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| **Unit Plan - Student Information** | | | | | |
| **Information about your Unit** | | | | | |
| **Your Qualification: Code and Title** | HLT33115 Certificate III in Health Services Assistance | | | | |
| **Your Unit: Code and Title** | HLTWHS001 Participate in workplace health and safety | | | | |
| **Topics you will be learning** | At the end of unit, the student should be able to:   * Follow safe work practices * Implement safe work practices * Contribute to safe work practices in the workplace * Reflect on own safe work practices | | | | |
| **What do you need to bring to class?** | Laptop/tablet, note taking equipment, appropriate footwear & BHI uniform | | | | |
| **Equipment List (where applicable)** | Access to SW internet, pen paper, laptop, Bag of hazardous resources; sharps, bodily spills, soiled linen, hazardous waste, general waste, PPE, Hard Hats, FA kit, warden/Area Warden, evacuation documentation and bag, PPE | | | | |
| **Date your unit/s starts** | 04/02/2025 | **Date your unit/s finishes** | | | 11/02/2025 |
| **Class dates and times for this unit/s** | Monday 04/02/2025, 10/02/2025, Tuesday 11/02/2025 9.30-3pm | | | | |
| **Building and Room for your unit/s** | Refer to your individual timetable on SW | | | | |
| **Your Learning Program** | | | | **Hours** | |
| Structured Hours (Supervised) | | | **5** | | |
| Structured Hours (Unsupervised) | | | **5** | | |
| Work Placement Hours | | | 0 | | |
| Other (specify) | | | **0** | | |
| Assessment Hours (in class plus take home) | | | **10** | | |
| **Total Hours** | | | **20** | | |

| **Your Assessment Tasks** | | | |
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| **Task No.** | **Assessment Tasks** | **Due Date for Assessment** | **Unit/s that relate to this assessment** |
|  | Assessment Task 1: Knowledge Quiz | Session 3 | HLTWHS001 |
|  | Assessment Task 2: Written Questions | Session 4 | HLTWHS001 |
|  | Assessment Task 3: Observation Task | Session 5 & 6 | HLTWHS001 |

| **Your Teacher Contact Details** | | | |
| --- | --- | --- | --- |
| **Teacher Name** | **Email Contact** | **Telephone** | **Availability** |
| Catherine Grounds | [c.grounds@boxhill.edu.au](mailto:c.grounds@boxhill.edu.au) | Email only | Monday-Thursday |

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| **Useful Information to Support Your Learning and Assessment** | |
| **Reasonable Adjustment** | You may access reasonable adjustment to enable you to participate in training and assessment. You can learn more about this through the [Student disability policy and procedure](https://www.boxhill.edu.au/about-us/policies-and-procedures/) on the Box Hill Institute website or by calling Student Life on 9286 9891, SMS on 0429 680 488 or by emailing the Disability liaison service on [dls@boxhill.edu.au](mailto:dls@boxhill.edu.au) or by calling into the Student Life office at Elgar campus in E3.224.  You can contact Access and Disability Support at CAE city campus on 8892 1612 or email [dls@cae.edu.au](mailto:dls@cae.edu.au) or calling into the Student Life office at the city campus in B.202. |
| **Counselling Services** | You may find it useful to talk with one of our highly qualified and experienced student counsellors if you wish to study more effectively, improve your work-life management or feel stressed or are pre-occupied by a personal issue. Please phone on 9652 0611 if you are studying at CAE campus or 9286 9891 if you are studying at Box Hill to arrange for an appointment. |
| **Attendance** | The learning activities scheduled during class time will assist you in gaining the skills and knowledge necessary to complete the assessments. For this reason, it is recommended that you attend as many classes as possible. |
| **Assessment Extensions** | If you have a valid reason, you may apply for an extension for an assessment. This must be done in writing (on the assessment cover sheet or via email / StudentWeb to your teacher) prior to the assessment due date. |
| **Special Consideration** | Where a student anticipates that a result will be impacted by special circumstances such as ill health or bereavement, application can be made for special consideration. Forms can be accessed from the Student Life office at Elgar Campus in E3.224 or downloaded at: [Special Consideration in Assessment Application](https://www.datocms-assets.com/6783/1565829119-special-consideration-application-form-2019.pdf).  VCE courses: Supplementary exam procedures apply. Please see your VCE Teacher or VCE Coordinator for further discussion. |
| **Re-Assessment** | If you do not demonstrate competency in one of your assessment activities, you are entitled to a second attempt. Your teacher will give you feedback on areas that need additional work. Note that:   * it is your responsibility to negotiate the appropriate dates/times for re-assessment with your teacher * if you do not submit an assessment on its due date, or if you do not attend class on the date an assessment is scheduled without a valid reason, this will be counted as an assessment attempt. |
| **Assessment Review** | If you believe that you have been assessed unfairly, you have the right to request an informal assessment review. When your assessment cover sheet is returned to you, you can request an informal review by filling in the section below and returning it to your assessor or the Manager of your area. If you are not satisfied with the outcome, you can apply for a formal review of assessment on the [application form](https://goo.gl/Pb3Rtx) located on the Box Hill Institute Website. |
| **Plagiarism** | As a student at Box Hill Institute you are not permitted to take someone’s words, ideas or other materials and present them as your own. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Cheating** | As a student at BHI you are not permitted to seek to obtain an unfair advantage in an examination or test. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Collusion** | As a student at BHI you are not permitted to make arrangements between two or more people to gain an unfair advantage in an assessment. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |

| **Unit Plan Part 2 - Teacher Information**  Note to teachers: this document must be read in conjunction with the Guidelines for Completing VET Unit/Cluster Plan available on BQS |
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| **Timing** | | **Mapping to the unit/s** | **Learning Topics** | **Teaching and Learning Strategies** | **Assessment** | **Resources** |
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| CELCAT Session No or Week No | Time allocated | Elements;  Performance Criteria;  Knowledge Evidence;  Performance Evidence linked to the session  (insert unit code if cluster plan) | Topics covered during the session | Learning activities clearly explaining the way the class is structured.  Aim for diversity to increase learning for a broad student base. Include in your plan:   * Engagement activities * Classroom discussion with effective and varied sample questions * Group activities, explaining the way activities are structured * Class presentations * Individual learning activities * Problem solving strategies * Activities for students finishing work early * Language, Literacy and Numeracy activities * Strategies to confirm student learning in the session * Preparation for the next session | **Assessment activities**   * Explanation of assessment tasks * In class assessment tasks * Assessments tasks scheduled | R**esources** required for the session: e-learning and other |

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|  | 2.5 | KE  1.1, 1.2, 1.3 | Introduction to the unit  Follow safe work practices  Legislation  Employer responsibilities  Employee responsibilities  Policies and procedures  Hazards  Hazard Identification | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  **Commence Session 1 - PowerPoint slides 1 – 4**  *Teacher Led discussion & Class discussion*  Introduce students to the unit   * Assessments   **Introduction to WHS**   * What is the main purpose of the WHS Act 2011 * Who might these workers be? * Australian Standards maintained for all workers * Section 3 of the WHS Act 2011 * Encourage unions/assist business/provide education and training * Compliance & continuous improvements * What are the requirements for workers under the WHS Act? * Section 22 – Duties of employers to monitor health and conditions – An employer must, so far as is reasonably practicable.   **PowerPoint slides 5-14**  **Module WHs Laws Overview**  [https://www.safeworkaustralia.gov.au/law-and-regulation/model-whs-laws](https://www.safeworkaustralia.gov.au/law-and-regulation/model-whs-laws%20%20)  (Accessed 15/01/2024)  Legislation – Act, regulations, and code of practice   * Work Health & Safety Act 2011 (the WHS Act) * What is the purpose * Section 3 of the WHS Act 2011 * Regulations * WHS Authorities * Section 22 – Duties of employers to monitor health and conditions – An employer must, so far as is reasonably practicable.   **PowerPoint slides 15**  **The compliance codes (example first aid)**   * Practical guidance on how to comply with your obligations.   <https://www.worksafe.vic.gov.au/resources/compliance-code-first-aid-workplace>  **PowerPoint slides 16**  Students to watch video and followed by Teacher Led discussion & Class discussion  **Discussion topics: (post viewing)**   * Intro to WHS * Benefits of managing WHS risks * Importance of talking to workers * Identifying hazards * Assessing existing Risks * Control measures   **Watch:** Workplace [health](https://www.bing.com/videos/riverview/relatedvideo?q=workplace+safety+videos+australia&mid=BCB3B8E3EF1305FF87F1BCB3B8E3EF1305FF87F1&FORM=VIRE) and safety – (Accessed 15/01/2024)   * **Keep work health and safety a priority.**   <https://www.bing.com/videos/riverview/relatedvideo?q=workplace+safety+videos+australia+2022&&view=riverview&mmscn=mtsc&mid=8B2F147BBA10704CDF278B2F147BBA10704CDF27&&aps=13&FORM=VMSOVR> Viewing time 1.09min   * **Health and safety risk assessment and management**   <https://www.bing.com/videos/riverview/relatedvideo?&q=Health+and+Safety&&mid=1E42C7BFD979782BF1D01E42C7BFD979782BF1D0&&FORM=VRDGAR> Viewing time 2.29min   * **Top 5 triggers for stress**   <https://www.bing.com/videos/riverview/relatedvideo?q=Health%20and%20Safety%20Videos%20for%20Workplace&mid=F7CD046DDFD626564856F7CD046DDFD626564856&ajaxhist=0> Viewing time 2.42min  **PowerPoint slides 17-18**  **Responsibilities for employers included:**   * WHS Responsibilities * PCBU * Training * Supervision * Consultation * Protective equipment * Regular system checks * Safe procedures and adequate facilities   Watch: [**Work and safety duties in Australia**](https://www.bing.com/videos/riverview/relatedvideo?&q=review+control+measures+WHS+au+video&&mid=860627C4F6A49C3C6682860627C4F6A49C3C6682&&FORM=VRDGAR) **view time 6.00 min**  **PowerPoint slides 19**   * Employees/workers * Work safety * PPE * Not interfering or misusing equipment or other safety measures * At risk * Responding to reasonable requests * Report WHS issues such as hazards, injuries, illness and near misses**.**   **PowerPoint slides 20-23**  **Employer and employee responsibilities**  **Policies and procedures**   * Definition of a policy * Definition of a procedure * Policies & Procedures related to WHS   **Hazard – What is a hazard?**   * Hazard Identification   Teacher Led discussion examples of other P&P  **PowerPoint slides 24-26**  Teacher Led discussion regarding hazard images  Discussion topics:   * Australian workers’ rights compared to overseas workers * Risks * PPE * Workers’ compensation   Summary  **PowerPoint Slide 27**  **In Class Assessment Task 3: Activity 1 Hazards Identification:**  **On campus: Walk around the simulation ward/theatre and identify all the hazards present.**  **Record your hazards in AT3 Activity 1**  Group discussion on the hazards students identified and the risk. | Assessment Task 3  Session 1 Activity 1  Hazard Identification | BHI Uniform PPE, pen, note paper, electronic device (laptop/phone for leaning purpose, mic/camera  AT3 Activity 1  Hazard identification via simulation using hospital ward. Various base stations of hazards for students to select from needles/syringes/body spills/cords/paper/wound dressing materials. Or off campus using hazard image from SW. |

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|  | 2.5 | KE  2.1, 2.2, 2.3 | Implement safe work practices  Risk Assessment  Hierarchy of Control/Risk Control  Model WHS Regulations  Review Control & Measures  Legislation Policy  Manual Handling & Risks | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  Revision from last session  **Commence Session 2 PowerPoint slides 28-31**  Teacher Led discussion & Class discussion  **Risk Assessment**   * Risk – What is a risk? * Hazards and risks – example of a hazard and risk (class discussion). * Group discussion on the hazards identified and the risk involved/management. * Risk Assessment   • Risk Assessment Matrix  • Likelihood rating & Consequences   * Levels of response Hierarchy of Control   • What is the hierarchy of control?  **PowerPoint slides 32-33**  Watch: [WHS Risk control](https://www.youtube.com/watch?v=CVp60eOyl5Y) – Viewing time 5.48min  • Ranking risk controls   * Level 1 * Level 2 * Level 3 * Hierarchy of control priorities * Review control measures   **PowerPoint slide 34:**  **In Class Activity:** Student to complete NSI risk Management sheet Teacher led discussion; open class discussion and feedback**.**  **Power Point Slide 35:**  **In class Assessment Task 3: Activity 2: Risk Assessment select three (3) hazards and identify the levels of control & risk assessment for each**  **PowerPoint slides 36-37: Review of control measures**  **Watch:**  [**How to identify hazards - Assessing and controlling risk, part 1**](https://www.youtube.com/watch?v=ro5faZ8LJm0)  [**How to assess risks - Assessing and controlling risk, part 2.**](https://www.youtube.com/watch?v=LR3jg7osU_8)  [**How to implement controls - Assessing and controlling risk, part 3**](https://www.youtube.com/watch?v=SK8m_PZ3KgM)  [**How to check controls - Assessing and controlling risk, part 4**](https://www.youtube.com/watch?v=LWfNQX9wSYA)  [**how to check controls - Assessing and controlling risks**](https://www.youtube.com/watch?v=LWfNQX9wSYA)Viewing time 1.38min (Accessed 15/01/2023)  **PowerPoint slides 38-40**  **Legislation & Policy**  Code of practice – example Code of Practice for Hazardous Manual Handling 2018  **WATCH:** [**Health and safety legislation in Australia**](https://www.bing.com/videos/riverview/relatedvideo?q=review%20control%20measures%20WHS%20au%20video&mid=069D80FFA6129C6E7B8D069D80FFA6129C6E7B8D&ajaxhist=0) **(viewing time 4.39min)**   * Manual handling regulations (2007) Law * Transferring people safety 3rd Edition 2009   <https://www.worksafe.vic.gov.au/resources/transferring-people-safely-handbook-workplaces>   * March 2018 5 new compliance codes added including language   <https://www.worksafe.vic.gov.au/resources/compliance-code-communicating-occupational-health-and-safety-across-languages>  **PowerPoint slides 41**  Manual handling is an activity that requires a person to use muscle force to lift, lower, push, pull, carry, move, hold, or restrain.  Healthcare workers especially nurses are the highest risk of injury.  **PowerPoint slides 42-43**  **In Class Activity:**   * **Hazardous manual handling (MH)**   **Click on six (6) links pictured and read each.**  **Watch** **“Everything about hazardous manual handling in one place”.**  <https://www.worksafe.vic.gov.au/hazardous-manual-handling>  Follow video link to four (4) other videos in slide 43)  **Watch** [Hazardous manual handling | WorkSafe Victoria](https://www.worksafe.vic.gov.au/hazardous-manual-handling) (view time 2.24min)  **PowerPoint slides 44-45**  **In class Activity: Teacher led Class discussion**   * Identify the risks in this picture * How would you modify this carer work practices?   **PowerPoint slides 46-56**  **Teacher led Class discussion**   * Intervertebral Disc- consequences * Safety Zones * No lift principles’ * Stretching * Risk factors to reduce injury * No lift equipment * Stretching | **Assessment Task 1**  **Session 3**  **Assessment Task 3**  Session 2: Activity 2  Risk Assessment  Slide 35 | BHI Uniform PPE, pen, note paper, electronic device (laptop/phone for leaning purpose, mic/camera  Class Activity: NSI Risk management sheet  AT1 access to SW internet, pen paper, laptop, mic/camera  AT3 Activity 2 assessment, pen paper, internet |
|  | 2.5 | KE  4.1, 4.2, | Implement safe work practices  Contribute to safe work practices in the workplace  Identifying and implementing procedures & instructions  Identifying and reporting issues  Report forms  Safety data sheets  PPE  Infection prevention  Common manual handling issues  Back Injuries  Repetitive strain injury  Musculo-Skeletal Disorders  Complete Manual Tasks | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  Revision from last session  **Commence Session 3 – slide 57**  **PowerPoint Slides 58**  Teacher Led discussion & Class discussion  Implement safe work practices   * Identifying and implementing procedures & instructions * Identifying and reporting issues * Reporting forms   **PowerPoint Slide 59**  **Class Activity** Write an Incident report – Freight train Teacher led discussion, open class discussion and feedback**.**   * SDS * Near miss   **PowerPoint Slide 60-62**  Implement safe work practices   * Infection prevention * PPE * Standard precautions * Additional Precautions * Injury * Manual handling   **PowerPoint Slides 63**  **Watch:** [**Choosing & Fitting the Right Sling**](https://www.youtube.com/watch?v=OFoT4ijcwyY) **view time 4.18 min**  Teacher led discussion and class participation.  **PowerPoint Slides 64**  **MH steps – prevention of injury**  How can injury be prevented   * Adequate training * Yearly refresher * Policy & Procedures * Reporting * Own safety   **PowerPoint Slide 65**  **Watch:**  [**Aidacare Training Video - Manual Handling - Sit To Sit**](https://www.youtube.com/watch?v=wNRlmCHL7Xk) **4.29 min**  [**Aidacare Training Video - Manual Handling - Sit To Stand**](https://www.youtube.com/watch?v=L914lkoub6E) **3.42 min**  [**Safe Resident Handling - The 3C’s**](https://www.youtube.com/watch?v=wNRlmCHL7Xk) **5.26 min**  [**Using Slide Sheets**](https://www.youtube.com/watch?v=O_0pglA201U) **6.36min**  [**Aidacare Training Video - Manual Handling - Lie To Sit**](https://www.youtube.com/watch?v=3GOgp_HX4JQ&t=19s) **4.38 min**  [**Aidacare Training Video - Manual Handling - Floor Lift**](https://www.youtube.com/watch?v=457C1mBIUXc) **4.31 min**  Teacher led discussion and class participation.  **PowerPoint slide 66-68**  **Preparing for manual tasks**   * Reducing lift/lower forces * Avoiding bending * Reducing, pushing, pulling, carrying and holding.   **Manual handing issues to overcome:**   * Modify area * Rearranging materials * Performing different actions * Load size * Personal capabilities   Teacher led discussion and class participation.  **PowerPoint Slides 69**  **Factors which increase risk injury**  Lifting and carrying objects in the workplace are the most common cause of lower back/shoulder injury   * Combining two activities (twisting/bending) * Handling awkward postures when combined * Reaching * Constricted workspace.   **PowerPoint Slides 70-82**  Watch: [Manual handling 101: A guide for employers and workers in every industry](https://www.youtube.com/watch?v=egW9IEzRP2Q) view 2.30min  **Musculoskeletal disorder**   * MSD is the most common type or workplace injury in Australia * Repetitive use of same body parts, * Sudden damage caused by strenuous activity * Types of MSD – soft tissue hernias, chronic pain * Sprains, strains, back injury joint/bone, nerve injury   **Basic facts of the human body**   * Providing strength and support to the rest of the body * Allowing the body to move in a variety of ways including bending, stretching, rotating and learning. * Absorbing impact shocks & loads through the intervertebral discs * Bad posture leads to muscle and ligament imbalances. * Signs and symptoms difficulty breathing carpal tunnel syndrome, issues of the spine * Ruptured disc & pinched nerve * 3 types of muscle of the body * Manual handling exercises * Manual handling injuries the spine/muscles * Safe manual handling techniques   **PowerPoint Slides 83-85**  **Policy & Procedures**   * Noncompliance led to disciplinary action * Updated and reviewed regular * Falls * Cleaning and sanitising * Consent * Behaviours of concern   **PowerPoint Slides 86-87**  **Equipment Use**   * PPE, Mechanical * Makes job safer * Sharps container * Wheelchairs * Height * trolleys   **PowerPoint Slides 88-91**  Infection prevention & Control   * PPE * Hand wash * Bad practices * Safety Data Sheet   **PowerPoint Slides 92-94**   * Legal document, written by manufacturer/importer/supplier, must be supplied with all chemicals * Must identify chemical properties, health hazards, precautions for use. * Must contain hazard identification, inhalation, skin, digestion, eye, injection, first aid, waste disposal, storage, fire hazards**.** * Must be written in English, Australian manufacturers name and address & telephone numbers   **PowerPoint Slides 95**  **Class Activity: complete safety data sheets**  Students will be given a SDS and required to complete relevant details for **MINERAL TURPENTINE**.  **PowerPoint Slides 96**  **Assessment Task 3 - Activity 2: From Activity 1, select three (3) hazards and identify the levels of control for each.**  **Assessment Task 3 - Activity 3: From Activity 2, complete an incident report for one (1) of your incidents that you identified in Activity 2. Organise a group meeting to discuss the issues/outcomes/safe work practices/stress levels/maintaining currency in job role**  **Small group activity:** (As above) students to organise a meeting and discuss the incident and issues relating to the incident. Provide outcomes for safe work practice and discuss how you would maintain levels of currency in your job as well managing stress levels. | **Assessment Task 2**    **Assessment Task 3**  Session 3: Activity 3  Incident Report | Class Activity: Write an incident report. Template from WHS Teacher resources  Class Activity: SDS  SDS Template from WHS Teacher resources (Mineral Turpentine)  AT2: assessment, internet, laptop, phone, pen paper.  AT 3 Activity 3  Bag of hazardous resources; sharps, bodily spills, soiled linen, hazardous waste, general waste, PPE |
|  | 2.5 | KE  4.1, 4.2 | Reflect on own safe work workplace  Policies and Procedures  Preparing for Manual Tasks  Contribute to safe work practices.  Equipment Use  PPE | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  Revision from last session  **Commence Session 4–slide 97**  **PowerPoint Slides 98-100**  Teacher Led discussion & Class discussion  Contribute to safe practices in the workplace  Raise WHS issues   * Grievances * Penalties or organisations/workers * Generate discussions * Informal/formal/debrief/meetings/inspections/audits/WHS Reps   **PowerPoint Slides 101**  Safety Signs   * WHS safety * Different signs in health * Dangerous Goods Classification identification   **PowerPoint Slides 102**  Housekeeping   * Maintenance of equipment * Cleaning & storing of equipment * Non cluttered work ways * Training   **PowerPoint Slides 103-106**  **Dangerous Goods Classifications**   * Corrosive * Flammable * Explosive * Spontaneously combustible * Toxic & oxidising * Water reactive * Substance or article of dangerous goods named in the code is assigned to a particular class relating to its primary hazardous property * Signage diamonds. Class 1-9   **PowerPoint Slides 107-108**  **What Types of emergencies in the workplace?**   * Slip, trip, fall, eye/ear injuries/amputations/heart conditions   **Follow emergency procedures**   * Sudden abnormal event * Organisations must have emergency plan in place * Workers must comply with emergency directions.   **Emergency Procedures**   * Emergency Codes * Emergency equipment * Evacuation & Plan   **Watch: PowerPoint Slides 109-111**  Building & Office evacuation viewing time 2.40min [**https://www.youtube.com/watch?v=UuTowptYlrM**](https://www.youtube.com/watch?v=UuTowptYlrM)  Evacuation Procedure – Aged Care Viewing time 6.40[**https://www.youtube.com/watch?v=L-d\_wrJ8ALY**](https://www.youtube.com/watch?v=L-d_wrJ8ALY)  **PowerPoint Slides 112**  **Emergency codes**   * Code red, blue, orange, purple, and grey, black. Etc**.**   **PowerPoint Slides 113**   * Fire evacuation plan   **PowerPoint Slides 114**  Reflect on own safe work practices   * Fatigue & Stress * Debrief * Emergency Procedures * Emergency Codes * Maintaining Currency   Group discussion on different types of codes in healthcare – Have students identify emergency codes they may have heard before.  Group discussion on the different signs students found on campus and what they mean  **PowerPoint Slides 115-117**  Stress & Fatigue   * Definition of stress and fatigue * Common stressors * Symptoms of stress * Fatigue * summary   **PowerPoint Slides 118**  **Assessment Task 3 Activity 4 –**  **Part 1 & 2**  **Activity 4 is comprised of three (3) parts:**  **Part 1: Identification of all workplace WHS signage & emergency exits (Elgar B3. Ground Floor)**  **Part 2: Workplace audit**  **Part 3: practice for emergency evac undertaken in session 5 & 6**  **\*\*\*\* Students should be allocated a role for emergency evacuation in Session 5 & 6.** | **Assessment Task 3 Activity 4 –**  **Part 1 & 2**  **Activity 4 is comprised of three (3) parts:**  **Part 1: Identification of all workplace WHS signage & emergency exits (Elgar B3. Ground Floor)**  **Part 2: Workplace audit**  **Part 3: Practice for emergency evac undertaken in session 5 & 6**  . |  |
|  | 2.5 | PE  4.1, 4.2 | Complete Manual Tasks | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  Revision from last session  **Commence Session 5 slide 119**  **Assessment Task 3- Activity 4 Part 3.**  **Evacuation from Building 3 (bomb)**  **Use evacuation resources to support evacuation**  **\*\*\*\* Students should be allocated a role for emergency evacuation in Session 5 & 6.**   * **Teacher: hand out all evacuation resources.** * **Teacher to play bomb threat caller; this dialogue is found on StudentWeb. All students to complete the table within AT3, Activity 4 – Part 3** | **Assessment Task 3 Activity 4**  Evacuation (Bomb Threat) Scenario. | BHI Uniform PPE, pen, note paper, electronic device (laptop/phone for leaning purpose, mic/camera  **AT3 –Activity 4**  Evacuation resources. Map,  Hard Hats, FA kit, hair nets, bandage x 2, warden/Area Warden, evacuation documentation and bag. Bomb Threat caller identificationsheet. PPE |
|  | 2.5 | PE  4.1, 4.2, 4.3, 4.4 |  | **Underpinning knowledge - Student Pre-reading requirement**  **Students are to undertake pre-reading of unit – via PowerPoint presentation located on SW**  Revision from last session  **Commence Session 6–slide 120**  **Assessment Task 3- Activity 4: Evacuation from Building 3 (bomb)**  **\*\*\*\* Students should be allocated a role for emergency evacuation in Session 5 & 6.**   * **Teacher: to hand out all evacuation resources.** * **Teacher to play bomb threat caller; this dialogue is found on StudentWeb. All students to complete the table within AT3, Activity 4 – Part 3** | **Assessment Task 3 Activity 4**  Evacuation (Bomb Threat) Scenario. | BHI Uniform PPE, pen, note paper, electronic device (laptop/phone for leaning purpose, mic/camera  **AT3 –Activity 4**  Evacuation resources.  Hard Hats, bandages x 2 FA kit, warden/Area Warden, evacuation documentation and bag.  Bomb Threat caller identificationsheet. PPE |

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| Unit Evaluation  Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row | **Note to Teachers:**  Ensure that your students complete the Unit evaluation on StudentWeb at the end of this unit.  Please download the analysis of student evaluation data and save it in the course quality folder. Please review this data as part of TAS review at the end of course delivery. |