



# HLTWHS001

Participate in workplace  
health and safety

## LEARNING ACTIVITY BOOKLET

(Trainer Copy)



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# Overview

## **HLTWHS001 - Participate in workplace health and safety (Release 3)**

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/HLTWHS001>

# Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

## **IMPORTANT:**

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

# Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

## IMPORTANT:

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

## Learner Information

Learner name	
Phone	
Email	

## Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

# Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

# Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

# Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

## Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

## Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

## Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

## IMPORTANT:

**Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**



# Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

## Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

# Formative Activities

## I. Follow Safe Work Practices

### Activity 1.1

#### True or False

Review the statements below about following safe work practices. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: HLTWHS001 PC1.2 (p), PC1.3 (p), KE3.2 (p)*

*Learner guide reference:*

- *HLTWHS001 Learner Guide, Chapter 1, Subchapter 1.2*
- *HLTWHS001 Learner Guide, Chapter 1, Subchapter 1.3*

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. Health hazards are mainly associated with manual handling, faulty equipment, and fire.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. One manual handling safety measure is to minimise lifting where possible.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. A hazardous substance is any solid, dust, liquid or gas that may cause harm to you.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. The evacuation plan should include instructions on how to proceed to the designated assembly area.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. In the event of a bomb threat, it is important to hang up on the caller and alert emergency services as quickly as possible.

## Activity 1.2

Briefly define *duty of care*.

*Mapping: HLTWHS001 KE1.2 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.5*

### **Marking guide**

The candidate must briefly define *duty of care*.

For satisfactory performance, although wording will vary, the candidate's response must correspond with the benchmark answer below.

Duty of care refers to your legal obligation to protect others from harm whilst in your care, exposed to your activities, or using your services. This means that you should always act toward others with watchfulness, attention, caution, prudence and care.

## II. Implement Safe Work Practices

### Activity 2.1

#### True or False

Review the statements below about implementing safe work practices. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: HLTWHS001 PC2.2 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 2, Subchapter 2.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. If an incident results in serious injury or illness, your organisation must report it to WHS authorities.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. When a risk to health or safety is identified, workers must initially report the matter to their direct supervisor, or their health and safety representative.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. A concussion is characterised by skin pain and discolouration caused by breaking of blood vessels.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. The health and safety representative (HSR) can help employees in recording incidents and injuries.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. The main purpose of reporting incidents is so that the organisation has a record of the incident.

## Activity 2.2

### Matching Type

Identify the injury being described in each statement below.

SELECTION
Strain
Burn
Sprain
Fracture
Abrasion

*Mapping: HLTWHS001 PC2.2 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 2, Subchapter 2.2*

Description	
Fracture	i. Breaking of bones
Strain	ii. Tearing of muscles due to overstretching
Sprain	iii. Stretching or tearing of ligaments
Burn	iv. Damage to layers of the skin and/or tissue caused by friction or heat
Abrasion	v. Open skin wound caused by the rubbing of skin against a rough surface

## Activity 2.3

Briefly explain the difference between *policies* and *procedures*.

*Mapping: HLTWHS001 PC2.1 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 2, Subchapter 2.1*

### **Marking guide**

The candidate must briefly explain the difference between *policies* and *procedures*.

For satisfactory performance, although wording will vary, the candidate's response must correspond with the benchmark answer below.

A policy describes the guideline or rule to be followed. A policy states the organisation's stance on a range of topics relating to the service provided and gives a framework for decision making to ensure consistent practice. Procedures detail what actions can be taken to adhere to policies and outline the implementation process for these actions.

### III. Contribute to Safe Work Practices in the Workplace

#### Activity 3.1

##### Fill in the blanks

The following are statements relevant to contributing to safe work practices. Review each and complete the statement by filling in the missing words/phrases.

*Mapping: HLTWHS001 PC3.1 (p), PC3.2 (p)*

*Learner guide reference:*

- *HLTWHS001 Learner Guide, Chapter 3, Subchapter 3.1*
- *HLTWHS001 Learner Guide, Chapter 3, Subchapter 3.2*

- |      |   |  |
|------|---|--|
| i.   | Raising WHS issues is covered in Safety Act 2011. Workers must be WHS issues.   | Section 48(1)(b) of the Work Health and consulted during the process of handling |
| ii.  | WHS committees and representatives are involved in all safe work practices. They have a significant role in meeting obligations in providing a safe workplace. The WHS committee provides a forum for both management and employees to consult about workplace hazards. |  |
| iii. | Safety meetings are held regularly to discuss how to maintain health and safety in relation to specific work tasks. The frequency of these meetings will depend on the nature of your work.   |  |
| iv.  | A WHS inspector is an individual who has been appointed by a regulator. They may conduct an inspection to monitor compliance, investigate an incident or assist with dispute resolution.  |  |
| v.   | Consultative activities start with the election of a Health and Safety Representative (HSR) or the formation of a Health and Safety Committee (HSC).  |  |

## Activity 3.2

List three matters that your employer may consult you about in order to help in the development of safe workplace policies and procedures.

*Mapping: HLTWHS001 PC3.3 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 3, Subchapter 3.3*

### Marking guide

The learner must list three matters that their employer may consult them about in order to help in the development of safe workplace policies and procedures.

For a satisfactory performance, although the wording may slightly vary, their response must include **three** of the following:

- Potential hazards and their associated risks from the work performed
- Ways to eliminate or minimise risks
- The working environment (facilities, conditions such as temperature, light, noise)
- Changes that may affect the health or safety of workers
- Decisions about the procedures related to the health or safety of workers
- Opportunities and ways to provide information and training to other workers

Other responses may be acceptable, provided that they are health and safety matters that employers may consult their employees about according to work/occupational health and safety legislation, regulations, codes and standards.

i.

ii.

iii.



## IV. Reflect on Own Safe Work Practices

### Activity 4.1





#### Matching Type

Shown below are different safety signs commonly seen in a workplace.

Identify each safety sign by selecting your answer from the drop-down list below.

*Mapping: HLTWHS001 PC4.1 (p), KE2.2 (p), KE2.4 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 4, Subchapter 4.1, Section 4.1.1*

		
Choose an item. Flammable	Choose an item. Corrosive	Choose an item. Fire Equipment
		
Choose an item. First Aid	Choose an item. Automated External Defibrillator	Choose an item. Emergency eyewash station

## Activity 4.2

Explain how stress becomes a hazard.

*Mapping: HLTWHS001 PC4.2 (p)*

*Learner guide reference: HLTWHS001 Learner Guide, Chapter 4, Subchapter 4.2*

### **Marking guide**

The candidate must explain how stress becomes a hazard.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

When a person experiencing stress enters 'fight or flight mode' for long periods of time, their body becomes exhausted and too weak to fight off infections, leaving the person at higher risk of becoming ill. Long-term stress can develop into more serious medical conditions, such as clinical depression, migraines, ulcers, strokes, and heart disease.

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