

e-Learning ~ the healthy development strategy

Brian Clarke¹

e-Learning

Professional development is both time consuming and hard work. Health service organisations are tightly squeezed for the resources to support learning, and scan training and development solutions in a continual search for the “best” way to develop competence.

So, health services have adopted a range of professional development methods. These include residential conferences, guest speakers at internal seminars, training sessions spread over time, distance learning by mail, email access to specialist papers, on-line learning and CD-ROM packages.

Organisations prefer access to learning on demand, rather than an intermittent offering of training programs in any variety of formats. So, on-line learning appears easy, fast and efficient – it’s always available, as and when individuals wish to access. But observation of participation rates indicates that many learners lack the independent learning skills needed for on-line learning (Webb 2001)².

“e-Learning” is a superior approach, because it offers professional learners a fully-flexible mix of development methods, and offers organisations a potentially high-performance linkage of professional development to strategic directions.

The flexible mix of e-Learning integrates a full range of components. These include on-line interactive modules, face-to-face group sessions, individual coaching and support from an “e-Moderator”, email and bulletin board access to other participants, service tasks to be completed off-line, and a major project of significance to the participant’s health service. A personal Log Book can record progress, and a portfolio of evidence can be compiled for an appropriate award.

For organisations, the high-performance link comes partly from offering efficient access to a range of development methods that suit the varying learning styles of participants – so people can participate in ways that best suit them. It also partly comes from the integrated major projects that can deliver practical benefit to the organisation. For example, participants in an Occupational Health, Safety and Environment module identified major sources of waste in their health service, and ways to reduce and minimise the associated costs that more than paid for the costs of the learning program.

Critically, e-Learning meets the need to dovetail development with work demands. Other benefits include access on demand, consistent delivery, attractiveness to participants and a very high potential level of involvement in appropriate learning applications. Although development costs may be high, the eventual cost can be lowered to acceptable levels in two or three years as the initial investment is spread.

To be effective, e-Learning should be aligned with strategic direction by a supportive management, determined to measure the impact of development initiatives. Starting small and trialling is sensible, with sound project management until the final program is rolled out.

¹ Brian is Executive Chairman of IDPmultimedia. Samples of work can be viewed at www.idpmultimedia.com.au

² Webb, G., **Building a Whole-of-Organisation Approach to Online Education** (referring to Warner, D., Christie, G. & Choy, S. **The Readiness of VET Clients for Flexible Delivery Including Online Learning**, 1998). Available online at <http://flexiblelearning.net.au/nw2001/01_attending/papers/4-3Webb.doc>. Last accessed 27 February 2002

e-Learning design process

The intent is to develop a learner-centred product. The focus is neither on the trainer/facilitator, nor the learning events, which are the means to the learning outcomes. The most useful e-Learning products come from a systematic procedure that provides the designer with the security of stakeholder sign-off at key steps.

These are some of the key features of best practice learning design:

- The design process is systematic, following a sequence such as ADDIE:
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation

Further information about systematic design using the ADDIE process can be found at <http://www.fbe.unsw.edu.au/learning/instructionaldesign/materials.htm>.

- The learning outcomes specify the evaluation of Learning, Transfer and Results (respectively Kirkpatrick's³ Evaluation Levels 2, 3 and 4), and evaluation tools may be designed at this early stage. This can lead to a learning product which is has learning and evaluation well-synchronised.
- Decisions about learning methodology – facilitated groups, self-paced, e-Learning, etc – are made after the Analysis.
- Client and stakeholder sign-offs are obtained on the Design Outline before any work is commenced on the detailed design.
- Complete the Design Detail or Storyboard before any work is commenced on product development.
- For e-Learning programs, consider using these components:
 - Personal Log Book, containing all assessment tasks, off-line business tasks, and workplace assessor sign-offs (for accredited programs)
 - Interactive on-line (or CD-ROM) module
 - Off-line business tasks – for content best done by research or discussion with colleagues
 - Group sessions –for content best done by facilitated learning
 - Business Project – major project on which to apply learning from the entire program, and which delivers benefit to the business
 - E-Moderator contact – participant-initiated and e-Moderator-initiated contact via telephone and email for coaching purposes
 - Email, Bulletin Board and chat room communication between participants.

All of these components are designed into the Storyboard developed at the Detail Design stage.

³ Kirkpatrick, D.L. (1994). *Evaluating Training Programs*, Berrett-Koehler.

e-Learning project plan

This plan is designed for use by a content-specialist who wants to design an e-Learning product, or work with an instructional designer to do so.

Analysis

Step 1: Decide the parameters

Allow about 5:1 design to product ratio. That is, 5 hours on parameters for each hour of final product.

- Identify the **learning need** and the purpose of e-Learning product.
- Identify any **other stakeholders** in the product. Who are they? Do they expect to sign-off at any stage?
- Who are the **target users** of the learning product. Who are they? What do they already know? Why do they need to learn? What is their learning environment?
- Outline the required **learning outcomes** or competencies – attitudes, skills, knowledge.
- Set the evaluation expectations in terms of Kirkpatrick (1994) **Level 3 (Transfer) evaluation** of learner performance on-the-job, and Kirkpatrick (1994) **Level 4 (Results) evaluation** of expected changes to real service parameters.
- Decide the **scope of content** – eg. essential content, expected duration, number of facilitator-led sessions.
- Decide if the **on-line component** is to be CD-ROM or web-based.
- Specify any **limitations** on learning – eg. time availability, manager input, availability of e-Moderator.
- Plan the **expected timeline** and delivery date.
- Specify **sign-offs**. Which stakeholders or managers expect to sign-off on the program, and when?

Step 2: Research the content

Allow about 10:1 research to product ratio. That is, 10 hours on research for each hour of final product.

- **Talk** to stakeholders, subject matter experts and target users
- **Collect** existing written and electronic materials.

Design

Step 3: Design the product outline

Allow about 3:1 design to product ratio. That is, 3 hours on outline design for each hour of final product.

- Specify the **learning outcomes** or competencies.
- Outline the **learning structure and sequence**, showing each content stage.

Step 4: Design the product detail

Allow about 20:1 design to product ratio. That is, 20 hours on detailed design for each hour of final product.

- Design Kirkpatrick **Level 2 (Learning) evaluation** as a Pre-test and Post-test.
- Write the **Storyboard**.

Development

Step 5: Develop all learning materials to *final draft* stage

Allow about 30:1 development to product ratio. That is, 30 hours on detailed design for each hour of final product.

- Design the **electronic shell** for the CD-ROM or on-line module.
- **Electronic authoring**, including **graphic design** of the CD-ROM or on-line module.
- Develop **other components**, including:
 - Materials for facilitator-led session(s).
 - Assessment materials off-line.

Step 6: Alpha test the learning products

Allow about 3:1 alpha test to product ratio. That is, 3 hours on test and review for each hour of final product.

- Check, **test** and proof all e-Learning materials.

Implementation

Step 7: Pilot (Beta) test the learning products

Allow about 3:1 beta test to product ratio. That is, 3 hours on test and review for each hour of final product.

- **Pilot test** all e-Learning materials with about 5% of the target users, under close observation.
- Review to finalise the product.

Step 8: Implement the final product

- **Roll out** the product to all users.
- Collect Level 1 (Reaction) Evaluations.

Evaluation

Step 9: Review the effectiveness of learning

Allow about 2:1 review to product ratio. That is, 2 hours on evaluation review for each hour of final product.

- Evaluate **Level 2 (Learning)**, by reviewing learning gains from the Pre-test and Post-test differentials.
- Evaluate **Level 3 (Transfer)** if possible, possibly by involving manager-assessment of learner performance on-the-job. This may occur some months after the program.
- Evaluate **Level 4 (Results)**, by reviewing any changes to pre-planned service parameters. This is best done some months after the program.

Examples

e-Learning strategies and tools

Visit www.idpmultimedia.com.au, and click the mouse icon labelled "View our sampler of e-Learning materials."

Storyboard

The "Storyboard" is the sequence and content for the on-line (or CD-ROM) module, including all specifications for:

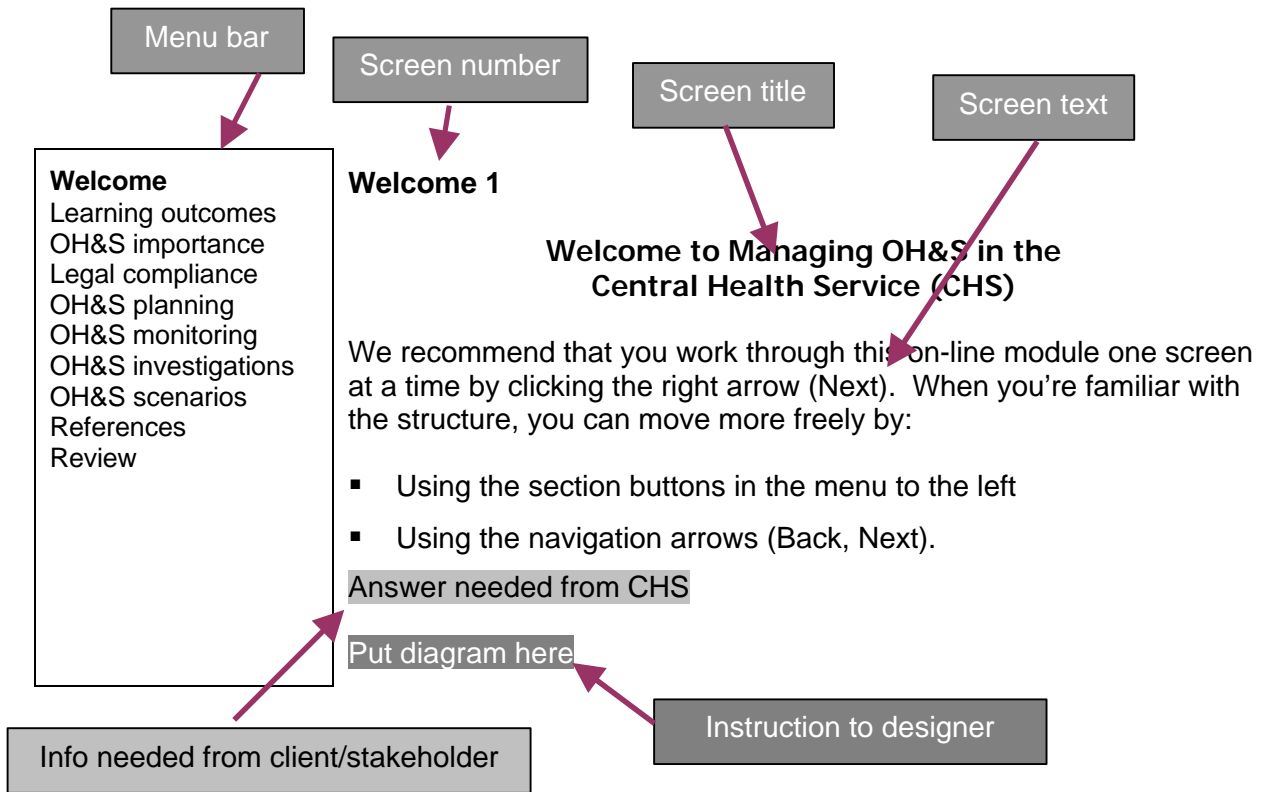
- Evaluations, including Pre- and Post-tests
- Graphics, charts, diagrams, etc, to be developed by the graphic designer
- Interactive tools, to be developed by the web author
- On-line activities
- Directions to off-line tasks and discussions with colleagues
- Directions to bring print-outs and other task responses to the facilitator-led group session
- Directions to contact with e-Moderator.

The storyboard is written by the content specialist or instructional designer, for hand-over to the designer for all graphics and web (or CD-ROM) design. Note that the graphic designer and web author are often different people or teams; at IDPmultimedia, we have professionals who combine both sets of skills.

Samples of a storyboard are attached on the following pages.

Storyboard sample screens

This page explains Storyboard layout only, and is not part of the completed product.



In the menu bar, the current section is shown in **bold**.

In some sections, the menu bar will be expanded by a further drop-down bar, which shows all sub-sections within that section.

Welcome

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Welcome 1

**Welcome to Managing OH&S in the
Central Health Service (CHS)**

In working through this eLearning course, we hope that you enjoy the different learning techniques and the interactivity both within the on-line module and with your colleagues.

Safety is paramount at work. As a manager, you not only contribute to healthy and safe work policies and practices, you ensure that these are understood and applied by staff.

In fact, one of the main Values of CHS is:

“To provide a supportive, safe and enjoyable working environment”. [check CHS value?](#)

If we each continuously contribute to safety consciousness, CHS will achieve and sustain this principal work value. The benefit is that we each enjoy a safe, healthy and less stressful working life.

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Outcomes 2

Competence

This course will help you to be confident that you have the knowledge and skills you need to maintain a healthy and safe workplace at your CHS site.

The learning outcomes for this course are designed to help you develop your competence in managing workplace OH&S. These learning outcomes are listed in the **Pre-test** on the next screen.

If you would like to keep a copy of these learning outcomes, you can [click here](#) to view and print them (PDF, 32K – right click and choose “Save target as” to download a copy to your computer, where you can then print it).

Ideally, you can collaborate on the **Pre-test** with a colleague, your manager or an OH&S specialist – you both agree on the rating for each item that identifies your current skill level and knowledge.

In the Review section at the end of this on-line module, the Post-test provides an opportunity to satisfy yourself that you have achieved these learning outcomes.

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Importance 1

Value in managing OH&S

OH&S is an abbreviation for occupational health and safety, which is the comprehensive concern with workplace well-being. OH&S is vital to everyone involved with each and every workplace – employer, managers and staff, and suppliers, clients and all stakeholders.

At CHS sites, the general value of an effective focus on OH&S includes:

Set these photos up in a 2x2 square:

Photo of CHS clinical work

mouse-over to reveal CHS creates, and sustains, healthy and safe policies and work practices at CHS sites, so that all staff can continue their work uninterrupted by incident or undue stress.

Photo of CHS support staff work

mouse-over to reveal CHS continuously monitors policies and work practices on CHS sites to spot any signs of unhealthy situations developing.

Photo of CHS ward work

mouse-over to reveal CHS managers strive to ensure that staff know and understand our OH&S policies, and comply with healthy and safe work practices throughout their working day – and are encouraged to carry a healthy and safe attitude into their non-work time as well.

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Importance 2

OH&S issues and impact

Q.1. What are some examples of OH&S issues or incidents that have occurred at your site in recent years?

Box to type 6 lines

Question icon button pops up You probably thought about accidents and incidents. But did you think about delays and lost time, and stress arising from the issues? CHS check please

Q.2. What effects have OH&S issues or incidents had on staff at the site?

Box to type 6 lines

Question icon button pops up You probably thought of illness, injury, time off work, and stress. Did you think of distraction at work? CHS check please

Q.3. What are the types of costs that CHS has had to cover as a result of OH&S issues or incidents?

Box to type 6 lines

Question icon

If you're interested in the overall **impact of OH&S**, Mouse-over "impact of OH&S" reveals reference, Taylor, G. et al. click these buttons there are 3 – **National costs**, **Daily incidence**, and **Accident Ratio Triangle**:

National cost button pops up:

- Lost production
- Staff rehabilitation
- Staff replacement
- Equipment replacement
- Equipment repair

- and the total is about \$9 billion each year!

Daily incidence button pops up:

The impact on a typical working day in Australia is:

- 1 worker killed
- 300 injured backs
- 20 diagnosed with hearing loss
- 12 suffer broken bones

Bird's Accident Ratio Triangle button pops up the triangle – animate it please Note bottom segment is "600 incidents/near misses" Also include the reference Bird (1969) in Taylor et al Note how a focus on accidents and injuries grossly understates the risk – we need to examine near misses to identify the causes that could lead to more serious outcomes if ignored.

PofE button Print a copy of the information you typed on this screen, and include in your **Portfolio of Evidence**.

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Sub-menu:
Legal framework
 Information
 Responsibilities
 Unsafe workplace

Legal 1

The legal framework

Appropriately so, OH&S has been carefully legislated by all Australian governments, federal and state. So, everyone connected with all CHS sites needs to understand the Victorian legislative framework, its implications, and the consequences of any failure to comply with the legal requirements.

Type your definition of each legal document into a box below

An **Act** is:

Box for 4 lines

A **Regulation** is:

Box for 4 lines

A **Code of Practice** is:

Box for 4 lines

To check all three definitions, go to www.workcover.vic.gov.au and locate them, then answer Quiz 1 below.

Quiz 1 Now test your understanding of the legal framework

Quiz 1.1 Acts, Regulations and Codes of Practice all set out mandatory requirements for workplace health and safety True False **Pop-up: False – Codes of Practice provide guidance and advice only, and are not mandatory; see www.workcover.vic.gov.au/legislation**

Quiz 1.2 The Regulation covering the use of hazardous substances at CHS sites is the Occupational Health and Safety (Hazardous Substances) Regulations 1999. True False **Pop-up: True; see www.workcover.vic.gov.au/legislation/Regulations.**

Quiz 1.3 You can obtain a copy of the Code of Practice “Hazardous Substances (No. 24, June 2000)” from publications@workcover.vic.gov.au True False **Pop-up: True; see [www.workcover.vic.gov.au/legislation/Codes of Practice](http://www.workcover.vic.gov.au/legislation/Codes%20of%20Practice).**

Quiz 1.4 CHS staff are not covered by the OH&S Act (1985) when off-site. True False **Pop-up: False; all staff are covered by this Act at all times. CHS to supply the name and location of a copy of the OH&S Act (1985) held by CHS**

Standard

Standards are developed by independent bodies, such as Standards Australia, to help organisations to manage OH&S and other risks. Standards set out the minimum acceptable levels of risk for a work process or specific hazard. The Standards Australia website is www.standards.com.au; click “OH&S” to view a list of key standards.

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Legal 6

Actions as a manager

Every employee has a responsibility to take appropriate steps to render safe any unsafe aspect of the workplace. For example, a manager may meet this responsibility by initiating a review of any procedure which has been found to be inadequate. An employee may meet their responsibility by reporting or cleaning up unsafe housekeeping, even if not responsible themselves for the breach of compliance.

Q.8. What action should you take if you suspect a member of staff is affected by drugs or alcohol?

Box for 4 lines

Question icon Pops-up Remove the affected staff member from the workplace. If an employee is affected by drugs or alcohol and is responsible for an injury or accident, you may share in that responsibility – especially if their condition was brought to your attention beforehand. Also, you must act, as the person may not be able to make a proper judgement themselves. It may be wise to immediately ask another manager to confirm your decision. **CHS to confirm please**

Q.9. What action should you take if you notice a staff member is unduly or unusually stressed?

Box for 4 lines

Question icon Pops-up If the staff member reports to you, follow our counselling procedure. If the staff member does not report to you, advise the staff member's manager. **CHS to confirm please**

Off-line icon Discuss these questions with at least one other manager at your site – allow 20 minutes.

Q.10. What are the common causes of stress at your site?

Q.11. What actions can you take to eliminate, mitigate or reduce these causes?

Q.12. How have you ensured that all staff under your management have access to all relevant OH&S documents – legislation, standards, codes of practice, policies and procedures?

PofE icon [Click here](#) to print a document (PDF, 32K) on which to record your responses to the questions, and include it in your **Portfolio of Evidence** [Click here](#) produces the doc on page 55.

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Plan
Implement
Coach

Plan 3

Manager role in ensuring compliance with OH&S

When under high work pressures or some other form of stress, staff may not always adequately attend to safety requirements. Some staff members may need to be coached to ensure that they comply with OH&S requirements.

Q.16. What work pressures on your site may operate against a staff member complying with OH&S requirements?

Box for 6 lines **Question icon** Pops up: Did you think of at least these factors? CHS to check

- workloads may encourage staff to cut corners when overconfident or hassled
- staff may relax about procedures documented "safe"
- staff may not recognise the benefits of OH&S

An effective manager can take three levels of action to assist staff to comply with OH&S requirements. These are:

1. Role model health and safety

What can you do to role model OH&S to your team/area?

Box for 5 lines **Question icon** Pops up: Did you think of at least these factors? CHS to check

- Appropriate health breaks
- Posture
- Correct ergonomic use of equipment
- Referral to OH&S, fire and emergency procedures regularly at team meetings
- OH&S induction for every new team member
- Hazard identification and communication.

2. Monitor the OH&S status of team members

What can you do to monitor your team/area OH&S status?

Box for 5 lines **Question icon** Pops up: Did you think of at least these factors? CHS to check

- Check competence on safety-critical tasks – you may need the help of an OH&S specialist or workplace assessor
- Check adherence to safety standards
- Encourage team members to spot and report "near misses"

Continued next page

Previous screen continued

3. Encourage a positive attitude to OH&S

What can you do to encourage a positive attitude to OH&S?

Box for 5 lines Question icon Pops up: Did you think of at least these factors? CHS to check

- Endorse attention to safety – show that you notice and you care
- Inform OH&S manager, who may have a recognition scheme
- Make comments about good OH&S practices during team meetings, on routine coaching, during observation sessions and at performance reviews.
- Use posters and diagrams as reminders, provided they are clear, and changed often enough to be noticed and interesting.
- Consider a brief “health & safety” segment at meetings.
- Circulate CHS OH&S bulletins
- Run an occasional brief and specific OH&S meeting for your team/area. If you get questions, find out the answers and reply. Provide a handout to encourage staff to refer later, and discuss. Safety meetings can send these messages to employees:
 - The organisation places a high value on safety
 - We all need to know the detail of OH&S
 - Safety involves a team effort
 - Information flow is encouraged
 - Employees know how OH&S practices should change.

PofE button Print a copy of the information you typed on this screen, and include in your **Portfolio of Evidence**.

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Monitor 1

Risk management

Once a consultative plan is implemented, its effectiveness can be continuously monitored. "Risk management" is another term for this monitoring, and is a systematic way to identify, assess, control and communicate the risks in any activity or procedure.

Identify hazards

Manage hazards
Manage waste
Recommend
improvements
Inform staff
Report

The first step is to identify all potential, emerging or real hazards. But first, to adequately understand the terms involved, these are some useful definitions:

Definitions

Hazard button that pops up A hazard is a source (or potential source) of loss, accident, injury or ill-health.

Risk button that pops up Risk is the chance of a hazard causing an incident.

Risk = Likelihood x Severity

Likelihood button that pops up A measure of the probability and/or frequency that the hazard will cause accident, injury or illness.

Severity button that pops up The potential consequences of the accident, injury or illness.

Identifying hazards

Hazard identification is the first step in managing risks and developing safe systems.

Spot the hazard 1 Example button pops-up Photo H1, p.17

Question icon pops up labelled Photo H1

Spot the hazard 2 Example button pops-up Photo H2, p.17

Question icon pops up labelled Photo H2

Spot the hazard 3 Example button pops-up Photo H3, p.17

Question icon pops up labelled Photo H3

CHS to supply Photo H1 – something equivalent to this



CHS to supply Photo H2 – something equivalent to this



CHS to supply Photo H3 – something equivalent to this



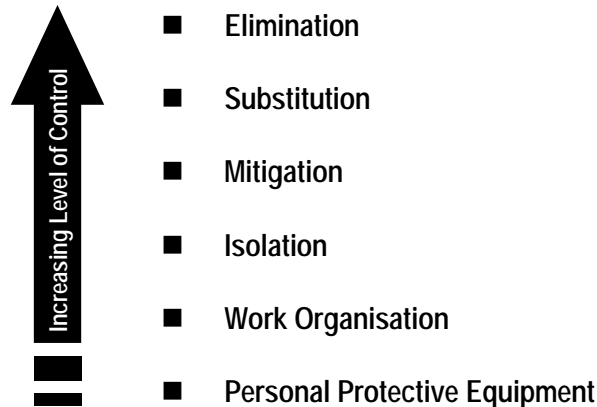
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Identify hazards Manage hazards Manage waste Recommend improvements Inform staff Report

Monitor 3

Managing hazards

Managing hazards means controlling them at the source, not “working around” them – it is always risky for staff to attempt to “work safely” in a hazardous environment.

Hazards can be managed by using a hierarchy of actions.



On each word, pop-up the brief explanation:

Elimination pops-up totally remove the hazard

Substitution pops-up replace the equipment or procedure with one that is hazard-free

Mitigation pops-up modify equipment or procedure to be hazard-free

Isolation pops-up separate staff from the hazard

Work Organisation pops-up change work methods to be hazard-free

PPE pops-up protect the person eg. computer radshields, eye-wear, gloves

Using this hierarchy, re-visit each of the previous hazard photos, and identify the appropriate action to manage the hazard.

Manage hazard 1 Example button again pops-up labelled Photo H1 – this time with the list of 6 categories in the hierarchy – drag and drop the best one, which reveals the explanation; also explain why the other categories are less suitable.

Manage hazard 2 Example button again pops-up labelled Photo H1 – this time with the list of 6 categories in the hierarchy – drag and drop the best one, which reveals the explanation; also explain why the other categories are less suitable.

Manage hazard 3 Example button again pops-up labelled Photo H1 – this time with the list of 6 categories in the hierarchy – drag and drop the best one, which reveals the explanation; also explain why the other categories are less suitable.

CHS to suggest most appropriate category, and reasons why others are less suitable.

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Monitor 6

Manage waste

Waste management is one result of continuous improvement, which is a workplace culture that strives to improve all work systems. Many organisations eliminate or recycle waste such as paper and packaging materials, but may spend less effort on identifying ways to reduce less obvious waste – including lost time and re-work.

Identify hazards
Manage hazards
Manage waste
Recommend
improvements
Inform staff
Report

Here we will briefly consider how to manage two forms of waste that impact on OH&S:

- Lost time
- Hazardous waste.

Lost time

Lost time can take the form of staff absence, inefficient procedures, and re-work.

Q.23. Identify two ways in which time is lost at your site, stating what measures you monitor to reveal this information. Then list the current policy/procedure that applies, and how it could be improved to reduce the time lost.

Hazardous waste

At workplaces with any form of hazardous waste, the management and proper disposal of that waste is essential for the well-being of employees, surrounding communities and the environment. It is also subject to legal requirements, and associated penalties. So waste must be managed and disposed of within legislative and organisational requirements.

Q.24. For two types of hazardous materials that are waste at your site, what is the procedure used to dispose of these materials, how is it monitored, and what improvement can you suggest, if any, to the procedure?

PofE icon [Click here](#) to print a document (PDF, 28K) on which to record your responses to the questions, and include it in your **Portfolio of Evidence** [Click here](#) produces the doc "Managing waste" on page 58.

Group session icon Bring a copy of the document "Managing waste" with you to your **Group Session**, where it will be discussed.

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Monitor 9

Maintain records and reporting procedures

Even though CHS is successfully managing OH&S, accidents and incidents remain possible. If any do occur, we need to learn from those events to ensure future compliance. So, all accidents and incidents/near misses must be reported, investigated, analysed and recorded.

Identify hazards
Manage hazards
Manage waste
Recommend improvements
Inform staff
Report

Reporting and record keeping are required by the legislation. Once again, each manager must:

- know what is required by this legislation
- comply with these requirements.

1. Accident reports

Accident reports are required as part of the organisation's workers' compensation reporting procedure, and CHS has well-established procedures **CHS to check this claim**

2. Incident reports

Reports and records of incidents and near misses are just as important in planning to eliminate or reduce future OH&S losses and risks. Analysing these can help us to determine the cause, plan and implement procedures to prevent a recurrence, comply with the legislation, and build good workplace relations.

e-Moderator icon

Find out the answers to the following questions. When you are ready, e-mail your e-Moderator with your responses and have a discussion about the key points that you have outlined.

Q.25. How effective is your site's procedure for reporting, investigating and analysing accidents and incidents?

Q.26. What are the roles of OH&S representatives and OH&S workplace committees within CHS?

CHS check that these are sensible questions, and that managers can locate answers.

Site Safety Tasks

Tasks **4.**, **5.** and **6.** are designed to test your ability to "monitor, adjust and report safety performance".