



HLTWHS002(Follow safe work practices for client care)

Safe work practices and infection control

Assessment 2 of 3 of the Clustered Module

Written assessment -2



SWINBURNE
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EDUCATION

Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
HLTWHS002	Follow safe work practices for client care	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS12A	5	M00270A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Written Assessment	Choose an item. Choose an item.

SECTION 2	
STUDENT INSTRUCTIONS	
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>	
Student instructions	
<p>This is assessment 2 of3 for HLTWHS002 follow safe work practices for direct client care, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.</p> <p>This assessment requires you to answer 16 questions to test your knowledge and understanding required of this unit.</p> <p>To be assessed as competent, you must complete all tasks in the spaces required.</p> <p>You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.</p>	
Supporting documents	
To answer some of the questions, you will need to access the following documents: N/A	
Files for submission	
Submit the assessment document with all tasks completed in the spaces provided. Submit the following files: <ul style="list-style-type: none">Assessment document	
Submission instructions	

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task overview

This assessment task is divided into 16 questions. Read each question carefully before typing your response in the space provided.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Provide a definition of what is a Hazard and give one(1) example of a common hazard in a workplace.
(Approximate word count: 35-45)

Assessor instructions: Student must clearly define what is hazard and provide one(1) example of a workplace hazard from the list given in sample answers.

Hazard	refers to a situation or thing which can have the potential to harm a person. Hazards at work includes slips, falls and trips while moving objects or transferring people, infection outbreak, using chemicals, doing a repetitive job, bullying and violence at the workplace.
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Question 2

This question is based on three (3) common workplace hazards including manual task, infection control risk and personal safety risk. Your task is to read each case study and complete the questions in the table below.
(Approximate word count: 45-60 words for each case study answers)

Assessor instructions: Responses must include the correct hazard and risk in line with each of the situations in the case studies. The risk control strategies must be in line with the identified hazard and risk. Students must identify two (2) strategies for risk control from the sample answers provided below.

1. Omar works in Home and Community Care in a rural location. Omar has been working extra shifts and spending many hours of the day assisting old aged and disabled clients with daily activities such as personal care, mobility task, making beds, moving boxes, lifting and carrying materials. Recently Omar started to complain of lower back ache from these continuous manual tasks and is finding it difficult to keep up with his work requirements.

Identify the Hazard	Identify one (1) most significant risk	Write two (2) strategies for minimising the risk
Hazard arising due to Manual handling	Lower back injuries, musculoskeletal stress, strain and sprain	<ol style="list-style-type: none">1. plan regular breaks so awkward positions are not held for too long.2. reduce work hours or shift length3. carry out a manual handling risk assessment before any manual handling tasks are performed4. maintain good posture while carrying out repetitive work

2. While working in an aged care home you notice during lunch time that three to four residents present with cramps, nausea, diarrhoea and fever. Two of them vomit and report general feeling of being tired and unwell. The medical staff suspects they are showing symptoms of gastroenteritis and have raised concerns as it is highly contagious.

Identify the hazard	Identify one (1) significant risk	Write two (2) strategies for minimising the risk
transmission of the infection	Infection control risk	<ol style="list-style-type: none">1. immediately remove infected people from the main dining area to sick bay area.2. implement infection control strategies as per organizations policies and procedures

3. ensure residents wash their hands after going to the toilet, before meals and after any episode of diarrhoea or vomiting
4. stop non-essential communal activities dependent on the number of unwell residents and staff, limit visitors during the outbreak.
5. complete a detailed risk assessment and incident report
6. avoid transferring unwell residents to other institutions whilst outbreak is in progress, or the outbreak is not well controlled
7. Wear correct PPE and encourage residents to wear PPE in common areas.

3. Jen works in Home and Community Care in a remote location. Her job is to visit clients in their homes. Jen has been working long hours travelling long distances and sometimes travelling at night-time to reach a client home. Recently she has started to feel sleep deprived and has started to complain of regular headaches. On one of the occasions while driving at night she reported of a near-miss incident where she just missed colliding with another vehicle due to tiredness.

Identify the hazard	Identify one(1) significant risk	Write two (2) strategies for minimising the risk
Safety hazard	Risk to personal safety	<ol style="list-style-type: none"> 1. Speak to the supervisor and plan shift work arrangements. 2. inform family and friends of shift hours, use answer phone and lower phone volume to stop disturbances during sleep 3. develop sleep time and wake time routines 4. build exercise into every day but avoid exercising in the two hours before sleep 5. maintain regular eating times and patterns and maintain a healthy diet 6. minimise caffeine, alcohol or high fat food intake prior to sleep 7. identify and manage non-occupational sources of fatigue

Question 3

List and briefly explain three (3) common workplace procedures for hazard identification.

(Approximate word count between 110-120 words)

Assessor note: Students must identify the three (3) hazard identification procedures and provide a brief explanation as per the below sample answer, however students wording may vary.

List three hazard identification procedures	Provide brief explanation about the procedure
Conduct regular worksite inspection and be vigilant	<p>Look for hazards as you work. If you have found a hazard:</p> <p>Act quickly to remove it altogether (such as cleaning up a spill)</p>

	<p>Isolate, it (such as removing a faulty piece of equipment to a storeroom with a label to indicate that it cannot be used)</p> <p>Report it as soon as possible.</p>
Collect relevant information	<p>collect information from incident and injury reports, near-miss reports, complaints, and suggestions forms. This information can help identify ongoing hazards and can help in reporting and documenting dangers in these reports.</p>
Complete a hazard inspection checklist	<p>Use a checklist regularly. Tick the areas in the checklist that could be hazards and identify hazards and risk factors that have the potential to cause harm (hazard identification).</p>

Question 4

List five (5) manual handling hazards that are common to most of the workplaces when supporting ageing and disabled clients.

Assessor note: students must identify the five (5) manual handling hazards provided in sample answers however there wording may vary.

1. Strains and sprains sustained from heavy lifting and transporting patients
2. Neck and back injuries from lifting
3. Slips, falls and crush accidents
4. Gradual nerve damage due to sustained or awkward posture from transporting, bathing, and dressing patients
5. Musculoskeletal disorders and injuries


Question 5






In the table below there are common safety signs/symbols you are required to:

a) name the safety sign/ symbol

b) provide a brief explanation of what they mean?

Assessor note: Student must identify and name the signage and symbols correctly and provide a brief explanation of what they are as per sample answers provided below. Students wording may vary.

Safety symbol	Name this safety symbol and provide a brief explanation (Approximate word count: 20-30 for each symbol)
 <p>The image shows five safety symbols arranged in two rows. The top row contains three symbols: 'Gloves' (a hand with a glove), 'Apron' (a person wearing an apron), and 'Safety shoes' (a foot in a safety boot). The bottom row contains two symbols: 'Eye protection' (a person wearing safety glasses) and 'Hand wash' (hands being washed under a faucet).</p>	<p>This common workplace signage refers to required PPE to be used at workplace when carrying out activities.</p>

	<p>This is a Prohibition sign indicating an action or behavior that is not permitted. The sign is shown as a Red Circle with a red slash over a black icon of the action.</p>
	<p>This signage is an emergency sign that indicate what emergency procedures are or an emergency location. These signs feature a white symbol and/or text on a green background.</p>
	<p>This is warning signage that warns people of potential hazardous dangerous chemicals and poisons caution signs</p>
	<p>These are fire safety signage locating and identifying fire equipment. They contain white symbols and/or text on a red background.</p>
	<p>This is a biohazards signage indicating sharps and radiation hazards in the area Warn employees and visitors of radioactive materials and radiation areas.</p>

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Question 6:

Read the case study on safety considerations in home care environment and answer the questions.

Assessor note: Students must answer all the questions correctly and in line with the benchmark sample answers provided below however there wording may vary.

CASE STUDY

While you are on a home visit, a client tells you that she is feeling unwell. She has stomach cramps, feels very nauseous and has bad diarrhea.

She tells you she must have picked it up off her grandson who visited yesterday, as he was unwell when he was visiting and had to rush off to use her toilet.

- a) In relation to safety consideration, List one (right and responsibility) the client has to the worker? (Approximate word count 35-40 words)

The client has the right to raise any concerns with the worker in light of the situation and in terms of receiving care and a responsibility to advise the risk to the worker, given that she is unwell.

- b) What infectious disease do you think it is likely your client has?

Gastroenteritis.

- c) What responsibility you have as a worker in relation to client's safety and safety of others in given situation? (List three responsibilities)

Assessor note : Students must provide three (3) responses from the sample list provided below.

- Report to the supervisor
- Minimise risk of infection spreading
- Try to isolate the client from others
- Use additional precautions
- Use antimicrobial hand wash
- Wear gloves when needing to touch the client or contaminated equipment, clothing and so on.
- Use single-client equipment.

- d) Why is this a risk to personal safety of the worker – even though the client is in her own home? List two (2) reasons.

Assessor note: Students answers must be based on the below sample answer.:

- The home environment may not be as clean as a residential health care environment with higher risk for worker to catch infection.
- Surfaces (such as the toilet, kitchen and so on) may be contaminated.

- e) List three (3) ways to address your levels of stress following this incident?

Assessor note: Students answers must include three(3) options from the sample answers provided below.

- Debrief with your supervisor or colleague
- Undertake a formal debriefing
- Relax and think objectively about what happened
- Get plenty of sleep
- Eat healthily.

Question 7

This question has two parts. You must complete both the parts.

a) In terms of safety considerations, list six (6) things you would check when you are doing a fire safety check in a client's home these include high risk groups such as elderly living alone at home or people with disability.

(Approximate word count 110-120 words)

Assessor note: Benchmark answers provided below. Students must identify six (6) answers provided below however the wording may vary.

1. Ensure smoke alarms are installed both inside and just outside the room.
2. Check if the smoke alarms are working and can be controlled via remote such as personal medical alarms, especially if the clients are elderly or have a disability and are unable to activate smoke alarm in time.
3. If the home is a multi-storey apartment, ensure there are automatic sprinklers installed as an additional safety measure to aid escape.
4. check that windows and doors can be easily opened and inform the clients to keep a phone in the room while they sleep in case they become trapped.
5. Locate home fire escape plan and check with the client if there is a designated community worker close by to help them if they are older adults to get out safely if required, plus a backup in case they are not at home.
6. ensure all rooms have two clear paths to an exit and that doors and windows are not blocked and can be easily opened.

b) Read the following document [Smoke alarms - Fire and Rescue NSW](#) and in terms of basic home safety briefly explain in the table below where smoke alarms should be placed, installed and how they should be maintained as outlined in the Fire and Rescue NSW document.

Smoke alarm placement (Word count approximate 35-45 words) Smoke alarms should be placed as close as possible to the centre of the ceiling as possible, or no closer than 300mm to any wall or corner, and no closer than 900mm from the apex (tip) of a pointed ceiling.
Smoke Alarm Installation (Word count approximate 30-35 words) Fire and Rescue NSW recommends installing smoke alarms in all bedrooms and living spaces (including hallways and stairways) and even the garage. Avoid fitting smoke alarms too close to the kitchen or bathroom.
Smoke Alarm maintenance (Word count approximate 75-85 words) Once a month Test your smoke alarm batteries every month by pressing and holding the test button for at least five seconds until you hear the beeps. Every 6 months Vacuum dust off your smoke alarms every six months. Keeping your smoke alarm free of particles to help reduce false alarms and ensure smoke can easily reach the internal sensor. Every year Replace lead or alkaline batteries every 12 months.

Every 10 years

Replace all smoke alarms with new 10-year lithium powered smoke alarms every 10 years, or earlier if specified by the manufacturer.

Question 8

List five (5) behaviours that contribute to fire injury and fatalities in vulnerable group of people such as elderly and disabled living in their homes.

(Approximate word count 280-350 total)

Assessor note: Students answers must include at least five (5) behaviours out of seven (7) answers provided below.

1. Faulty electric blankets and their misuse, some common fatalities resulting from careless actions, include not dealing with a smouldering blanket, using old blankets that have worn out and not being checked and using blankets as wrap-around warmers leading to damaged wiring and hence contributing to the fire risk, and leaving blankets on for too long.
2. Smoking is the second most important cause of fatal residential fires. Smoking-related risks involves fire in clothing, furniture, or bedding affecting many people who are bed-ridden or had limited mobility, affecting their ability to escape from the fire
3. Fires caused by heaters. There are serious risks from sparks and burning embers around open fires and wood burners. Those on low incomes may use older or cheaper heaters which may not be as stable as higher quality appliances. They may also contribute to falls or tripping up. Locating small heaters close to furniture or bedding is a further risk. There have been instances of older people using stove or oven elements for heating, which is inefficient and unsafe.
4. Unattended Cooking. Poor memory and becoming distracted are often the causes of cooking fires. Design features of stoves can contribute to fires, such as switches without stops at the 'off' position to prevent inadvertent turning back to the 'on' position and stove switches which require the operator to reach over active elements or gas rings.
5. Lack of Smoke Detectors and Fire Safety Equipment: In the 2007 study, nearly two thirds of properties involved in fatal fires and occupied by older people either had no detectors installed or these were disabled or had no batteries.
6. Living Alone: Social isolation may be a problem for those who live alone, especially for older people with limited resources and poor safety practices, and may lead to increased risks in a number of areas, including from fire. A progressive deterioration in health or living standards may not be identified until a crisis occurs. Ongoing contact with neighbours is important; they played significant roles in some fires by coming to the occupants' assistance and by calling emergency services
7. Other Risky Behaviours: These include hoarding of newspapers, boxes and other flammable materials (which may also make it harder to escape a fire); throwing burning or hot items into the rubbish, and misuse of inflammables near naked flame. These of course are not restricted older people. Alcohol plays a significant role in fire fatalities and injuries, but less so for older people than for other adults. There is no data on the role medication plays in fire fatalities, but complex medication regimes may affect the judgement of some older people

Question 9

This question has two parts you need to answer both the parts

a) List three (3) main fundamentals of the musculoskeletal systems.

(Approximate word count 50-60 words)

Assessor note: Student responses must include all three (3) fundamentals provided in the sample answers below.

1. The musculoskeletal system 's primary functions include supporting the body, allowing motion, and protecting vital organs.
2. The musculoskeletal system is made up of the body's bones (the skeleton), muscles, cartilage, tendons, ligaments, joints, and other connective tissue that support and bind tissues and organs together.
3. In the musculoskeletal system, the muscular and skeletal systems work together to support and move the body.

b) List five(5) practices to reduce the risk of injuries to yourself and your clients at your workplace.

Assessor note: students response must be reflective of samples answer provided below however the wording may vary.

(Approximate word count 130-140 words)

1.	complete a hazard and risk assessment checklist noting the task, area, the risk involved to yourself and clients, reporting and applying hierarchy of risk control to minimize the risk to yourself and the clients.
2.	Manage fatigue check if you experience burnout, stress or anxiety as it may impact in your wellbeing and of your clients.
3.	Doing continues and repetitive task can add to stress so consider the duration of the task, ensure to take adequate breaks between the task.
4.	Reporting any incidents that may be harmful to yourself or the clients such as client aggression or injuries sustained due to use of faulty equipment
5.	Attending training /WHS meetings and contributing to continues improvement to help reduce accidents and injuries in the workplace

Question 10

look at the diagram below and briefly explain why does this method of lifting produces less strain on the musculoskeletal system then bending at the waist?

(Approximate word count 60-70 words)

Assessor note: students response must be reflective of samples answer provided below however the wording may vary.



Source: <http://www.thesafeness.com/manual-material-handling.php>

Lifting with a straight back and bending at the hips rather than the back places less strain on the lower lumbar region. It is also important to lift without twisting to avoid twisting injuries. Keeping the load close to the body reduces the amount of force required to hold it up. Injuries caused by poor manual handling technique can include muscular injury, disk injury and joint injury.

Question 11

list three (3) common sources of infection and briefly describe the means to minimise transfer of these infections in a care home.

(Approximate word count 200-250 words)

Assessor note: Students response must include three(3) out of six(6) options provided below in the sample answer. The means to minimise infection should correspond with the common source of infection identified by the student.

Common source of infection (list 3)	Brief description of the means to minimise the transfer
Door handles	Patients, visitors, healthcare providers and facility staff may touch door handles multiple times each day, making them a primary reservoir of infections. Cleaning staff should wipe down door handles with microfibre cloths that can remove 99.9% of microbes, which act as a food source of live pathogens.
Floors	Dirty shoes and equipment can spread infectious pathogens from room to room. Floors should be washed with dust mops and damp mops to remove potential sources of infection. Likewise, spills should be cleaned and sanitised immediately using the proper spill kit. Cleaning materials used on bodily fluids should be disposed of in properly labelled containers.
Laundry and linens	Porous materials like bed linens, patient gowns, towels and window curtains can hold onto pathogens for longer periods of time. Used linens should be placed in laundry bags and brought directly to the laundry facilities for sanitisation. Soiled linens should be removed immediately to prevent pathogens from spreading around the patient's room.
Lavatories	Patient lavatories can be one of the biggest reservoirs of infectious pathogens. They should be cleaned daily and after patient discharge. Cleaning personnel should use <u>microfibre cloths</u> to wipe down mirrors, sinks, faucets and all other

	surfaces. Waste containers should be emptied and any consumable supplies should be restocked.
Furniture	Beds, chairs and cabinets are all high-touch objects that must be cleaned daily and after patient discharge. Visitors can unknowingly bring in pathogens from the outside world and deposit them on hospital furniture. Chairs in common areas should be cleaned regularly.
Healthcare workers and visitors	Any person within a healthcare facility can be a potential vector of infection. Maintaining proper hand-washing techniques and wearing PPE is essential to reducing the potential impact of person-to-person interactions. It's vital to have the right cleaning supplies and products to maintain rigorous infection control. An effective cleaning solution improves patient outcomes and reduces unnecessary costs, while also raising the facility's public image and perception.

Question 12

Briefly describe what is a workplace emergency?

(Approximate word count 25-30 words)

Assessor note: Benchmark answer provided below. Students answer must reflect the below however the wording may vary.

A workplace emergency is an unforeseen situation that threatens the employees, customers, or the public; disrupts or shuts down operations; or causes physical or environmental damage

Question 13

List five (5) common workplace emergency procedures you would follow when responding to the following emergencies.

Assessor note: Benchmark answers provided below. Students' answers must include five (5) rcedures from the sample answers provided below and reflect the correct applicable procedures for each of the emergencies as per below.

Common workplace emergency	Emergency procedures
Fire emergency (Approximate word count 85-95 words)	<ol style="list-style-type: none"> 1. Remain calm; Remember your own safety is your priority; Do not put yourself at risk. 2. Remove any people from immediate danger (if safe to do so); 3. Dial 000 for fire emergency; 4. Contain – if practicable, close the doors and windows to contain the fire (either in or outside of a room); 5. Extinguish – use appropriate fire-fighting equipment but do not take risks and evacuate to a safe area if/when directed to do so ensuring that you can account for everybody under your care.

<p>Hazardous Materials Leaks/Spills (Approximate word count 60-70 words)</p>	<ol style="list-style-type: none"> 1. confine the spill, leak, fumes, or fire by exiting the space and shutting the door 2. Remain calm. 3. Dial the hospital emergency number and state the emergency, your name and exact location 4. Wear correct PPE while moving patients and cleaning the spill. 5. Move patients, staff and visitors who are in immediate danger BUT ONLY IF SAFE TO DO SO.
<p>Respond to Medical emergencies at workplace or at a clients home (Approximate word count 80-85 words)</p>	<ol style="list-style-type: none"> 1. Check for danger to yourself and then others. 2. Remove the hazard or minimise risk where possible. 3. Check for a response by tapping/shaking their foot and asking 'are you okay?' 'Touch and talk method'. 4. Call '000' and use the Emergency Call Button if in a patient's room, or attract the attention of another person to seek help 5. Airway Check that the airway is clear. Breathing Check for normal breathing. 6. Stay with the patient until help arrives.
<p>Personal threat (Approximate word count 150-160 words)</p>	<p>If you are involved in a situation of personal threat or an armed hold up, you should:</p> <ol style="list-style-type: none"> 1. Obey the offender's instructions; comply only if they are reasonable demands which do not place you in any additional danger. Do as you are told, but no more. Do not volunteer any additional information beyond what you are asked; 2. Remain calm – respond calmly to the aggressor. Avoid raising your voice; and no sudden or unexpected movements; 3. Remove yourself from the situation as soon as it is safe to do so; 4. Try to remember as many details about the offender as possible – e.g. height, weight, hair colour, clothing, identifying marks, speech; 5. Dial the emergency number if able to or use duress alarm if available and is able to be safely reached; 6. Do NOT withhold drugs or money if they are demanded with threats of violence – all property should be handed over without question; 7. Record observations of the perpetrator after the threat has passed; 8. Do not pursue the offender if they leave the health care facility.

Question 14

Briefly define what workplace health and safety policy and procedures are.

(Approximate word count 80-90 words)

Assessor note: students response must be reflective of the benchmark answers provided below however wording may vary.

Work health and safety (WHS) – sometimes called occupational health and safety (OH&S) – involves the management of risks to the health and safety of everyone in a workplace. WHS Policy and Procedure is a written document that outlines how an organisation intends to fulfill its commitment to workplace health and safety. It contains details of principles, objectives, and commitments to that effect. Additionally, it serves as a representation for people outside of the organisation by highlighting the health and safety benefits and opportunities they offer to employees.

Question 15

List six(6) key components of WHS policy that must be included in a workplace policy and procedures.

Assessor note: student must list all six(6) key components in the sample answer provided below however there wording may vary.

1.	Provision and maintenance of a work environment without risks to health and safety.
2.	Provision and maintenance of safe plant and structures as well as safe systems of work
3.	Safe use, handling and storage of plant, substances and structures
4.	provision of adequate facilities including ensuring access to those facilities
5.	provision of any information, training, instruction, or supervision necessary to protect all persons from risks to their health and safety;
6.	That the health of workers and the conditions at the workplace are monitored to prevent illness or injury arising in the workplace.

Question 16

In 2011, Safe Work Australia developed the model work health and safety (WHS) laws to be implemented across Australia. To complete this question, you are required to research the Model WHS [Legislation | Safe Work Australia](#) and how it impacts on workplace regulations, codes of practice and industry standards. Once you have researched complete the questions in the table below.

Assessor note: students answers must be based on the sample answers provided below. Aslos ensure student has correctly identified the legislation and state and territory.

Write the name of the state/territory WHS authority applicable to your location	https://www.safework.nsw.gov.au/ https://www.worksafe.vic.gov.au/ https://www.worksafe.qld.gov.au/ https://www.safework.sa.gov.au/ https://www.commerce.wa.gov.au/worksafe https://www.worksafe.tas.gov.au/ https://worksafe.nt.gov.au/ https://www.worksafe.act.gov.au/
List two(2)rights and responsibility including primary duty of care that an employer or PCBU has towards all employees To answer this question click on the link and research and read the relevant information on PCBU duty of	A person conducting a business or undertaking (PCBU) has a primary duty to ensure the health and safety of workers while they are at work in the business or undertaking and others who may be affected by the carrying out of work, such as visitors.

<p>care in the Model WHS Legislation Safe Work Australia</p> <p>(Word count approximately 90-100 words)</p>	<p>A PCBU must eliminate risks in the workplace, or if that is not reasonably practicable, minimise the risks so far as is reasonably practicable.</p> <p>PCBUs have a duty to consult workers about work health and safety and may also have duties to consult, cooperate and coordinate with other duty holders</p>
<p>List two(2)rights and responsibility including primary duty of care that an employee /worker must adhere to in a workplace</p> <p>To answer this question click on the link and research and read the relevant information on employee roles and responsibilities and duty of care in the Model WHS Legislation Safe Work Australia</p> <p>(Word count approximately 100-110 words)</p>	<p>Workers have a duty to take reasonable care for their own health and safety and to not adversely affect the health and safety of other persons.</p> <p>Workers must comply with reasonable instructions, as far as they are reasonably able, and cooperate with reasonable health and safety policies or procedures that have been notified to workers. If personal protective equipment (PPE) is provided by the business or undertaking, the worker must so far as they are reasonably able, use or wear it in accordance with the information and instruction and training provided.</p> <p>A worker can be prosecuted for failing to comply with their duties.</p>
<p>Briefly explain how code of practice impacts workers and employers in line with WHS</p> <p>To answer this question click on the link and research and read the relevant information on codes of practice Model WHS ACT codes of practice</p> <p>(Word count approximately 20-25 words)</p>	<p>Model Codes of Practice are practical guides to achieving the standards of health and safety required under the Model WHS ACT and Regulations.</p>
<p>Briefly explain the recommendations provided by WHS authorities on managing hazardous manual tasks</p> <p>To answer this question click on the link and research and read the relevant information on codes of practice Model WHS ACT codes of practice</p> <p>(Word count approximately 55-65 words)</p>	<p>The WHS authority recommends following the model <i>Code of Practice</i> which provides guidance on:</p> <ul style="list-style-type: none"> • identifying hazardous manual tasks • assessing the <i>risks</i> that may contribute to a musculoskeletal disorder • eliminating or minimising those risks. <p>Most jobs involve manual tasks, such as lifting, pushing, pulling or carrying. Manual tasks can be hazardous, so you must assess and manage the risks.</p>
<p>Briefly explain how the WHS authority recommends undertaking risk management such as managing infection control and how would this impact your organisation</p>	<p>WHS model law explains Risk management involves thinking about what could happen if someone is exposed to a hazard and how likely it is to happen. You should always aim to eliminate</p>

To answer this question click on the link and research and read the relevant information on Managing Risk [Model WHS ACT Managing Risk](#)

(Word count approximately 125-135 words)

risks. If you can't, you must minimise risks so far as is reasonably practicable.

Health care facilities and organisations should develop a written health and safety policy that meets the needs of their facility. This document would guide the management, staff and contractors in the implementation of workplace health and safety measures. The policy should cover, among others the following:

- Purpose
- Management procedures for health and safety
- Roles and responsibilities employers, occupiers and contractors
- Health and safety training
- Record keeping requirements.

The policy should be reviewed regularly to ensure it is up to date and in line with legislation.

Assessment checklist:

Students must have completed all short answer questions within this assessment before submitting. This includes:

1	16 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 2!

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