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Section 1:

Unit of competency

The Health Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *HLTWHS003 Maintain work health and safety* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

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 *HLTWHS003 Maintain work health and safety* to the unit of competency.

| HLTWHS003 Maintain work health and safety | Where covered in the learner guide |
|---|--|
| Element 1: Contribute to workplace procedures for identifying hazards and controlling risks | Chapter 1: Identifying hazards and controlling risks |
| 1.1 Identify existing and potential hazards and record them according to workplace procedures | 1A Understanding the legislative framework 1B Identifying and recording hazards |
| 1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies | 1C Implementing risk controls |
| 1.3 Implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements | 1A Understanding the legislative framework 1C Implementing risk controls |
| 1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements | 1A Understanding the legislative framework 1D Identifying and reporting issues with risk controls |
| Element 2: Implement policies and procedures into work team processes | Chapter 2: Implementing policies and procedures into work team processes |
| 2.1 Regularly provide information about WHS policies and procedures to the work team | 2A Providing WHS information to the work team |
| 2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team | 2A Providing WHS information to the work team |
| 2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed | 2B Monitoring housekeeping practices |
| 2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements | 2C Maintaining WHS incident records |
| Element 3: Support consultation, cooperation and communication | Chapter 3: Supporting consultation, cooperation and communication |

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 *HLTWHS003 Maintain work 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: Identifying hazards and controlling risks | |
|---|--|
| Suggested time allocation: Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software | Slide nos: 2–22 |
| Recommended reading | Terminology checklist |
| Aspire learner guide <i>HLTWHS003 Maintain work health and safety</i> Chapter 1: Identifying hazards and controlling risks | <ul style="list-style-type: none"> ▪ Persons conducting business or undertakings (PCBU) ▪ Worker ▪ Participative arrangements ▪ Health and safety committees (HSCs) ▪ Health and safety representatives (HSRs) ▪ Hierarchy of control ▪ Eliminate ▪ Substitution ▪ Isolation ▪ Removal ▪ Administrative controls ▪ Personal protective equipment (PPE) ▪ Residual risk ▪ Inherent risk ▪ Control risk |
| Suggested training strategies | |
| <ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>HLTWHS003 Maintain work 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. | |
| <ul style="list-style-type: none"> ▪ 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. | |
| <ul style="list-style-type: none"> ▪ 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. | |

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 *HLTWHS003 Maintain work health and safety*.

| Part | Element | Performance criteria |
|------|---------|------------------------------|
| A | 1, 2 | 1.1, 1.2, 1.3, 1.4, 2.3, 2.4 |
| B | 2, 3 | 2.1, 2.2, 3.1, 3.2 |
| C | 2, 3 | 2.2, 2.4, 3.1, 3.2, 3.3 |

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *HLTWHS003 Maintain work health and safety*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment and its health and safety policies and procedures
- to complete the tasks outlined in Part A, Part B, and Part C and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the scenario, then complete the tasks that follow. Refer to your workplace's organisational WHS policies and procedures.

Scenario

A children's band, The Rock Whisperers, has been invited to perform at the early learning centre where you work. You have been asked to conduct a risk assessment of the environment before the band arrives to ensure WHS issues are isolated, minimised or removed prior to the band's arrival. You have been informed that they are bringing with them a drum kit, one 30 kg amplifier that has an extension cord, and a microphone, which also has a lead and an extension cord.

Mimi, the educator who organised the activity, thinks it would be best if the band could perform on the little wooden stage that the children use during dramatic play. You are concerned that the small stage is too far away from electrical power points, and cords will need to cross walkways and doorways in order to reach the stage.

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 *HLTWHS003 Maintain work health and safety*.

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

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

| | | |
|---|--|----------|
| Institution: Candidate's name: Unit of competency: <i>HLTWHS003 Maintain work health and safety</i> Trainer/assessor: Date: | | |
| I can: <ul style="list-style-type: none"> conduct a workplace risk assessment and record the results, including: <ul style="list-style-type: none"> identification of hazards and potential hazards risk assessment strategies for minimising risk, and analysis of residual risk. | <input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident | Comments |
| I can: <ul style="list-style-type: none"> provide WHS information to at least two workers, including: <ul style="list-style-type: none"> explanation of WHS policies and procedures demonstration of safe housekeeping practices correct use of personal protective equipment (PPE). | <input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident | |
| I can: <ul style="list-style-type: none"> consistently monitor safety procedures in the day-to-day work activities required by the job role. | <input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident | |
| I can: <ul style="list-style-type: none"> complete a workplace incident report. | <input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident | |
| I can: <ul style="list-style-type: none"> follow workplace procedures for a simulated emergency situation. | <input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident | |