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## 1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *HLTWHS001 Participate in workplace health and safety* to the unit of competency.

<b>HLTWHS001 Participate in workplace health and safety</b>	<b>Where covered in the learner guide</b>
Element 1: Follow safe work practices	Chapter 1: Following safe work practices
1.1 Follow workplace policies and procedures for safe work practices	1A Understanding work health and safety legalities 1C Following emergency procedures
1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures	1A Understanding work health and safety legalities 1B Identifying and dealing with hazards
1.3 Follow workplace emergency procedures	1C Following emergency procedures
Element 2: Implement safe work practices	Chapter 2: Implementing safe work practices
2.1 Identify and implement WHS procedures and work instructions	2A Maintaining safe environments 2B Reporting incidents and injuries
2.2 Identify and report incidents and injuries to designated persons according to workplace procedures	2B Reporting incidents and injuries
2.3 Take actions to maintain safe housekeeping practices in own work area	2A Maintaining safe environments
Element 3: Contribute to safe work practices in the workplace	Chapter 3: Contributing to safe work practices
3.1 Raise WHS issues with designated persons according to organisational procedures	3A Raising WHS issues
3.2 Participate in workplace safety meetings, inspections and consultative activities	3B Participating in WHS improvement
3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area	3A Raising WHS issues 3B Participating in WHS improvement

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## 2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

### Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

## 2.2 Training strategies

The following training strategies can be used to deliver *HLTWHS001 Participate in workplace health and safety*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Following safe work practices	
<b>Suggested time allocation:</b> 20 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–23
Recommended reading	Terminology checklist
Aspire learner guide <i>HLTWHS001 Participate in workplace health and safety</i> Chapter 1: Following safe work practices	<ul style="list-style-type: none"> <li>▪ Duty of care</li> <li>▪ Legislation</li> <li>▪ Workplace policies and procedures</li> <li>▪ Hazards</li> <li>▪ Risks</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>HLTWHS001 Participate in workplace health and safety</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of required knowledge and skill. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning.</li> </ul>	

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## 3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *HLTWHS001 Participate in workplace health and safety*.

Part/question	Element	Performance criteria
A	1, 2, 4	1.1, 1.2, 2.1, 2.3, 4.1
B	1, 2, 3	1.2, 2.1, 2.3, 3.1, 3.2, 3.3
C	1, 2, 3, 4	1.3, 2.1, 2.2, 3.3, 4.1, 4.2

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *HLTWHS001 Participate in workplace health and safety*.

### Requirements

To complete this assessment activity, you will need:

- access to a children's services environment
- to be observed demonstrating performance as outlined in Part A
- to complete the tasks as outlined in Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

### Part A

Complete the following table for each of the three case studies.

Hazard/s	
Possible outcome/s	
Relevant WHS legislation	
Relevant WHS Code of Practice	

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## 3.2 Assessment mapping

### Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *HLTWHS001 Participate in workplace health and safety*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 4, 6, 10, 11, 12	Activity 1: Part A 1, 3 Part B 1, 2 Activity 2: 1–4 Activity 3: 1–4 Activity 4: 1, 2	Part B 2, 5, 7, 8, 10, 11, 12	Part A 1–3 Part B 2 Part C 1–4
Observation/demonstration	11	Activity 1: Part A 4 Activity 3: 1–4	Part A	Part B 1–3 Part C 2, 3
Case study	9, 10	Activity 2: 1–4	Part B 1–7, 9, 10	Part A 1–3 Part C 1–4
Role-play		Activity 1: Part A 3		Part B 4
Training log, diary or journal	7			
Portfolio, reports, work samples	3, 8, 9	Activity 1: Part A 2	Part B 6, 9	Part B 3 Part C 4
Third-party reports				

## Self-assessment record

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> <i>HLTWHS001 Participate in workplace health and safety</i> <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>contribute to a WHS meeting or inspection in workplace.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<b>I can:</b> <ul style="list-style-type: none"> <li>conduct a workplace risk assessment and record the results.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I can:</b> <ul style="list-style-type: none"> <li>consistently apply workplace safety procedures in the day-to-day work activities required by the job role.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I can:</b> <ul style="list-style-type: none"> <li>follow workplace procedures for reporting hazards.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I can:</b> <ul style="list-style-type: none"> <li>follow workplace procedures for a simulated emergency situation.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:               <ul style="list-style-type: none"> <li>state/territory WHS authorities</li> <li>rights and responsibilities of employers and workers, including duty of care</li> <li>hazardous manual tasks</li> <li>infection control.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	