplaces develop and implement procedures to deal with hazards to minimise harm and risk. All procedures work best when people follow a step-by-step process with clearly defined roles, duties and responsibilities. This might be done by applying the **ESEAP Hierarchy of Control** 'big picture' process.



A practical example is the ITEACM hazard control process. **ITEACM** uses six stages that stakeholders should apply when dealing with workplace safety hazards.

ITEACM Process: Things to consider

- ⇒ Workplace stakeholders should work together to **identify** potential hazards.
- ⇒ Although the stages are sequential, some might need to be done at the same time. e.g. Employees being **trained**, and also shown how to use personal protective **equipment**, at the same time.
- ⇒ Different employees and managers might have responsibility for particular stages. e.g. Managers and supervisors might have to **assess** how employees.
- ⇒ Some tasks are required at all stages. For safety issues need to be **controlled** and **monitored** continually.
- ⇒ Some workplaces might change the order of these stages, based on their own needs.

Shown below is an example of the ITEACM in action for a pick n' pack warehouse.

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ITEACM in Action

1. Identify

Pim, a storeperson notices that packages are getting bulkier which is making it hard to pick them up, so he reports this to the supervisor.

2. Train

Lerry, Pim's supervisor calls, a meeting with staff telling them that packages above a certain size will need to be lifted by two staff members.

3. Equip

Workers are given new uniforms that have body-size specific measuring points sown on the arms, that instantly indicate if a box is too wide or too tall for one single person.



Image: d3 images/Photos.com

4. Assess

Under supervision of an OH&S/ WHS specialist, workers try out the new uniforms and the measuring guides, as well as safe lifting techniques.

5. Control

Management writes a policy that incorporates the new uniform and lifting techniques. Each employee gets a copy and new signs are posted in the loading area.

6. Monitor

Workers are asked to fill in a survey four weeks later to report on how the changes are going. Management will use the surveys to check to see if the policy is being followed and if any changes need to be made.

ITEACM in action 6F

Using **ITEACM**, list **2 points** for each of the **6 steps** for an occupation of your choosing.

1. IDENTIFY

The hazard, associated risk and the potential for harm.

2. TRAIN

Employees to manage the hazard safely and minimise risk.

3. EQUIP

Workers with the correct personal protective equipment (PPE).

4. ASSESS

That employees can effectively control the hazard.

5. CONTROL

Ongoing work practices associated with the hazard.

6. MONITOR

Check that hazards are being controlled consistently.

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6.11 Safety Procedures

Safety processes and procedures

Ensuring workplace safety is a vital part of workplace processes. **Workplace procedures** must be followed correctly to ensure that work processes run smoothly, safely and effectively.

Workplace safety procedures apply before, during and after various work tasks.

Effective management of workplace safety issues and hazards is part of **risk assessment** and **hazard control** planning in workplaces.

Using and applying the **Hierarchy of Control** can assist workplace stakeholders to manage risk more effectively.

Workplace stakeholders might also apply another process such as ITEACM or one of their own that they have developed themselves.



Image: PixelProsels / Depositphotos

Workplace safety procedures

Before the work task

For example, medical equipment, cooking utensils and hairstyling equipment must be clean and sterile before being used.

During the work task

For example, appropriate glove and hand protection, and use of safety equipment must be taken to avoid cuts, free-stick injuries and other contaminants.

After the work task

For example, sharps and bio-hazard waste must be disposed of using suitable containers; and equipment must be cleaned and stored.

6G Safety procedures in action



Part A: Consider one of these occupations (or one of your own choosing).

Suggest **2 OH&S/WHS procedures** that must be followed **before, during, and after** performing work tasks.

⇒ nurse, electrician, hairdresser, child-carer, gardener, receptionist, bar attendant.

| Occupation: | | |
|-------------|---------------|---------------|
| | 1st procedure | 2nd procedure |
| before | | |
| during | | |
| after | | |



Part B: This goes with that

- Match each of the **OH&S/WHS hazards/issues** with the **appropriate response**. Be careful as some responses might match more than one hazard/issue.
- Choose **2 matched pairs**. Investigate for a workplace you are familiar with.

| Safety Hazard/issue | | Process/response |
|--|----|--|
| Food contamination from employees and vermin. | 1 | <input checked="" type="checkbox"/> e a Training and induction of employees. |
| Workers getting fatigued, making mistakes and becoming injured. | 2 | <input type="checkbox"/> b Suitable safety signs and emergency equipment. |
| Chemicals and flammable liquids left around a workshop. | 3 | <input type="checkbox"/> c Wearing suitable clothing. |
| New employees not knowing about potential hazards. | 4 | <input type="checkbox"/> d Safe manual handling procedures. |
| Workers on-site having someone to look out for their safety concerns. | 5 | <input type="checkbox"/> e Appropriate hygiene procedures. |
| Dangerous machinery that needs to be stopped immediately in an emergency. | 6 | <input type="checkbox"/> f Guards, emergency cut-offs and barriers. |
| Intimidation and 'initiation' of apprentices and other new workers. | 7 | <input type="checkbox"/> g Maintenance & testing of machinery, vehicles and equipment. |
| Lots of vehicles and traffic on-site including forklifts. | 8 | <input type="checkbox"/> h Rest breaks and shift lengths. |
| Uneven surfaces, unstable scaffolding and ladders that are poorly maintained. | 9 | <input type="checkbox"/> i Maintaining adequate WorkCover insurance. |
| Injured workers needing to return to work on lighter duties. | 10 | <input type="checkbox"/> j Industry-appropriate first-aid equipment. |
| Employees, contractors and visitors not easily able to identify potential hazards. | 11 | <input type="checkbox"/> k Suitable and accessible personal protective equipment. |
| Frayed electrical leads and outdated equipment. | 12 | <input type="checkbox"/> l Appointing an HSR or safety representative. |
| Sleeves and other loose clothing getting caught in machinery. | 13 | <input type="checkbox"/> m Safe handling and storage of dangerous goods. |
| Needing the right safety gear for the specific job. | 14 | <input type="checkbox"/> n Clearly marked pedestrian/vehicle zones. |
| Easily accessible incident reporting forms and guides. | 15 | <input type="checkbox"/> o Safe working at heights. |
| Needing to, by law, maintain adequate insurance to cover injured workers. | 16 | <input type="checkbox"/> p Anti-harassment and bullying policies. |
| Workers straining backs when lifting heavy items and doing repetitive tasks. | 17 | <input type="checkbox"/> q Reporting and recording accidents and injuries. |
| Employees being able to find the first-aid station in an emergency. | 18 | <input type="checkbox"/> r Developing a return-to-work process. |

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Risk control plan in action

At all stages, the risk control plan should include **consultation** with key stakeholders, including the **HSR** (or **safety rep**).

It should also detail the allocation of **responsibilities** to appropriate workplace stakeholders.

The plan also needs to support the **development** of **effective processes** and procedures needed to **implement** and **monitor** the plan.

The development of a risk control plan is an **ongoing** process with regular **reviews** and adjustments.

Many organisations, especially those that have lots of employees, or those that operate in risky industries, will follow an established risk control (and hazard management) plan.

However, some other organisations, including many smaller firms, might not have any formal risk control plan; but they could definitely benefit from having such a plan in place.

One of the key components of a risk control plan is a **checklist pro-forma** that can be used to assess and record risks and hazards. Different workplaces might have developed their own specific risk assessment and hazard control pro-formas tailored to their unique circumstances.

See if you can find one from a workplace you are familiar with, or download one from WorkSafe (or relevant state) www.worksafe.gov.au



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Risk assessment and hazard control 6H

1. Describe a **risk assessment and hazard control process** for a **workplace** with which you are familiar.
Use the pro-forma on p.142 or one supplied by your teacher.
Even better is if you use an example of a Hazard Control and Risk Assessment Pro-forma from that specific workplace.
2. Outline the **work procedure**, and **how** the risk assessment and hazard control **process deals** with **hazards, risks, harms** and **controls**.
3. Apply the **WorkSafe 7-step process** to this work procedure. How closely does the workplace's risk assessment and hazard control process 'follow' this 7-step process?
4. Does the **workplace's specific** risk assessment and hazard control **process deal more effectively, or less effectively**, than the **7-step process**? Why so?
5. What **other hazard and risk management steps** or actions can **you suggest**?



ACCIDENT/INCIDENT REPORT

INJURED/AFFECTED PERSON'S DETAILS

Family Name First Name

Address

Suburb Postcode State

Phone Date of Birth

DETAILS OF INJURY/INCIDENT

Day/date Time

Address

Exact location

Description of accident/incident

.....

.....

.....

(If needed, attach and sign and date another sheet).

Comments by injured/harmed person

.....

.....

.....

FIRST-AID

Name of person giving aid/assistance

First-aid given/assistance given

.....

.....

Aid/assistance refused (if applicable).....

Signed (first-aid provider) Date:

Referred to of

(Ph) Does this person need follow-up? Yes No

INJURY/INCIDENT WITNESS

Witness name (Ph)

Name of person completing this form

Signed Date

Please return finished form to OH&S Officer, Jake La Mut, Building 17, (03) 9999 9999

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6.17 Job Safety Analysis

Job Safety Analysis

A Job Safety Analysis (JSA) is a step-by-step process to identify and deal with the risks and workplace hazards associated with specific job tasks. It is important that workplaces involve workers in the development of JSAs, as they have first-hand knowledge of the inherent risks and dangers for different work tasks.

Job Safety Analysis: Steps

1. Select the Job

Choose the specific job or task that you want to analyse.

2. Break down the Job

Divide the selected job into smaller, manageable steps or components.

3. Identify hazards

For each step of the job, identify potential hazards or sources of danger. These can include physical hazards (moving machinery), chemical hazards (exposure to hazardous substances), ergonomic hazards and more.

4. Determine hazard controls

For each identified hazard, develop control measures to mitigate or eliminate the risk. Control measures may include engineering controls (machine guards), administrative controls (work procedures), and PPE.

5. Evaluate risk

Assess the severity and likelihood of each hazard occurring. Use a risk assessment matrix as a simple tool to categorise and prioritise the level of risk associated with each hazard.

6. Develop safe work procedures

Create clear written procedures for each step of the job, incorporating the hazard controls identified in the previous steps.

7. Communicate and train

Ensure that all workers involved in the job are aware of the safe work procedures and receive training on how to perform the task safely.

8. Implement and monitor

Put the safe work procedures into practice and regularly monitor their effectiveness. Continuously monitor for any new hazards that may arise and make necessary adjustments to the procedures.

9. Review and update

Periodically review the JSA to keep it up to date. If there are changes in the job, equipment, or work environment, update the job analysis.

10. Document and record

Maintain a record of the JSA, including details of the job analysed, identified hazards, control measures, training records, and any updates.

Risk assessment matrix

A key analysis tool used in a Job Safety Analysis is a risk assessment matrix. A risk assessment matrix uses 2 measures.

Likelihood (probability): This measure assesses how likely a **specific risk event** is to occur.

Severity (consequence): This measure evaluates the **potential impact** or **consequences** of a risk event.

The colours represent the importance of the need for risk and hazard control measures based on the combination of the risk of happening and the severity of the outcome.

| Job task: | Insignificant | Minor | Moderate | Major | Catastrophic |
|-----------------|---------------|--------|----------|--------|--------------|
| very likely | Medium | Medium | High | High | Extreme |
| likely | Medium | Medium | High | High | High |
| possible | Low | Medium | High | High | High |
| unlikely | Low | Low | Medium | Medium | High |
| highly unlikely | Low | Low | Medium | Medium | Medium |

Job Safety Analysis 6I

As a new worker, you will not be expected to create a JSA. But you will be expected to understand these and apply risk management and hazard control strategies.

Applied

- Your teacher will show the class some examples of JSAs from your school or educational institution. As you analyse these, think about the types of job tasks that might be risky, and the potential outcomes of these.
- Interview a manager or safety rep (HSR) and ask them to explain the Job Safety analyses that apply for your job tasks. What **must you do** to reduce risks and manage hazards when working?
- Dealing with food (such as for a PDS activity) can present risks and hazards. Some risks are low, e.g. allergies, but the consequences could be catastrophic, e.g. from peanuts. What's the best way to deal with severe allergies in food preparation?
- WorkSafe Victoria mandates a specific type of JSA for the Construction Industry. Find out what this is called and how it applies.

6.19 Safety Audit

Safety Audit

A safety audit is a process that can be used to identify potential hazards in a workplace. An audit is carried out by inspecting various workplace environments and assessing potential hazards and risks. Safety audits are usually carried out by professional OH&S/WHS experts, or by managers and supervisors with industry-specific knowledge and experience.

For an OH&S/WHS audit to be effective, the following points need to be followed.

- ✓ The audit should focus on a workplace, a specific worksite or a particular work environment.
- ✓ The audit must be carried out with utmost safety and care.
- ✓ The audit should use a pre-prepared checklist that outlines the most common categories of safety hazards and risks.
- ✓ The checklist should have space to add additional items in each category.
- ✓ The checklist should have a section to add other OH&S/WHS hazards and risks.
- ✓ The auditor should use a recording device such as a digital or phone camera.
- ✓ There must be a process that allows the auditor/inspector to describe the OH&S/WHS issues to the supervisor, manager or owner.



"I'm gonna' audit my school. I can already tell you there's lots of hazards, but they haven't even fully thought about!"

Image: Lisa F. Young/
Photos.com

6J Safety audit



Part A: OH&S/WHS audit

1. Perform a **safety audit** of a **work environment** in a workplace or worksite.
2. Fill in an **additional safety item** for each of the 10 categories on the audit.
3. Add at least **6 other OH&S/WHS risks** that relate specifically to this work environment.
4. Draw or **photograph 2 OH&S/WHS hazards** that are being controlled **effectively**.
5. Draw or **photograph** at least **1 OH&S/WHS hazard** that could be **controlled more effectively**.

Part B: Interview an HSR, an OH&S/WHS rep or a relevant supervisor or employer.

1. Summarise the **5 main OH&S/WHS procedures** that **apply** in this **workplace** to prevent injuries.
2. Describe an **emergency procedure**, such as what to do in an **accident**; or outline an **evacuation procedure** that exists in this workplace.

| | | | |
|--|--|---|---|
| Workplace: _____ | | Worksite: _____ | |
| Inspected by: _____ | | Date(s): _____ | Time(s): _____ |
| <p>→ Floors...</p> <input type="checkbox"/> Coverings free from holes. | <p>→ Aisles...</p> <input type="checkbox"/> Free from clutter and spillages. | <input type="checkbox"/> No spills, waste or rubbish. | <input type="checkbox"/> Proper line-marking and/or traffic signs. |
| <input type="checkbox"/> No stock, boxes or materials on floor. | <input type="checkbox"/> Adequate vision and illumination. | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <p>→ Noise...</p> <input type="checkbox"/> Are normal level conversations possible. | <p>→ Illumination...</p> <input type="checkbox"/> Proper lighting for area. | <input type="checkbox"/> Noise levels monitored. | <input type="checkbox"/> Light fittings in good repair. |
| <input type="checkbox"/> Appropriate PPE provided. | <input type="checkbox"/> Adequate natural light if required. | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <p>→ Workspace...</p> <input type="checkbox"/> Free from clutter. | <p>→ Safety equipment...</p> <input type="checkbox"/> Proper protective equipment available. | <input type="checkbox"/> Benches, desks, chairs correct height. | <input type="checkbox"/> Equipment in good repair. |
| <input type="checkbox"/> Adequate lighting. | <input type="checkbox"/> All employees using PPE. | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <p>→ Machinery...</p> <input type="checkbox"/> Safety cut-offs accessible and working. | <p>→ First-aid...</p> <input type="checkbox"/> Trained first-aid officer available & known. | <input type="checkbox"/> Proper guards in operation. | <input type="checkbox"/> Equipment clean, maintained and locatable. |
| <input type="checkbox"/> Adequate lighting for work tasks. | <input type="checkbox"/> Emergency procedures known and displayed. | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <p>→ Electricals...</p> <input type="checkbox"/> Appliances tagged. | <p>→ Fire...</p> <input type="checkbox"/> Appropriate extinguishers in place & serviced. | <input type="checkbox"/> No frayed leads. | <input type="checkbox"/> Fire exits marked and kept clear. |
| <input type="checkbox"/> Appropriate storage of items. | <input type="checkbox"/> Evacuation procedures known and shown. | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <p>→ Other relevant OH&S/WHS issues...</p> <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

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6.21 Emergency Procedures

Emergency procedures

A vital safety 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 (e.g. manufacturing) and some occupations (e.g. 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 practise drills).
- ⇒ Workplace accidents and injuries.
- ⇒ Machine malfunction.
- ⇒ Electrical hazards.
- ⇒ Employees following unsafe practices or working dangerously.
- ⇒ Visitors such as customers, contractors or suppliers being exposed to hazards, or performing tasks in an unsafe manner.
- ⇒ Workplace incidents (such as a client or client or employee being aggressive).
- ⇒ Issues with water, such as roof leaks, ceiling leaks,urst pipes and floods.
- ⇒ Delivery of unknown or suspicious goods.
- ⇒ Issues with hazardous materials and resour



Aged-care facilities need to have a pre-prepared evacuation plan for clients with mobility issues. Would you know what to do in an emergency if you were working with these types of clients?

Image: Lisa F. Young/Photos.com

Emergency Procedures

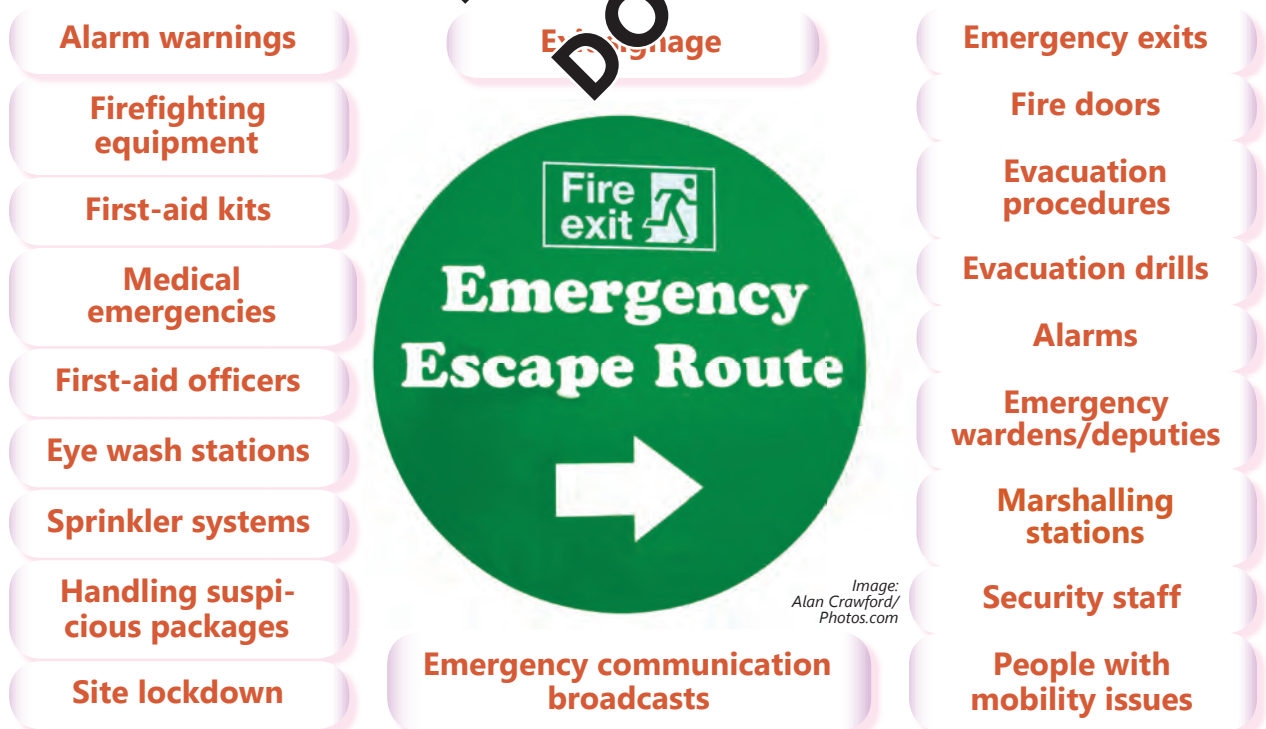


Image: Alan Crawford/Photos.com

1. Write the **relevant emergency procedure(s)** for each of the scenarios below.
2. Briefly explain **how** this **emergency** should be **dealt with**. What would **you do**?



| | |
|---|--|
| <p>A customer in a restaurant passes out while sitting at the table waiting for her meal.</p> | <p>A worker in a panel beating business gets paint splashed in his eye when opening a bucket of paint.</p> |
| <p>A fire warning alarm rings suddenly in a primary school, but then stops.</p> | <p>A small fire starts in the loading bay of a paper packaging wholesaler.</p> |
| <p>A distressed and angry patient threatens nursing staff in an emergency area of a hospital.</p> | <p>A broken trolley is left unattended at a busy train station during peak hour.</p> |

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3. Find or create an **image** of an **emergency procedure**. Show this below.

4. Form into teams of 3-4 and **role-play** an **emergency procedure** scenario.

6.23 Module Assessment Task

AT6 Workplace Health and Safety Investigation and Report Module 3 - Physical health and Safety

For this assessment task, you are required to investigate and report on OH&S/WHS procedures for a selected workplace (or a worksite, or specific work environment within a larger workplace). Your teacher will discuss the requirements of the task, so tick the boxes that are relevant to you.



What do I/we have to do?

The 4 main requirements of this task are as follows.

1. Plan, organise and complete a safety investigation of a workplace.
2. Investigate a work-related OH&S/WHS problem, issue, risk or hazard in that workplace.
3. Work safely to investigate and report on the OH&S/WHS Procedures (perhaps in a team).
4. Prepare and present a report based on your investigation. Your teacher will advise you of the format and requirements of the report.

Which workplace (or worksite/work environment) will I/we investigate?

- An area or location within your school.
- A worksite or workplace which you are familiar with.
- A workplace in which you have undertaken work experience or work placement.
- A workplace in which you are employed.
- A workplace in which you are a volunteer or community setting.
- A workplace in which you have undertaken a enterprise activity or community project.
- Some other relevant workplace as negotiated with your teacher.

What workplace safety issues or problems will I/we investigate?

The safety investigation might be based on one or more of the following.

- A specific work-related OH&S/WHS issue occurring in a workplace.
- A workplace procedure performed by employees or volunteers.
- A workplace OH&S/WHS induction or training program.
- The correct use of Personal Protective Equipment (PPE) and training.
- A workplace safety issue impacting on customers/clients, or on visitors.
- A work-related injury prevention strategy.
- An OH&S/WHS audit of a workplace or specific work environment.
- An OH&S/WHS audit of workplace safety signs and information.
- Or some other relevant work-related OH&S/WHS issue or problem.

Module Assessment Task 6.24

| Workplace Safety Investigation: Planner | |
|---|--------------------|
| Task(s) Required and Information/Explanation | Due by/Done |
| Select team members (if required): | |
| Choose a workplace (worksite or work environment): | |
| Select workplace safety issue/procedure(s): | |
| Organise permissions/contact information: | |
| Meet with workplace HSR or safety rep: | |
| Research and outline key OH&S/WHS information: | |
| Investigate and document relevant safety signs and symbols: | |
| Select suitable hazard control/risk assessment process to apply: | |
| Apply hazard control/risk assessment process to the safety issue(s): | |
| Evaluate the OH&S/WHS safety procedures: | |
| Make recommendations: | |
| Prepare your report including relevant images/video: | |

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6.25 Module Assessment Task

AT6: Workplace Health and Safety Investigation Report

Report

When you have completed your investigation, you will need to produce a report to communicate your findings.

The report should include both written and image-based information. Your final report may take the form of a multimedia presentation and include video (with permission).



Your teacher will advise you if you are required to present your report to the class. In your report you need to address the following information.

1. Workplace and worksite/work environment details.

2. Safety problem/workplace procedure being investigated.

e.g. We are investigating how the warehouse staff unload deliveries from the truck. The unloading procedure involves...

3. Summary of types of OH&S/WHs information that are used.

e.g. 3 types of OH&S information are: pre-training course, communication with co-workers and safety signs and symbols. For example...

4. Examples and description of safety signs and symbols.

e.g. The warehouse has lots of safety signs all around the work environment. The 5 main ones are....

5. Description of the nature of the specific OH&S problem (hazard).

e.g. Unloading deliveries can be a manual handling hazard because boxes can be too heavy and pallets might not be correctly packed. For example...

6. Description of the risks that come from the OH&S/WHs problem (hazard).

e.g. Unsafe manual handling is one of the most common types of workplace risk and can cause many injuries to different parts of the body. Incorrect lifting can...

7. Description of the hazard control measures used in the workplace.

e.g. At my workplace all workers must be trained in correct lifting methods and in using pallet jacks before they are allowed to work on deliveries. This training involves...

8. Explanation of how the hazard control measures help deal with risks.

e.g. This manual lifting training means that workers practise and learn how to move heavy and large objects under supervision when they are first employed...

9. Discussion of other things that could be done to help deal with the hazard and reduce the risks.

e.g. Another method to help reduce the hazard could be the use of a lift-truck or even a forklift. This would mean less manual handling which could reduce...

10. Summary of how effectively the workplace is dealing with the issue. Consider the 'Hierarchy of Control'.

e.g. Through my investigation I saw that the training is good; but when the boss is not around the older workers do not do much paired lifting. This makes it hard for new workers who struggle when they lift heavy boxes by themselves...

Module Assessment Task 6.26

| Name(s): | Key dates: | UNIT 3 Module 3 | | |
|--|-------------------------------------|----------------------|-----------------------|----------------------|
| Tasks - AT6 Workplace Health & Safety Investigation/Report | Must Do? | Due Date | Done | Level |
| Workplace (worksite/work environment): | | | | |
| a. Select and negotiate a suitable workplace, or specific worksite/work environment to investigate. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| b. Identify a range of potential workplace safety problems that could be investigated. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| c. Choose one main problem and describe a safe workplace procedure that applies in that workplace. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| d. Make contact with relevant workplace stakeholders for your investigation. Interview an HSR or safety officer. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| e. Investigate a workplace to find out more about the problem, OHS/WHS information, and safe work procedures. Take images/video (with permission). | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| f. Safely model the work procedure under supervision, or interview employees about the safe work procedure. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| g. Document the hazards, risk control measures and other OH&S information related to this workplace safety problem/procedure. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| h. Prepare a draft report with images; and have this checked by your teacher with feedback. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Applied use of text and explanations. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Applied use of other descriptive elements. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| ⇒ Prepare and submit your final report. | <input checked="" type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |
| Present or report to the class (if required). | <input type="checkbox"/> | <input type="text"/> | <input type="radio"/> | <input type="text"/> |

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Additional information:

Signed: _____ Date: _____

6.27 Review and Reflection

Unit Review and Reflection

Which work-related skills did I develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

How have my work-related skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have my work-related skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

My performance in developing my work-related skills this entire unit was:

| | | | | | |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|
| 0 not shown | 1 low | 2 reasonable | 3 good | 4 very good | 5 excellent |
|-----------------------|-----------------|------------------------|------------------|-----------------------|-----------------------|

What were my strongest areas of performance over the entire unit? What should I work on improving?

| My strongest topics/skills were: | But I need to improve my skills in: |
|---|--|
| | |
| | |
| | |

Signed: _____ Date: _____