Occupational Health and Workforce Risk Leadership

GExperts Learning Academy | PC-X24 | PC | 12-18 weeks

Course overview

12-18 weeks PC programme focused on Occupational Health and Workforce Risk Leadership, using energy-sector cases and applied decisions.

Designed for: Experienced professionals

Learning outcomes

- Explain core principles and terminology for Occupational Health and Workforce Risk Leadership.
- Interpret an applied case using evidence and stated assumptions.
- Identify risks, safeguards, role boundaries and escalation points.
- Prepare a clear recommendation for a multidisciplinary audience.

Course guide

Work through each module objective, lesson and teaching note, complete the applied activity and assessment, then use the separate Academy practice page for practice questions and answer feedback.

Separate practice questions:
https://www.globalexpertsconsultoria.com/training/academy/courses/questions/?course=PC-X24

Academic and certification status

Draft learning resource for study and review. It does not confer accreditation, external certification, a regulated qualification, professional licence, safety-critical competence or site authorisation. Confirm approvals, current laws, standards, approved procedures and awarding-body requirements before delivery.

Module 1: Occupational Health and Workforce Risk Leadership: Core Concep

Learning objectives

- Explain occupational health and workforce risk leadership: core concepts, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Occupational Health and Workforce Risk Leadership: Core Concepts
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Occupational Health and Workforce Risk Leadership: Core Concepts describes a practical part of Occupational Health and Workforce Risk Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for occupational health and workforce risk leadership: core concepts. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans occupational health and workforce risk leadership: core concepts while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for occupational health and workforce risk leadership: core concepts: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for occupational health and workforce risk leadership: core concepts: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 2: Offshore hazards and safe working

Learning objectives

- Explain offshore hazards and safe working, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Offshore hazards and safe working
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Hazards include moving machinery, hydrocarbons, pressure, electricity, weather, dropped objects and human exposure. Risk depends on likelihood and consequence in a defined task. Hazard recognition is the beginning of control, not permission to work.

Decision logic. Use elimination, substitution and engineered controls before relying only on procedures or PPE. Include manual handling and hazardous substances from the IMIST source themes. Train learners to stop and escalate unsafe conditions and remain within their authority.

Worked example. A walkway crosses a lifting zone. A helmet alone does not remove dropped-load exposure.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Identify five hazards in a fictional deck layout and propose controls in hierarchy order.

Model answer guide. Prefer segregation or changed routing over PPE alone; identify responsible verification.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Identify five hazards in a fictional deck layout and propose controls in hierarchy order.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 3: Occupational Health and Workforce Risk Leadership: Systems and

Learning objectives

- Explain occupational health and workforce risk leadership: systems and interfaces, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Occupational Health and Workforce Risk Leadership: Systems and Interfaces
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Occupational Health and Workforce Risk Leadership: Systems and Interfaces describes a practical part of Occupational Health and Workforce Risk Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for occupational health and workforce risk leadership: systems and interfaces. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans occupational health and workforce risk leadership: systems and interfaces while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for occupational health and workforce risk leadership: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for occupational health and workforce risk leadership: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 4: Occupational Health and Workforce Risk Leadership: Evidence an

Learning objectives

- Explain occupational health and workforce risk leadership: evidence and decision gates, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Occupational Health and Workforce Risk Leadership: Evidence and Decision Gates
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Occupational Health and Workforce Risk Leadership: Evidence and Decision Gates describes a practical part of Occupational Health and Workforce Risk Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for occupational health and workforce risk leadership: evidence and decision gates. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans occupational health and workforce risk leadership: evidence and decision gates while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for occupational health and workforce risk leadership: evidence and decision gates: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for occupational health and workforce risk leadership: evidence and decision gates: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 5: Marine monitoring and evidence quality

Learning objectives

- Explain marine monitoring and evidence quality, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Marine monitoring and evidence quality
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Monitoring tests defined questions using repeatable sampling, measurement and analysis. Explain baseline, reference locations, quality control and detection limits. A changing measurement does not establish its cause automatically.

Decision logic. Specify indicators, frequency, methods, responsibilities and action thresholds through competent review. Maintain chain of custody and calibration records. Interpret trends alongside natural variability and other activities. Avoid using unsupported universal compliance limits.

Worked example. A sample result rises after a storm at both project and reference locations.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Interpret the result and propose a proportionate follow-up.

Model answer guide. Consider regional variability, method quality and exposure pathways before attributing causation.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Interpret the result and propose a proportionate follow-up.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 6: Emergency preparedness and command

Learning objectives

- Explain emergency preparedness and command, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Emergency preparedness and command
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Emergency planning identifies credible scenarios, warning, command, communications, muster, evacuation, medical support and external interfaces. Responsibilities and fallback communications should be understood before an event. Awareness differs from emergency-team qualification.

Decision logic. Use tabletop exercises with timed injects, observer records and debrief actions. Test loss of communications or unavailable resources. Never simulate an actual distress call or activate real emergency equipment without authorised arrangements.

Worked example. A fictional offshore incident interrupts the primary communication link during a weather restriction.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Run a tabletop with incident controller, operations, logistics and communications roles.

Model answer guide. Prioritise people, establish command, verify information, use planned backup channels and document decisions.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Run a tabletop with incident controller, operations, logistics and communications roles.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 7: Petroleum legislative architecture

Learning objectives

- Explain petroleum legislative architecture, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Petroleum legislative architecture
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Distinguish legislation, regulations, licence conditions, contracts and internal procedures. Public-law obligations and private agreements serve different functions. A commercial agreement cannot be assumed to waive a statutory requirement. Identify which authority and jurisdiction govern each issue.

Decision logic. Teach a verification method rather than unverified current legal rules: locate the official instrument, record amendment and commencement status, confirm applicability, and obtain qualified review. Classroom comparisons of concessions and PSAs are not statements of Namibia's adopted system.

Worked example. A contract refers to an old environmental instrument; the legal register must check current requirements before relying on it.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Create a legal-register template for exploration, development and operations.

Model answer guide. Include instrument, version, duty, applicability, owner, evidence and next review date.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Create a legal-register template for exploration, development and operations.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 8: Occupational Health and Workforce Risk Leadership: Communicat

Learning objectives

- Explain occupational health and workforce risk leadership: communication and escalation, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Occupational Health and Workforce Risk Leadership: Communication and Escalation
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Occupational Health and Workforce Risk Leadership: Communication and Escalation describes a practical part of Occupational Health and Workforce Risk Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for occupational health and workforce risk leadership: communication and escalation. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans occupational health and workforce risk leadership: communication and escalation while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for occupational health and workforce risk leadership: communication and escalation: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for occupational health and workforce risk leadership: communication and escalation: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 9: Safety and project leadership

Learning objectives

- Explain safety and project leadership, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Safety and project leadership
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Leadership sets priorities through decisions, resources and response to bad news. Explain the difference between stated values and incentives that reward unsafe shortcuts. Leaders need clear delegation, listening and evidence-based challenge.

Decision logic. Use leading indicators tied to important barriers and delivery outcomes. Review overdue actions and organisational capacity, not just aggregate counts. Encourage escalation and resolve conflicting objectives openly. Authority remains accountable even when tasks are delegated.

Worked example. A manager requests schedule recovery while critical tests are incomplete. The team must resolve priorities explicitly.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Write a leadership response and a 30-day improvement plan.

Model answer guide. Require safe sequencing, resources, action owners and follow-up; do not reward concealment of incomplete work.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Write a leadership response and a 30-day improvement plan.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 10: Occupational Health and Workforce Risk Leadership: Competenc

Learning objectives

- Explain occupational health and workforce risk leadership: competence review, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Occupational Health and Workforce Risk Leadership: Competence Review
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Occupational Health and Workforce Risk Leadership

Detailed teaching notes

Teaching notes

Core explanation. Occupational Health and Workforce Risk Leadership: Competence Review describes a practical part of Occupational Health and Workforce Risk Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for occupational health and workforce risk leadership: competence review. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans occupational health and workforce risk leadership: competence review while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for occupational health and workforce risk leadership: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for occupational health and workforce risk leadership: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Facilitator close-out and resources

Facilitator close-out

Record attendance, assessment evidence, learner support needs, incidents and improvement actions according to approved provider processes. Do not sign learners off for regulated or safety-critical work without the authorised assessment and certification route.

Resources and references

- Supplied GExperts/IUM reference materials; verify reuse rights and currentness.
- Current applicable Namibian legislation, standards and approved site procedures supplied by the provider.
- Case worksheet and instructor slides must be produced and reviewed before course release.