

# HLTINF006

Apply basic principles and practices of infection prevention and control



**LEARNING  
ACTIVITY  
BOOKLET**  
(TRAINER COPY)

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# Overview

## **HLTINF006 - Apply basic principles and practices of infection prevention and control (Release 1)**

This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in a workplace, including implementing standard and transmission-based precautions and responding to risks.

This unit applies to individuals working in a range of industry and work setting contexts.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

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

<https://training.gov.au/Training/Details/HLTINF006>

# 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.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Formative Activities

## I. Identify the Role of Infection Prevention and Control in the Work Setting

### Activity 1.1

#### Matching Type

Identify the means of infection transmission being described in each statement below.

Means of Infection Transmission
Contact transmission
Droplet transmission
Airborne transmission
Surface or object contamination
Penetrating injuries
Vectors

*Mapping: HLTINF006 PC1.2 (p), KE4.4.1 (p), KE4.4.2 (p)*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.4*

Means of Infection Transmission	
Penetrating injuries	i. This happens when contaminated sharp tools or materials puncture the skin.
Airborne transmission	ii. This happens when pathogens in small particles called aerosols get dispersed in the air.
Vectors	iii. This happens when other pathogen-carrying organisms like mosquitoes, ticks and fleas bite a person.

Means of Infection Transmission	
Surface or object contamination	iv. This happens when a susceptible person touches a surface or object where pathogens have latched on.
Contact transmission	v. This happens when there is direct physical contact between the infected person and the susceptible person.
Droplet transmission	vi. This happens when the infected person coughs, talks or sneezes while the susceptible person is nearby.

## Activity 1.2

### True or False

Review the statements below about the hierarchy of control. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: HLTINF006 PC1.4 (p)*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.4*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Elimination of risk is the most effective control measure.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Substitution risk control separates the people from the hazard.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. PPE-related control measures are taken when hazard exposure is avoidable.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Administrative controls are policies and procedures set by the management to minimise workplace risk.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Engineering controls reduce risk by removing hazards completely.

### Activity 1.3

Define the different degrees of pathogen exposure.

*Mapping: HLTINF006 PC1.2 (p), KE4.1.1 (p)*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*

#### Marking guide

The learner must define the different degrees of pathogen exposure.

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

#### Exposure

Exposure occurs when the individual comes in contact with the infectious agent.

#### Colonisation

Colonisation occurs when infectious agents establish themselves in a host without causing harm.

#### Infection

Infection occurs when an infectious agent enters a host and multiplies inside them to cause harm.

#### Disease

Disease occurs when the infection causes damage to the cells of the body part that has been infected.

## II. Follow Standard and Transmission-Based Precautions

### Activity 2.1

#### Matching Type

Listed below are the different types of Personal Protective Equipment (PPE).

- a. Gloves
- b. Masks
- c. Protective Eyewear
- d. Face Shields
- e. Protective Clothing

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

*Mapping: HLTINF006 PC2.3 (p), KE7.1 (p), KE7.2 (p), KE7.3 (p), KE7.4 (p)*

*Learner guide reference:*

- *HLTINF006 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1*
- *HLTINF006 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2*
- *HLTINF006 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.3*
- *HLTINF006 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.4*

Description	
d	i. This protects the face, mouth, nose and eyes from infectious agents and other bodily fluids.
a	ii. This protects people from being exposed to pathogens that can be transmitted via hand contact.
b	iii. This protects the nose and mouth from exposure to blood, body substances, secretions and excretions.
c	iv. This protects the mucous membranes in the eyes from blood and other bodily fluids.
e	v. This protects the workers' uniforms, clothing and exposed body parts.

## Activity 2.2

### Fill in the blanks

The following are statements about waste management. Review each and complete the statement by filling in the missing words/phrases.

*Mapping: HLTINF006 PC2.4 (p), KE10.1 (p), KE10.2 (p), KE10.3 (p)*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.7*

- i. **General waste** refers to waste material that has not come into contact with reservoirs of infectious agents.
- ii. **Contaminated waste** contains infectious material, blood, bodily fluids or other contaminants that can cause injury, infection or disease.
- iii. **Collecting** waste refers to the process of retrieving waste material in storage. To do this, you need to make sure that you wear appropriate **PPE**.
- iv. **Sharps** should be contained in a leak and puncture-proof container.
- v. **Compaction** is an automated, enclosed process. It involves using **pressure** to reduce the volume of waste before it is taken to a treatment or disposal facility.

## Activity 2.3

Enumerate the steps to take in alcohol-based hand rubbing.

*Mapping: HLTINF006 PC2.2 (p), KE6.2.4*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*

### Marking guide

The learner must enumerate the steps to take in alcohol-based hand rubbing.

For a satisfactory performance, although the wording may slightly vary, their response must be the following (in the order specified):

- i. Apply a palmful of the product in cupped hand, covering all surfaces.
- ii. Rub hands palm to palm.
- iii. Right palm over left dorsum with interlaced fingers and vice versa.
- iv. Palm to palm with fingers interlaced.
- v. Backs of fingers to opposing palms with fingers interlocked.
- vi. Rotational rubbing of left thumb clasped in right palm and vice versa.
- vii. Rotational rubbing, backwards and forwards with clasped fingers of the right hand in left palm and vice versa.

i.

ii.

iii.

iv.

v.

vi.

vii.

### III. Respond to Potential and Actual Exposure to Infection Risks

#### Activity 3.1

##### Matching Type

Identify the people who you report to in the workplace about infection-related incidents being described in each statement below.

People in the Workplace to Whom Reports May be Made
Supervisors
General practitioners
Health care professionals
Carers
Responsible persons
Responsible authority

Mapping: HLTINF006 PC3.6 (p), KE11.4.1 (p), KE11.4.2 (p), KE11.4.3 (p), KE11.4.4 (p), KE11.4.5 (p), KE11.4.6 (p)

Learner guide reference: HLTINF006 Learner Guide, Chapter 3, Subchapter 3.6, Section 3.6.2

Description	
Responsible persons	i. They have duties and responsibilities related to health and safety in the workplace. Workers and colleagues in the same role usually fall under this.
Carers	ii. They are tasked with overseeing the well-being of other individuals.
General practitioners	iii. They are doctors who you can report health-related information to.



Description	
Supervisors	iv. They are in a high position of authority in the workplace.
Health care professionals	v. They are composed of nurses, receptionists, pharmacists or other job roles related to health care.
Responsible authority	vi. They are people with duties and responsibilities related to overseeing health and safety in the workplace. They may include PCBUs and health officers.

### Activity 3.2

#### SCENARIO

ABC Clinic is a small health clinic that employs 25 people. This facility follows the Australian guidelines set by the National Health and Medical Research Council (NHMRC) for preventing the spread of infection in the workplace.

Glen is a health worker at ABC Clinic. It is winter season, and the temperature has dropped significantly. One day, he noticed a colleague looking pale while working. This person has also been coughing and sneezing every now and then. After several days, he observed that the number of people with coughs and colds had increased.

As a healthcare worker, Glen is responsible for developing measures to prevent this situation from worsening. He must think of ways to reduce the transmission of infectious agents in his workplace.

## What can Glen do to reduce the transmission of infectious agents in his workplace?

*Mapping: HLTINF006 PC3.4 (p)*

*Learner guide reference: HLTINF006 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.2*

### Marking guide

The learner must provide ways on how Glen can reduce the transmission of infectious agents in his workplace.

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

- Require employees to get their temperatures checked before entering the work area.
- Require employees to sanitise their hands before entering the work area.
- Place covered bins in multiple places where employees could discard infectious materials like tissues.
- Require employees with flu symptoms to wear masks whenever they report for work.
- Ask the employees with severe flu symptoms like fever and dry cough to work from home.

Other responses are acceptable provided that they are ways for reducing the transmission of infectious agents in the workplace.

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