



HLTWHS003

**Maintain work health
and safety**

**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**



Copyright

This document was developed by Harvard Management Institute Pty Ltd.

© 2023 Harvard Management Institute Pty Ltd.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of Harvard Management Institute Pty Ltd.

Version Control & Document History

Date	Summary of Modifications	Version
28 February 2022	Version 1.0 released for publishing	1.0
5 March 2024	Version 1.1 endorsed for use	1.1

Table of Contents

Overview.....	4
Trainer Instructions	5
Learner Instructions	6
Learner Information	6
Trainer Information	6
Resources Required	7
Work Health and Safety.....	7
Reasonable Adjustment.....	8
Contextualisation	9
Formative Activities.....	10
I. Contribute to Workplace Procedures for Risk Management	10
Activity 1.1	10
Activity 1.2	11
Activity 1.3	12
II. Inform the Work Team About Risk Management Procedures.....	13
Activity 2.1	13
Activity 2.2	14
Activity 2.3	15
III. Support Consultation, Cooperation and Communication in Risk Management.....	17
Activity 3.1	17
Activity 3.2	18

Overview

HLTWHS003 - Maintain work health and safety (Release 3)

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

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/HLTWHS003>

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. Contribute to Workplace Procedures for Risk Management

Activity 1.1

Matching Type

Listed below are types of workplace hazards.

- a. Biological
- b. Chemical
- c. Ergonomic
- d. Physical
- e. Psychosocial

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Mapping: HLTWHS003 KE2.0, PC1.1 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 1, Subchapter 1.1

Types of Workplace Hazards	
d	i. These are hazards found within the workplace that can harm a person's health.
b	ii. These hazards have harmful effects on a person who has direct contact or exposure to a chemical.
a	iii. These are organic chemicals that endanger the health of humans and other living organisms.
e	iv. These are hazards that negatively affect a person's mental health and wellbeing.
c	v. These are environmental elements that can lead to musculoskeletal injuries.

Activity 1.2

True or False

Review the statements below about risk mitigation. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTWHS003 PC1.3 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.4

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Transferring the risk involves sharing the risk with another party.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. If you cannot eliminate the risk, you will have to devise strategies to minimise it.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Reducing the level of risk refers to a company's decision to accept responsibility for a particular risk.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Risk assessment involves taking steps to limit an organisation's exposure to prospective threats and the chance of those threats reoccurring.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Avoiding the risk is accomplished by simply refraining from engaging in the risky behaviour.

Activity 1.3

List the three principles of the risk assessment process.

Mapping: HLTWHS003 KE3.2, PC1.2 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1

Marking guide

The learner must list the three principles of the risk assessment process.

For a satisfactory performance, their response must be consistent with the benchmark answers below.

i.

Consequence of the risk

ii.

Likelihood of the risk

iii.

Risk rating

II. Inform the Work Team About Risk Management Procedures

Activity 2.1

True or False

Review the statements below about WHS incident records. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTWHS003 PC2.4 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 2, Subchapter 2.4

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. A close miss refers to an incident where a close call or no injury or damage occurred.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A notifiable incident can be a death of a person, a serious injury or illness, or a dangerous incident in the workplace.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. When completing a workplace incident form, you must include the details of action taken, such as first aid and administration of medication.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. You must preserve a notifiable incident site until a Person Conducting Business or Undertaking (PCBU) arrives or directs otherwise.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. If the regulator asks for written notification of a notifiable incident, it must be submitted within 24 hours of the request.

Activity 2.2

Fill in the blanks

The following are statements on WHS policies and procedures. Review each and complete the statement by filling in the missing words/phrases.

Mapping: HLTWHS003 KE1.6 (p) , KE4.0 (p), KE5.0 (p), PC2.1 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1, Section 2.1.2

- | | |
|------|---|
| i. | A work-related emergency refers to any occurrence that puts workers or visitors at risk, causes property damage, or interrupts workplace operations. |
| ii. | A fire brigade is a group of persons trained and hired to put out flames. |
| iii. | A simulated emergency situation is an exercise that recreates a possible emergency scenario. |
| iv. | An evacuation plan may include a floor plan of the workplace layout, clearly showing exit locations and assembly points. |
| v. | Infections at work are caused by harmful microorganisms such as bacteria, viruses, and parasites. |

Activity 2.3

List five safe housekeeping practices in the workplace.

Mapping: HLTWHS003 PC2.3 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 2, Subchapter 2.3

Marking guide

The learner must list five safe housekeeping practices in the workplace.

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

- Clean up spills, such as oils, right away.
- Remove any debris, dust, or waste.
- Replace old, torn, or broken flooring.
- Keep pathways free from any obstructions.
- Replace any poor or broken lighting immediately.
- Store materials in areas that do not obstruct stairs, entrances, or exits.
- Label containers with clear markings.
- Keep flammable and explosive materials in appropriate containers with properly indicated labels.
- Empty waste containers regularly.
- Return equipment and tools to the proper place after use.
- Inspect and clean machinery and tools regularly.

i.

ii.

iii.

iv.

v.

III. Support Consultation, Cooperation and Communication in Risk Management

Activity 3.1

True or False

Review the statements below about reporting health and safety issues in the workplace. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTWHS003 PC3.2 (p)

Learner guide reference: HLTWHS003 Learner Guide, Chapter 3, Subchapter 3.2

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. Job dissatisfaction is an example of a safety issue in the workplace.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Consultative procedures enable workers to raise any WHS issues and be consulted while handling the issue.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Safety procedures do not need to be monitored regularly.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Health procedures are established methods in performing tasks required by their job role with the least danger.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. When employees are aware of current WHS issues, they will be more mindful in following safety procedures.

Activity 3.2

List three ways to encourage the work team to participate in consultative activities.

Mapping: HLTWHS003 PC3.1

Learner guide reference: HLTWHS003 Learner Guide, Chapter 3, Subchapter 3.1

Marking guide

The learner must list three ways to encourage the work team to participate in consultative activities.

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

- Ask questions about health and safety.
- Raise concerns and report problems.
- Make safety recommendations.
- Be part of the problem-solving process.

i.

ii.

iii.

End of Document