**Marker Guide 7**

**CERTIFICATE IV OF   
HEALTH ADMINISTRATION**

Maintain Work Health and Safety

HLTWHS003



First Edition, December 2023

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SHORT RESPONSE

SECTION 1

Contributing To Workplace Procedures For Identifying Hazards And Controlling Risks

Healthy and Safety in the Workplace

1.1 There are a number of Commonwealth and State/Territory regulators of work health and safety in Australia.

a) Name the statutory agency that was set up to develop and coordinate national policies and strategies related to work health and safety issues. (Your response should be approximately 3 words.)

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| Student’s response **must** refer toSafe Work Australia. |

b) What is the WHS regulator in the State or Territory in which you live and what is their website? (Your response should be approximately 10 words.)

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| Student’s response **must** identify **one** of the following:   |  |  |  | | --- | --- | --- | | Australian Capital Territory: | WorkSafe ACT | www.worksafe.act.gov.au | | New South Wales: | SafeWork NSW | www.safework.nsw.gov.au | | Northern Territory: | NT WorkSafe | www.worksafe.nt.gov.au | | Queensland: | Workplace Health and Safety QLD | www.worksafe.qld.gov.au | | South Australia: | SafeWork SA | www.safework.sa.gov.au | | Tasmania: | WorkSafe Tasmania | www.worksafe.tas.gov.au | | Victoria: | WorkSafe Victoria | www.worksafe.vic.gov.au | | Western Australia: | WorkSafe WA | www.commerce.wa.gov.au/WorkSafe | |

WHS Responsibilities and Accountabilities

1.2 WHS Acts and Regulations set out the general duties of everyone in the workplace for keeping the workplace safe. Depending on the individual’s role, their WHS responsibilities and accountabilities will vary. Complete the following table by listing three (3) responsibilities that each of these work roles hold. (Your total response should be approximately 200 words.)

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| Student’s response must demonstrate an understanding of at least **three** WHS responsibilities of each role. | |
| **Work Role** | **Responsibilities** |
| a) Workers | Student’s response **must** demonstrate an understanding of at least **three** of the following responsibilities:   * Take reasonable care for their own health and safety * Take reasonable care for the health and safety of others * Comply with any reasonable instruction by the PCBU * Cooperate with any reasonable policies and procedures of the PCBU |
| b) Health and Safety Representatives | Student’s response **must** demonstrate an understanding of at least **three** of the following responsibilities:   * Represent workers in a work group on WHS matters * Monitor WHS actions taken by the PCBU * Investigate WHS complaints from workers of the work group * Look into anything that might be a risk to the WHS of the workers they represent * HSRs with additional training can also: * Direct unsafe work to stop when they have a reasonable concern that carrying out the work would expose a worker of their work group to a serious risk * Issue a ‘Provisional Improvement Notice’ (PIN) when they reasonably believe there is a contravention of the WHS Act |
| c) Health and Safety Committees | Student’s response **must** demonstrate an understanding of at least **three** of the following responsibilities:   * Facilitate co-operation between the PCBU and workers in instigating developing and carrying out measures designed to ensure the health and safety of workers * Assist in developing standards, rules and procedures relative to health and safety * Other functions that are prescribed by the regulations or agreed between the PCBU and the committee. |
| d) Officers | Student’s response **must** demonstrate an understanding of at least **three** of the following responsibilities:   * Acquire and keep up to date knowledge of work health and safety matters * Gain an understanding of the operations of the business and the hazards and risk involved * Ensure appropriate resources and processes are provided to enable hazards to be identified and risks to be eliminated or minimised * Ensure information regarding incidents, hazards and risks is received and the information is responded to in a timely way * Ensure the PCBU has, and implements, processes for complying with any legal duty or obligation * Ensure processes are verified, monitored and reviewed |
| e) Persons Conducting a Business or Undertaking (PCBU) | Student’s response **must** demonstrate an understanding of at least **three** of the following responsibilities:   * Must provide safe systems of work * Must provide a safe work environment * Accommodation for workers, if provided, is appropriate * Safe use of plan, structures and substances * Facilities for the welfare of workers are adequate * Notification and recording of workplace incidents * Adequate information, training, instruction and supervision is given * Compliance with the requirements under the work health and safety regulations * Effective systems are in place for monitoring the health of workers and workplace conditions * Management and control workplaces, or fixtures, fittings or plants at workplaces * Management of design, manufacture, import or supply of plant, substances or structures * Management of installation, construction or commissioning of plant or structures |

WHS Policies and Procedures

1.3 Describe **two** (2) types of organisational policy and procedures that are developed to help workers adhere to WHS laws. (Your response should be approximately 50-80 words.)

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| Students’ response must demonstrate an understanding of at least **two** workplace policies and procedures for WHS.  Responses may include reference to:   * Risk management – includes procedures for hazard identification, risk assessment, and the control measures implemented to monitor and reduce risks identified in the workplace. * Incident and injury reporting – how to fulfil WHS law’s requirement on incident reporting and documentation requirement for near-misses, incidents, and injuries for the organisation. * Consultation and participation – This include how general staff will be consulted in relation to WHS matters as required by the laws (e.g., monthly meetings for all workers in which WHS issues are discussed), as well as involvement of WHS Reps and committee. * WHS policy and procedures on specific matters such as harassment and grievance, induction, anti-bullying, and alcohol and other drug use. – These usually provide guidance for WHS compliance such as documentation requirement, who to report to and steps to escalate the matter (where necessary). * Other appropriate responses may also be accepted. |

1.4 It is important for workers to know what to do in the event of an emergency.

a) List **three** (3) emergency situations that a worker may occasionally deal with during the course of their work. (Your response should be approximately 30 words.)

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| Student’s answer must demonstrate an understanding of an emergency situation.  Response may include but it is not limited to:   * Injury causing events, e.g., vehicle accident * Events requiring evacuation, e.g., activated fire alarm * Fire or explosion, e.g., fire in staff kitchen * A hazardous material spill, e.g., a cleaner may spill a toxic chemical * Threats of harm, e.g., a bomb threat * Security emergency, e.g., an intruder on the premises * Internal emergency, e.g., loss of power * External emergency, e.g., flood * Students should identify an Emergency Management Plan or other relevant WHS policy as the document they must be familiar with. |

b) What is an emergency management plan and why is it important for individual workers to follow these when an emergency occurs? Hint: Consider what type of information emergency management plans provide. (Your response should be approximately 100 words.)

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| Student’s answer must demonstrate an understanding of the purpose of an emergency management plan.   * Response may include, but are not limited to, reference to: * An emergency plan is a written set of instructions that outlines what workers and others at the workplace should do in an emergency. * Outlines the actions for workers and others at the workplace at the time of the emergency * Provides details on evacuation procedures, notifying emergency services, medical treatment and other assistance * Describes the communication processes between the authorised emergency coordinator and all others in the workplace * Outlines the details of testing for emergencies in the workplace * Provides details of information, training and instruction to relevant staff implementing emergency procedures |

1.5 Emergency drills are often included as part of a workplace emergency management policy and procedures. What are emergency drills and how do they support workers’ compliance with emergency procedures? (Your response should be approximately 50 words.)

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| Responses must demonstrate an understanding of emergency drills and its role to support compliance with emergency procedures.  Example response:  “Emergency drills are practices where an alarm is activated on purpose and workers are required to respond as per it is a real emergency and follow relevant procedures. Undertaking drills periodically helps workers to remember what to do in case of a real emergency.” |

Step 1: Hazard Identification

1.6 What is the difference between a hazard and a risk? (Your response should be approximately 25 words.)

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| Student’s response must demonstrate an understanding of the difference between a hazard and risk.  Example response:  “A hazard refers to a source of potential for harm while a risk refers to the probability and consequences resulting from exposure to a hazard.” |

1.7 a) Provide **three** (3) potential hazards associated with working in health care industry that you, as the health administrator, may need to address when undertaking your role. (Your response should be approximately 30 words.)

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| Student’s response must demonstrate an understanding of at least **three** common hazards for workers working in health care industry.  Responses may include, but are not limited to the potential for:   * Ergonomic hazards caused from lifting, moving, or supporting people and performing repetitive tasks * Medical equipment, e.g., x-rays and lasers * Work-related stress, burnout, and fatigue * Occupational violence, harassment or bullying * Slips, trips, and falls * Manual handling of packages (potential) * Biological and/or chemical hazards * Health risks related to working in direct contact with people who may have health conditions (e.g., working at a doctor’s clinic or hospital setting) |

b) Of the **three** (3) potential hazards identified above, provide one example of how they can cause harm. (Your response should be approximately 50 words.)

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| Student’s response must demonstrate an understanding of how at least **three** common hazards can cause harm.  Responses will vary depending on responses to 1.7a. Example responses are provided below: | |
| **Hazard** | **Potential harm** |
| Ergonomic hazards caused from lifting, moving, or supporting people and performing repetitive tasks | Musculoskeletal disorders such as damage to joints, ligaments and muscles |
| Medical equipment, e.g., x-rays and lasers | Burns, cancer or blindness |
| Work-related stress, burnout, and fatigue | Psychological or physical injury or illness |
| Biological and/or chemical hazards | Respiratory illnesses, cancers or dermatitis; hepatitis, legionnaires’ disease, Q fever, HIV/AIDS or allergies |

1.8 Briefly outline **four (4**) hazard identification processes that the management of an organisation could use to help identify hazards in the workplace. Your response should be approximately 100 words.)

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| Student’s response must demonstrate an understanding of four basic hazard identification procedures (e.g., workplace inspections and review of workplace data).  Responses may include reference to the following:   * Inspecting the workplace (e.g., observing how work is performed, how equipment is used, what safety practices are used, the state of workplace housekeeping, etc) * Consulting with workers (e.g., asking about any problems or incidents that have not been reported) * Reviewing workplace data (e.g., analysing information about reported workplace incidents, results of inspections, complaints, worker sick leave patterns, etc) * Reviewing external data (e.g., external regulators, safety consultants and manufacturers/suppliers are a vital source of information for hazards associated with specific industries, pieces of equipment or the use of specific substances) |

1.9 List three (3) situations in which a hazard identification process should be undertaken. (Your response should be approximately 50 words.)

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| Student’s response must demonstrate an understanding of at least three situations in which hazard identification processes should be undertaken.  Responses may include, but are not limited to, reference to:   * As part of routine workplace procedures * Before new forms of work and organisation of work are implemented (e.g., introduction of a new service) * Before changes are made to a workplace, including changes to equipment, work processes, or work arrangements (e.g., before changing a specific service process) * As a part of planning major tasks or activities, such as equipment shutdowns (e.g., planning a group workshop) * Following an incident report (e.g., following a physical outburst by an angry client) * When new knowledge regarding the workplace becomes available (e.g., a railing at the entrance to the building becomes loose) |

1.10 Imagine that you are senior manager of an allied health organisation and you’ve been assigned the responsibility of developing manual handling procedures to help your workers identify and manage hazardous manual tasks.

List **two** (2) strategies that you could use to identify potentially hazardous manual tasks in your organisation. (Your response should be approximately 70 words.)

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| Student’s response **must** provide **two** strategies to identify hazardous manual tasks.  Responses may include, but are not limited to, reference to:   * **Consultation with workers**: This involves drawing on workers’ experience to identify tasks that are difficult to carry out, likely to result in muscle tiredness, putting them in awkward positions or movements, or causing any discomfort. * **Review available information**: Documentations such as workplace injuries and incidents record, inspection reports, worker complaints or compensation claims can help to identify potential hazardous manual tasks. * **Look for trends**: From the information collected, you may identify certain trends, such whether a particular task is more hazardous than others, or that a particular location has reported more issues than others. * **Observe manual tasks**: Observing how tasks are carried out (e.g., postures) allows you to identify hazardous tasks. Particularly you want to focus on tasks that fit the criteria of a hazardous manual task above, as well as any task that may involve use of tools or equipment, and where workers have improvised to avoid discomfort. |

1.11 Imagine that you have been asked to conduct a workplace assessment to identify potential slip, trip, and fall hazards in the allied health organisation you work in.

Identify **two** (2) potential hazards that impose risks of slip, trip and fall to the workers in your organisation. (Your response should be approximately 10-20 words.)

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| Student’s response **must** provide **two** strategies to minimise risks of slip, trip, and fall.  Responses may include, but are not limited to, reference to:   * uneven or damaged floor surfaces (e.g., a ripped piece of carpet) * loose mats and rugs * wet or oily floors (e.g., spills or recently washed floors) * poor lighting * uneven steps or paths * a box left in a walkway * a faulty chair |

1.12 Though uncommon, there may be instances where allied health workers need to use company vehicles. List **two** strategies that you could include in the ‘safe driving’ procedures of an allied health organisation in order to minimise risks related to driving. (Your response should be approximately 40 words)

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| The student response **must** provide **two** strategies to minimise risks related to driving among allied health workers.  Responses may include, but are not limited to, reference to:   * Allow sufficient time when travelling between locations and take regular breaks when travelling for long distances * Provide safe driving training to workers * Conduct regular vehicle checks and complete a vehicle inspection checklist |

1.13 Infection control procedures should outline practical steps involved in maintaining personal hygiene, proper food preparation, and cleanliness in the workplace. Briefly outline **two** (2) control methods that can be adopted in the workplace for infection control and provide an example for each. (Your response should be approximately 40 words.)

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| Student’s response **must** demonstrate an understanding of **two** infection control methods and an example of each.  Responses may include, but are not limited to, reference to:   * **Personal hygiene practices**: handwashing, unbroken skin, gloves, and personal items * **Food preparation**: wash hands before and after handling food, avoid touching your hair, nose, or mouth, keep hot food hot and cold food cold etc. * **Cleanliness in the workplace**: regularly wash the floors, bathrooms, and surfaces, spot clean necessary etc. |

1.14 Managing work health and safety risks is a major duty of PCBUs/Officers in all workplaces. Briefly outline the **four** (4) key steps outlined by Safe Work Australia for the process of managing work health and safety risks. (Your response should be approximately 65 words.)

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| Student’s response must demonstrate an understanding of the **four** steps involved in managing work health and safety risks.  Response **must** include reference to:   1. **hazard identification** – find out what could cause harm 2. **risk assessment** – understand the nature of the harm that could be caused by the hazard, how serious the harm could be and the likelihood of it happening 3. **risk controls** – implement the most effective control measure that is reasonably practicable in the circumstances, and 4. **review control measures** – to ensure they are working as planned. |

1.15 Briefly explain the difference between a hazard and a risk. (Your response should be approximately 25 words.)

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| Student’s response **must** demonstrate an understanding of the difference between a hazard and risk.  Example response:  A hazard refers to a source of potential for harm whereas a risk refers to the probability and consequences resulting from exposure to a hazard. |

1.16 List **four** (4) hazard identification processes that the management of an organisation could use to identify hazards in the workplace. Your response should be approximately 90 words.)

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| Student’s response **must** provide **four** hazard identification processes.  Responses may include, but are not limited to, reference to:   * Inspecting the workplace (e.g., observing how work is performed, how equipment is used, what safety practices are used, the state of workplace housekeeping, etc) * Consulting with workers (e.g., asking about any problems or incidents that have not been reported) * Reviewing workplace data (e.g., analysing information about reported workplace incidents, results of inspections, complaints, worker sick leave patterns, etc) * Reviewing external data (e.g., external regulators, safety consultants and manufacturers/suppliers are a vital source of information for hazards associated with specific industries, pieces of equipment or the use of specific substances) |

1.17 Imagine that you are senior manager of an allied health organisation and you’ve been assigned the responsibility of developing manual handling procedures to help your workers identify and manage hazardous manual tasks.

a) List **two** (2) strategies that you could use to identify potential hazardous manual tasks in your organisation. (Your response should be approximately 25 words.)

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| Student’s response **must** provide **two** strategies to identify hazardous manual tasks.  Responses may include, but are not limited to, reference to:   * Completing a workplace inspection with employees * Reviewing injury records to identify injuries related to hazardous manual tasks in the past * Asking employees about tasks that they find difficult to do. |

b) List **two** (2) strategies that you could include in the manual handling procedures in order to minimise risks of hazardous manual tasks. (Your response should be approximately 20 words.)

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| Student’s response **must** provide **two** strategies to minimise risks of hazardous manual tasks.  Responses may include, but are not limited to, reference to:   * Eliminate unnecessary hazardous manual tasks * Alter the design of workplace (e.g., install ramps and handrails) * Alter the design of work systems (e.g., job rotation) * Train workers to complete hazardous manual tasks using appropriate tools and techniques |

1.18 Imagine that you work for an allied health organisation that provides occupational therapy services to youth with complex needs and behaviours, young people from culturally diverse backgrounds, and young people with physical and/or intellectual disabilities. Your organisation is in the process of seeking out a location for some youth group sessions. You have arranged to inspect the facilities at a local health centre. This health centre is located on a main road so that it is close to public transport but gets very noisy at times with trucks and buses passing regularly. The building is an old home that was converted for its current purpose. You notice that the handrail on the front steps is wobbly and that the wooden ramp at the back entrance is starting to rot. The furniture in the group room is old and one of the couches is missing a cushion, allowing the springs to come through. The bookshelf is made from planks of wood separated by bricks. While this is functional it looks a little unsafe, particularly since it is not secured to the wall and the children who access the centre might try to climb onto it. The carpet is worn and raised in some places. The kitchen and toilets are in good condition and workers clean them regularly. Detergents, disinfectants and other cleaners are stored in cupboards under the sinks. The centre appears to have sufficient lighting as well as a fully-functioning heating/air-conditioning unit. While some of the fixtures are dated and worn, the staff keep the work area tidy and uncluttered.

Your manager has asked you to review the centre and conduct a WHS assessment.

a) As part of your organisation’s policies and procedures, there is an itemized checklist that workers are required to complete to assess the safety of potential new centres. Complete the checklist below based upon the information provided. The first two lines have been completed for you to demonstrate the level of detail required. You must complete the rest of the checklist.

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| --- | --- | --- | --- |
| **Inspection Item** | **Yes** | **No** | **Notes** |
| Area is tidy and uncluttered |  |  |  |
| Floor surfaces are flat and even |  |  | Carpet is raised in some places |
| Floor coverings are in good condition |  |  | Carpet is worn |
| Stairs, steps and handrails are in good condition |  |  | Handrail at the front entrance is loose. The wooden ramp at the back entrance has begun to rot |
| All areas are adequately lit |  |  |  |
| Adequate heating/cooling is available |  |  |  |
| Kitchen/toilet facilities are accessible and clean |  |  |  |
| Furniture is in good repair |  |  | Waiting room furniture is looking old. Couch is missing one cushion. Springs are protruding from the couch |
| Tall furniture (e.g., bookcases) are secured to the wall |  |  | Bookcase is not secured to wall. The bookcase is not secured as one piece |
| Chemicals are secured and cannot be accessed by clients |  |  | Cleaning chemicals are accessible in a cupboard under the sinks |
| Noise levels are acceptable |  |  | The traffic on the main road penetrates the building. Trucks and buses are particularly noisy |

b) Select **five (5)** hazards you have identified from the checklist and complete the simplified Hazard Log Form below. Hint: see the risk matrix in **Step 2: Risk Assessment** in the Study Guide to help determine the current risk rating. (Your response should be approximately 100 words.)

|  |  |  |
| --- | --- | --- |
| **Hazard** | **Risk (what could go wrong)** | **Current Risk Rating** |
| Located on a main road | Clients could run out on the road | High |
| Front entrance handrail | A person with a disability might rely on it for stability | Extreme |
| Protruding spring in the waiting room couch | A person would get injured if they sat on it or a young person may jump on it | High |
| The missing couch cushion | A person with low vision may not notice the cushion is missing and sit down on the spring | High |
| The cleaning chemicals under the sink | Clients could access the chemicals | High |
| Note: Risks and risk rating are examples only. Marker must review the student’s response to the risk in order to ensure that their risk rating is appropriate. One risk rating above or below is acceptable. | | |

c) Select one (1) of the hazards you have identified and complete the following simplified Hazard Report Form, taking care to provide a risk control strategy for this hazard. (Your total response should be approximately 15 words.)

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| Students’ response must demonstrate ability to record hazards using the following form and contributing to development of strategies. |
| Description of hazard:  Front entrance handrail |
| Corrective action:  Taken  Required  If action already taken what was done:  Hazard has been reported |
| Further action required (risk control strategy/s):  Handrail needs to be replaced or current handrail secured  Note: this is an example response only. |

d) Who should you report your WHS assessment outcomes to? (Your response should be approximately 15 words.)

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| Correct response determined by the type of hazard, risk and workplace procedures but generally the answer should reflect supervisor / manager, maybe even the management of the centre, and your work team. |

Step 2: Risk Assessment

1.19 Imagine that you have been asked to perform a risk assessment of hazards in your workplace. You decide to use a risk matrix to help you assess the severity of risk of the identified hazards.

a) What are the **two** (2) key criteria that you need to consider when using a risk matrix to assess severity of risk? (Your response should be approximately 10 words.)

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| Student’s response **must** refer topotential impact/consequences of the hazard and the likelihood of it happening.  Example response:  The two key criteria to consider when using a risk matrix are the potential impact of the hazard and the likelihood of it happening. |

b) Briefly explain how you would use the risk matrix to prioritise risks. (Your response should be approximately 50 words.)

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| Student’s response **must** demonstrate an understanding of how a risk matrix can be used to prioritise risks.  Example response:  “By rating the impact of hazard and the likelihood of it happening using a risk matrix, each hazard will be assigned a risk rating that indicates its severity (e.g., extreme, high, medium, and low). Hazards that are likely to cause the greatest risk will be prioritized.” |

Step 3: Risk Control

1.20 There will usually be more than one way of controlling a risk, and sometimes it will be necessary to use a combination of methods. It is important to choose the most appropriate method according to the hierarchy of control.

a) Outline the **three** (3) levels in the hierarchy of control. (Your response should be approximately 50 words)

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| Student’s response **must** demonstrate an understanding of the different levels in the hierarchy of control**.**  Responses should include reference to the following:   * Level 1: eliminate the hazard * Level 2: substitute the hazard with something safer, isolate the hazard from people and reduce the risk through engineering controls * Level 3: reduce exposure to the hazard using administrative actions and use personal protective equipment (PPE) |

b) Briefly explain how you would use the hierarchy of control to determine the most appropriate way to control a hazard. (Your response should be approximately 70 words)

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| Student’s response **must** demonstrate an understanding of the application of hierarchy of control**.**  Example response:  “I would work top down through the hierarchy of control. Where possible, Level 1 strategies should be used to eliminate the risk. However, if it is not possible to eliminate the risk, a Level 2 strategy should be used to substitute, isolate or control the risk. Finally, if none of these are possible, Level 3 strategy should be applied to implement administrative controls or personal protective equipment should be used to protect workers.” |

1.21 Imagine you work in a management position at a doctor’s office, and you have performed a visual inspection of the office area. You notice that there is a water leak coming from the floor above, where there is a faulty sink. The water is making the stairs and entryway to the office wet and slippery.

Fill in the remaining sections of the following risk register, focusing on Risk Control options. Hint: use the four options outlined in the Hierarchy of Control information provided in Step 3: Risk Control in the study guide. (Your response should be approximately 100 words.)

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| Student’s response must demonstrate an ability to implement risk controls in line with hierarchy of risk control and workplace and legislative requirements.  Answers below are indications of appropriate answers. Student’s need to make reference to the four options outlined in the Hierarchy of Control information. | |
| **Hazard Identification** | |
| 1. Hazard | Water leak from upstairs sink |
| **Risk Assessment** | |
| 1. Harm | Water leaking onto stairs and in entry can cause accidental slips, falls, and injuries. Could result in serious harm. |
| 1. Severity | High Risk |
| 1. Likelihood | Very Likely |
| 1. Who is at Risk | All employees |
| **Risk Control** | |
| 1. Existing Controls | None |
| 1. Control Options | Elimination: the item causing the leak could be removed or water shut off  Substitution: The item or object causing the leak could be replaced.  Engineering: The reason for the leak could be fixed.  Administration: Staff could be instructed not to use the item causing the leak and to avoid those stairs, if possible. |
| 1. Preferred Option | Replace the damaged item causing the leak with a new undamaged item. This option reduces the risk and is less expensive than replacing the entire piece of equipment. |

1.22 You have recently been employed as a health administrator at an allied health organisation. The office space has recently undergone some changes, including new carpets being put in and painting being done in all the rooms. You undertake a risk assessment of the office, and during your review, you identified a number of hazards, including:

* *Some heavy furniture has been stacked against a wall in a corridor leading to an exit door and isn’t secured.*
* *Since the air conditioner isn’t working, some staff members are using standing fans. Because of this, a few electrical cords are running from one side of the room to the other presenting a potential tripping hazard.*

a) Using the risk matrix provided in Section 1 (and below), complete the first four columns of the below hazard log. (Your response should be approximately 20 words.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Likelihood** | | | |
|  |  | **Very likely** | **Likely** | **Unlikely** | **Highly unlikely** |
| **Impact** | **Major** | Extreme | High | High | Medium |
| **Moderate** | High | High | Medium | Medium |
| **Minor** | High | Medium | Medium | Low |
| **Insignificant** | Medium | Medium | Low | Low |

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| --- | --- | --- | --- | --- | --- |
| Student’s responses should include elements similar to below. Judgements may differ slightly with application of risk matrix. One risk rating above or below is acceptable. | | | | | |
| **Hazard/s** | **Risk (what could go wrong)** | **Existing Risk Controls** | **Current Risk rating (use the Risk matrix)** | **Are any additional controls required?** | **Residual Risk (Use the Risk matrix)** |
| Furniture stacked against wall | Falling hazard, blocking exit door | None | High |  |  |
| Exposed electrical cords | Tripping hazard | None | High |  |  |

b) Your organisation also sent out an email to staff about the electrical cords and taped the cords more securely until the air conditioner can be fixed. The organisation will be putting a barrier around the furniture to secure it better until the furniture can be removed. Paying particular attention to the residual risks associated with the temporary risk control measures being implemented, complete the last two columns of the hazard log. Note: please use for answers to 1.22a (above) to fill in the first four columns. (Your response should be approximately 30 words.)

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| --- | --- | --- | --- | --- | --- |
| Student’s responses should include elements similar to below. Judgements may differ slightly with application of risk matrix. One risk rating above or below is acceptable. | | | | | |
| **Hazard/s** | **Risk (what could go wrong)** | **Existing Risk Controls** | **Current Risk rating (use the Risk matrix)** | **Are any additional controls required?** | **Residual Risk (Use the Risk matrix)** |
| See above | See above | See above | See above | Barrier around furniture | Medium |
| See above | See above | See above | See above | Email and tape | Medium |

Step 4: Review Controls

1.23 Under the WHS Regulations, there are specific circumstances where the review of risk control measures must take place so that the procedures can be revised if necessary. Imagine that you are developing procedures for the review of risk controls and you want to ensure that your procedures are complying with the legislative requirements. List **five** (5) conditions in which review of control measures must take place. (Your response should be approximately 70 words.)

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| Student’s response shoulddemonstrate an understanding of the WHS regulations with regard to risk control**.**  Responses should include reference to:   * When the control measure is not effective in controlling the risk * Before a change at the workplace that is likely to give rise to a new or different health and safety risk that the control measure may not effectively control * If a new hazard or risk identified * If the results of consultation indicate a review is necessary * If a health and safety representative requests a review |

1.24 List **three** (3) reasons why it is important for organisations to keep appropriate WHS records. (Your response should be approximately 30 words.)

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| Student’s response **must** demonstrate an understanding of at least **three** reasons why keeping appropriate WHS records is important.  Responses should include, but are not limited to, reference to:   * Because keeping appropriate WHS records enables PCBU/officers to:   + Demonstrate how decisions about controlling risks were made   + Target training at key hazards identified   + Prepare safe work procedures based on evidence   + Review risks following changes to legislation or business activities   + Demonstrate to regulators, investors, clients that WHS risks are being managed.   + Identify whether WHS processes are working   + Identify trends or WHS issues through analysis of WHS records |

1.25 In the space below, list **four** (4) types of WHS records that your organisation is required to keep. (Your response should be approximately 30 words.)

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| Student’s response **must** demonstrate an understanding of the legal requirements of WHS record-keeping.  Response **must** include **four** of the following:   * injury/incident reports and investigations * workers rehabilitation and compensation records * first aid records * chemical register identifying those which are classified as hazardous substances and including Material Safety Data Sheets (MSDS) * risk assessments and controls * training records * certificates and licenses * maintenance and testing records (e.g. Residual Current Device [RCD] tests) * hazard report forms (and actions taken) * workplace inspection/safety check forms * major incident/dangerous occurrence reports |

1.26 List **five** (5) key pieces information that you would include in your WHS record-keeping policy and **five** (5) key pieces of information that you would include in your WHS record-keeping procedure. (Your total response should be approximately 100 words.)

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| Student’s response **must** demonstrate an understanding of the key information that should be included in a WHS record keeping policy and procedure (at least **five** key pieces of information that should be included in each)  Responses may include but are not limited to, reference to:   * Key information in a WHS record-keeping policy   + The purpose of policy   + The legal duty of your organisation   + Your organisation’s commitment to keeping WHS records   + Responsibility and accountability of management of workers   + An outline of how records will be kept/managed in your organisation * Key information in a WHS record-keeping procedures   + The purpose of procedures   + The standards of record-keeping and relevant legislations   + Steps to be followed in keeping WHS records   + Responsibilities and accountability of relevant persons including managers, supervisors, employees and volunteers   + Direction to any additional guidance people will need to implement the procedure (if applicable)   + A process for reviewing the procedure and date by which that will happen |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

1.27 Imagine that you are a senior manager of an allied health organisation that runs a drop-in centre. One of your responsibilities is to establish and monitor WHS practices in your workplace to ensure that all WHS legislative requirements are met. You have recently received a number of reports of used syringes/sharps being found in the toilet block of your organisation’s drop-in centre. There is no syringe box in these toilets.

1. Using the following information and the risk matrix under **Step 2: Risk Assessment** in the Study Guide, complete the hazard log below.

Exposure to used syringe/sharps exposes people to a risk of being infected with Hepatitis B, Hepatitis C or HIV – hence this hazard could have a major impact. Considering that the toilet is frequently accessed by workers and clients and that often these syringes have been found without caps, the likelihood of consequences is highly likely. There are also no current preventative controls in place. (Your response should be approximately 15 words.)

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| --- | --- | --- | --- |
| **Hazard** | **Risk** | **Existing Risk controls** | **Current risk rating** |
| “Exposure to sharps” | “Infection of Hepatitis B, Hepatitis C or HIV.” | “None” | “Extreme” |
| Student’s responses should demonstrate ability to record results of risk assessment using a hazard log. | | | |

b) You decide to review your organisation’s hazard specific procedures for ‘sharps disposal’. It says “Worker should immediately try to remove the syringe/sharp with a stick or a long object or attempt to move it to a safer area. Syringe/sharp should then be placed in the closest rubbish bin.”

You are concerned about whether the current sharps disposal procedure is compliant with the legislative requirements. You decide to research legislative requirements in regard to sharps disposal. Briefly outline **two** (2) sources (i.e., documents or agencies) that you could review/consult with to develop a better understanding of WHS legislative requirements in this area. (Your response should be approximately 15 words.)

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| Student’s responses should demonstrate an understanding of at least **two** sources of WHS legislative information.  Responses should include, but are not limited to, reference to:   * Safe Work Australia website/publications/guidance materials * Model WHS Act/Regulations, Code of Practices * Any industrial guidelines/best practices * State/Territory WHS regulatory body website/publication |

c) In your research, you come across the following information about sharps disposal:

“…workers may be exposed to used needles and syringes and other sharps. In such circumstances, sharps should only be handled with appropriately designed tongs (or similar equipment). In the absence of such equipment, workers should not attempt to improvise (e.g., use a stick). Rather, it is safer to dispose of the sharp by holding the barrel of the syringe with a gloved hand. The sharp should be placed in a sealable rigid-walled, puncture-resistant container, and the local council or health service should be contacted for collection/disposal information. If no such guidelines exist, small quantities of sharps may be able to be disposed of at a sharps return centre such as a needle and syringe exchange program. For larger quantities, arrangements should be made with a waste disposal provider.

Where practicable, sharps bins/containers should be installed in public toilets and similar places to reduce the number of inappropriately discarded sharps. Sharps bins/containers installed in public areas should be maintained for cleanliness and security, and should not be placed in areas easily accessible by children (e.g. near items that can be used as a step such as a toilet seat). Sharps bins should also be replaced/emptied regularly and their presence adequately signposted. Further information regarding the placement of sharps disposal bins in public areas may be provided by local councils or government agencies” (Commonwealth of Australia, 2003).

Based on the above information, write what you say in this meeting regarding the changes you think should be made to your organisation’s sharps disposal procedures and hazard control procedures to better protect workers from this hazard. Please frame your response within the context of a WHS meeting with your supervisor. (Your response should be approximately 80 words.)

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| Student’s responses should demonstrate ability to contribute to the development of risk controls in line with workplace procedures and policies.  Responses should make some form of reference to both of the following:  “I would like to propose some changes to our sharps disposal procedures and hazard control procedures to protect workers from a hazard. Firstly, we should install a sharps bins/container in the toilet with appropriate maintenance and security. I also feel that we should develop procedures and provide training to workers regarding safe disposal of sharps (for example, use of gloves and remove the sharps by holding the barrel of the syringe, place sharp in a sealable rigid-walled, puncture-resistant container before disposal).” |

1.28 Imagine that you work as a helping professional in a small helping organisation. Your organisation requires all staff to be an active part of promoting and maintaining WHS safety. Where actual or potential hazards are identified, workers should:

* Where safe and possible, remove the hazard.
* Where removal is unsafe or not possible:
  + If risk is urgent, close off the area to prevent incident or injury, and report to the building manager as soon as practicable.
  + If there is no immediate risk, the matter should be raised through weekly meeting (WHS is a regular agenda item in the meeting).

a) One day as you attend work, you notice that a wall shelf in the activity room is slightly wobbling as the attachment to the wall is getting loose. While you do not think it is likely to pose any urgent risk, you have concerns that this may become an issue in near future. What is the most appropriate way for you to raise this issue, according to your organisational procedures? (Your response should be approximately 25 words.)

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| Students’ response must demonstrate the ability to raise WHS issues with designated persons according to organizational procedures.  Example response:  “I will bring this matter up during the weekly meeting and ask that repair work to be undertaken as soon as possible.” |

b) Imagine that a week has passed, and you haven’t seen any work undertaken to fix the wobbly shelf. You believe that the wobbly shelf has now become a fall hazard that could cause risk to others in the room. What actions would you take? (Your response should be approximately 25 words.)

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| Students’ response must demonstrate the ability to raise WHS issues and implement safe work procedures.  Example response:  “Since risk has become more urgent, it will be appropriate to close off the area and report this matter to the building manager immediately.” |

SECTION 2

Implementing Policies And Procedures Into Work Team Processes

Sharing Information with Work Team

2.1 There has been an update to your organisation’s WHS policies and procedures based on feedback from staff members regarding fire warden roles, where to report injuries and incidents, and where to dispose of PPE equipment, such as masks. You’ve been asked to inform the group of these changes at the next team meeting. In the space below, write what you would say to your team members about the changes outlined below. (Your response should be approximately 70 words.)

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| Old Policy:  *Workers will:*   * *Take reasonable care for their own health and safety* * *Follow safe work procedures, instructions and rules* * *Participate in safety training* * *Report health and safety hazards* * *Report all injuries and incidents* * *Use safety equipment and personal protective equipment as instructed*   New Policy:  *Workers will:*   * *Take reasonable care for their own health and safety* * *Follow safe work procedures, instructions and rules* * *Participate in safety training, including completing fire safety training for Fire Wardens which will need to obtain a passing grade* * *Report health and safety hazards* * *Report all injuries and incidents, including near misses to direct supervisor* * *Use safety equipment and personal protective equipment as instructed, and dispose of safely in designated PPE equipment bins* |

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| Student’s response should show evidence of the ability to provide information about WHS policies and procedures to the work team.  Student’s response should include all three changes:   * Participate in safety training, including completing fire safety training for Fire Wardens which will need to obtain a passing grade * Report all injuries and incidents, including near misses to direct supervisor * Use safety equipment and personal protective equipment as instructed, and dispose of safely in designated PPE equipment bins   Example response:  “There has been an update to the organisation’s WHS policies and procedures based on feedback we obtained from everyone. Most notably, those acting as fire wardens for the office will now have access to fire safety training which they will need to pass. Additionally, injuries, incidents, and near misses are to be reported directly to your supervisor. Lastly, it is now a requirement that PPE equipment, be disposed of in designated bins.” |

2.2 Report has come back that there is a WHS hazard identified near the entryway to the office you work in. You’ve received the below report from the officer of your organisation, the CEO, and need to notify your work team regarding the hazard. Draft an email below to your work team explaining the hazard and the control measures being put in place. Hint: Safe Work Australia (2022, p.1 6) provided a list of what information should be included in correspondence regarding consultation outcomes. (Student’s response should be approximately 100 words.)

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| --- | --- | --- | --- | --- |
| **Hazard/s** | **Risk (what could go wrong)** | **Existing Risk Controls** | **Current Risk rating (use the Risk matrix)** | **Are any additional controls required?** |
| Broken and crumbling stairs on left side of entryway to building. | Tripping hazard, personal safety. | Administrative control to be put in place: information about hazard and risk assessment outcomes to be provided to work team. Request to take care and/or use alternative entrance. | High | Stairs to be fixed. Workers due in two days time. |

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| Student’s response should demonstrate their ability to provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team.  Student’s response should include reference to all or most of the below points:   * What the safety matter is * Who was identified as affected, or likely to be affected * Who was involved in consultations * What decision has been made * Who is to take action and by when * When the action has been completed   An example response is below:  “Dear colleagues,  There has been a hazard identified near the entryway to the office. Specifically, the stairs have become structurally unsafe and are crumbling in places. This presents a tripping and safety hazard to all workers entering and exiting the building. The CEO has informed us that repairs are being made and this hazard should be fixed within two days. In the meantime, we need to inform you to please take care when entering and exiting the building, and to please use the other entrance where possible.  If you have any questions or concerns, please reach out.  Kind regards,  [student’s name]” |

Housekeeping Practices

2.3 A part of your role as a health administrator includes monitoring housekeeping practices within your team to ensure they are being followed. You have 4 team members, with two team members in each room within the office. There is a communal kitchen, which has a sink, fridge, and bins. Each office has one laptop and two screens per desk, an office chair, a landline phone, small bins, and a filing cabinet.

Based on what you know about housekeeping practices, create a checklist in the space below of areas that should be checked and specific details that you will be looking out for. For example, checking the rubbish bins in each office have been emptied recently/regularly. (Your response should be approximately 50-70 words.)

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| Students’ response must demonstrate an ability to monitor housekeeping practices to ensure that WHS policies and procedures are followed.  Example responses are below. Student’s responses should identify at least 4 areas and/or items for housekeeping. | | |
| **Area** | **Housekeeping items** | **Is the area free from hazards and incidents?** |
| E.g., Office bins | Checking the bins have been emptied | Y/N |
| Cords and power cables | Check the cords are covered or secured, and check for damage | Y/N |
| Walkways and entryways | Check walkways and entryways are clear | Y/N |
| Desks | Check desks and surfaces are free from clutter and are tidy | Y/N |
| Kitchen | Check for spills | Y/N |
| Kitchen | Check it’s been kept clear and tidy | Y/N |
| Noise levels | Check people aren’t being too noisy | Y/N |
| Storage cabinet | Check that files are being secured properly | Y/N |

2.4 Imagine you work as a health administrator in an allied health organisation alongside another health administrator, called Sharon. You notice that Sharon tends to leave her handbag in the aisle next to her desk. The other day, you noticed a coworker stumble and almost fall as they carried some paperwork passed the front desk and did not see Sharon’s handbag. In the space below, write what you would say to Sharon regarding her housekeeping practices so that WHS policies and procedures are followed? (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding of the steps required from a worker after a critical incident as outlined in the Study Guide.  “Hi Sharon. I’ve noticed that when you come in to work, you leave your handbag next to your desk which is partly in the walkway. This poses a risk to others in the workplace, as they may trip or fall over your bag. I feel like you should store your bag under your desk or on a safer surface from now on to avoid a potential hazard and injury.” |

Reporting Incidents and Injuries

2.5 Imagine that you work as a health administrator at Central Physiotherapy. At approximately 11:00am today you were walking a new client through some paperwork at the front of the office, when another client in the waiting room started to raise their voice and complain about the long wait. You asked the client, whose name was Zach Stappel (33 years old), to please refrain from being so aggressive and loud. In response, he approached the front desk and threw a clipboard with paperwork onto the floor and pushed the client you were talking with, Steve Quinton (55 years old), aside. Steve fell and sprained his wrist, after which Zach left the office. Directly after the incident, the Police were called, and a first aid officer administered aid to Steven. You also called your manager, Amelie Carlton, to report the incident.

Your organisation uses the critical incident policy/procedure presented in the Study Guide.

a) Outline what other steps you must take as a worker immediately after a critical incident such as this? (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding of the steps required from a worker after a critical incident as outlined in the Study Guide.  Responses should make reference to:   * Assist those involved in the incident to contact family or support persons to advise them of the situation. * Provide people who have been exposed to the critical incident with emotional support and practical assistance. * Assist in providing transport if required. * If the critical incident is of a Police nature or a workplace health and safety issue, ensure the area or site is not disturbed. |

b) Complete the remaining fields of the below critical incident report to appropriately document this incident. (Your response should be approximately 120 words.)

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| Marker note: student’s response must demonstrate an ability to appropriately record incident in critical incident report. An example of a complete critical incident report was provided to students in the Study Guide.  Example response below. |
| **CRITICAL INCIDENT REPORT**  Date of incident: *Date* Time of incident: *11:00am*  Location (include address where applicable):  *Central Physiotherapy*  Name of person completing form:  *Student’s name*  Position of person completing form: *Health Administrator* Contact no: 12345678  Employees/Volunteers/Management Committee members involved in incident:  1. Name: *Student’s name* Age: *Age*  Clients or community members involved in incident:  1. Name: *Zach Stappel*  Age: *33*  2. Name: *Steve Quinton*  Age: 50  Description of incident and background (relevant Information leading up to the incident, circumstances, whether the incident was witnessed and other relevant issues):  *At approximately 11:00am today you were walking a new client through some paperwork at the front of the office, when another client in the waiting room started to raise their voice and complain about the long wait. You asked the client, whose name was Zach Stappel, to please refrain from being so aggressive and loud. In response, he approached the front desk and threw a clipboard with paperwork onto the floor and pushed the client you were talking with, Steve Quinton, aside. Steve fell and sprained his wrist, after which Zach left the office.* *Directly after the incident, the Police were called, and a first aid officer administered aid to Steven.*    Who was informed of the incident (Manager, Police, Fire Brigade)?  1. *Police*  2. *First Aid Officer*  3. *Manager, Amelia Carlton*  Actions taken to date: (including date and time of contact that Manager and other agencies were informed, as well details of support provided):  1. *Ambulance called on date at approximately 11:10am*  2. *Police informed on date at approximately 11:13am*  3. *Manager informed on 19/11/2024 at 11:20am*  4.  Follow up action planned:  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Critical incident report form authorised by:  *Student name* Date: *Date*  (Signature of Employee)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Signature of Manager) |

2.6 What is a ‘notifiable incident’?(Your response should be approximately 40 words.)

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| Student’s response **must** demonstrate an understanding of notifiable incidents.  Example response:  A notifiable incident refers to an incident that involves the death of a person, a serious injury or illness or a dangerous incident arising out of work carried out by a business, undertaking of a workplace. |

2.7 Imagine that you are developing an injury/incident report form for all workers to use to record and report any incidents in your workplace. List **five** (5) fields (i.e., spaces for types of information) that you would include in the injury/incident report form that you are developing. (Your response should be approximately 30 words.)

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| --- |
| Student’s response should provide **five** types of information that should be recorded on an injury/incident report form.  Responses should include, but are not limited to, reference to:   * Details of person involved * Details of incident * Details of witnesses * Details of injury * Treatment administered * Outcome of incident – whether the person stop work or others * Incident investigation * Risk assessment * Actions to prevent recurrence * signatures/ comments |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

2.8 Imagine that you work as a health administrator at an allied health organisation that services young people, called Southside Health Centre. The date is 12th June 2024.

One day, on your way in to start your shift at 8:30am, you trip over a pile of bricks that were left near the front door. You graze your hand and wrist on the ground. The graze draws a small amount of blood and is bandaged up by your first aid officer, Sharon Sawyer. The first aid officer requests that you fill out an incident report.

Refer to the organisational procedure for documenting and reporting injuries and incidents below:

* Injuries must be reporting to the Head of Allied Services by phone, fax or email as soon they occur.
* A formal incident report must be completed and submitted to the HR Manager within 24 hours of the incident.
* Copies of the incident must be forwarded to the Managing Director.
* Any hazards to be reported to HR Manager and team members are to be notified of the location of the hazard, the type of hazard, any control measures (temporary or otherwise), and what action is being taken to fix the hazard.

1. Complete the below incident report based on the incident described above. (Your response should be approximately 90 words.)

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| Marker note: student’s response must demonstrate an ability to appropriately record incident in critical incident report. An example of a complete critical incident report was provided to students in the Study Guide.  Example response below. |
| **CRITICAL INCIDENT REPORT**  Date of incident: 12/06/2024 Time of incident: *8:30am*  Location (include address where applicable):  *Southside Health Centre*  Name of person completing form:  *Student’s name*  Position of person completing form: *Health Administrator* Contact no: 12345678  Employees/Volunteers/Management Committee members involved in incident:  1. Name: *Student’s name* Age: *Age*  Clients or community members involved in incident:  1. Name: Age:  Description of incident and background (relevant Information leading up to the incident, circumstances, whether the incident was witnessed and other relevant issues):  *On my way in to start my shift at 8:30am, I tripped over a pile of bricks that were left near the front door. I grazed my hand and wrist on the ground. The graze drew a small amount of blood and was bandaged up by a first aid officer, Sharon Sawyer. The first aid officer requested that I fill out an incident report.*  Who was informed of the incident (Manager, Police, Fire Brigade)?  1. *First aid officer, Sharon Sawyer*  3. *Manager*  Actions taken to date: (including date and time of contact that Manager and other agencies were informed, as well details of support provided):  1. *Manager informed on* 12/06/2024 *at 8:40am*  4.  Follow up action planned:  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Critical incident report form authorised by:  *Student name* Date: *Date*  (Signature of Employee)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Signature of Manager) |

1. Fill out the below simplified hazard log using the Risk Matrix you’ve been provided under **Step 2: Risk Assessment** in the Study Guide. (Your response should be approximately 10 words.)

|  |  |  |
| --- | --- | --- |
| **Hazard** | **Risk (what could go wrong)** | **Current Risk Rating** |

|  |  |  |
| --- | --- | --- |
| At the front entrance | Could cause a tripping hazard | Medium |
| Note: Risks and risk rating are examples only. Marker must review the student’s response to the risk in order to ensure that their risk rating is appropriate. One risk rating above or below is acceptable. | | |

1. You find out the pile of bricks are due to a wall repair in the basement of the building. You reported the incident to the HR manager who has assured you they will be placing a barrier around the bricks until they can be cleared up.

As per the policies and procedures provided above, draft what you would say in a meeting, or write in an email, to inform your team members about the hazard. (Your response should be approximately 70 words.)

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| Student's response must provide evidence of sharing information about identified hazards and the outcomes of risk assessments and risk controls to the work team.  Student's can choose whether to share the information via an email outline or a verbal announcement during a meeting. Either choice needs to includee the following details about the hazard:   * the location of the hazard * the type of hazard * any control measures (temporary or otherwise) * what action is being taken to fix the hazard.   Example response: *In a meeting.*  “Hi everyone. I have an announcement about a hazard that has been identified. There is a pile of bricks left at the front of the office because of construction repairs. HR will be putting a barrier around it to reduce the chance of people hurting themselves, but we wanted to let everyone know to be careful when entering the office until it can be fixed.” |

d) Will you document and report this as a ‘notifiable incident’? Justify your reasoning. (Your response should be approximately 30 words.)

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| Students’ response must identify that this incident is NOT a ‘notifiable incident’ because it did not lead to death, serious injury, or danger as per the legislative definition. |

SECTION 3

Supporting Consultation, Cooperation And Communication

WHS Consultation – Why is it Important?

3.1 List **three** (3) key intentions/purposes of WHS consultation. (Your response should be approximately 50 words.)

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| Student’s response **must** demonstrate an understanding of the intentions/purposes of WHS consultation  Responses may include, but are not limited to, reference to:   * Sharing relevant work health and safety information * Providing workers with the opportunity to express their views and raise health and safety matters * Enabling workers to contribute to the decision-making process relating to health and safety matters * Taking into account the views of workers * Advising workers of the outcome of any consultation in a timely manner. |

WHS Consultation – When and Who Do I Consult?

3.2 List **three** (3) situations in which PCBUs/officers must consult with workers in regard to WHS. (Your response should be approximately 50 words.)

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| Student’s response **must** demonstrate understanding of at least **three** situations in which consultative activities must be conducted.  Responses may include, but are not limited to, reference to:   * identifying hazards and assessing risks arising from the work carried out or to be carried out * proposing changes that may affect the health or safety of your workers * whenever required by the WHS regulations * making decisions about ways to eliminate or minimise those risks * making decisions about the adequacy of facilities for the welfare of workers * making decisions about procedures for consulting with workers * making decisions about procedures for resolving health or safety issues * making decisions about procedures for monitoring health of your workers or workplace conditions * making decisions about how to provide WHS information and training for your workers. |

WHS Consultative Activities & Encouraging Work Team Participation

3.3 Imagine that you work at a large allied health organisation with 150 employees across three sites. You are the leader of a team of five administration assistants and have some added WHS responsibilities to support the PCBU/officer. Mainly, you have been tasked with gathering feedback from your team of health administrators for collation in a report to be presented to the HR manager at the end of the month. Current procedures in place utilise team meetings to gather information from workers. However, a lot of workers have irregular hours which would make attending a meeting difficult. You also know that the past month has been very tough, and two administration staff members quit. The current atmosphere is a little tense and you’re worried that your team members won’t want to be honest about how they feel.

a) Based on what you know about types of consultative activities, and based on the above information, outline below what method of gathering feedback you would choose and justify why. Hint: Remember to choose a method of gathering feedback that has the best chance of encouraging your team to participate. (Your response should be approximately 35 words.)

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| Student’s response should demonstrate how to support workplace consultative procedures by encouraging work team participation in consultative activities.  Responses may include, but are not limited to:   * Informal catch up with workers * Team meetings to talk about WHS matters * Toolbox talks * Suggestion box/email for workers to send suggestions about WHS matters * Surveys   Example response:  *“I would use an anonymous method of gathering information to try to encourage team participation as they may be more likely to be honest if their feedback is not linked with who said what.”* |

b) Let’s imagine that your chosen method of gathering information is not proving very effective. You decide to host a meeting with groups of workers that can attend on days and times that work for them. Write what you would say in this meeting to explain the importance of consultative procedures in the workplace and to encourage them to participate in consultative activities. (Your response should be approximately 60 words.)

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| Student’s response should demonstrate how to support workplace consultative procedures by encouraging work team participation in consultative activities.  Example response:  *“It is important that we engage all of you to provide feedback and communication about the workplace, including WHS matters, as it helps us to gain great awareness on how our decisions are impacting you all. It also allows opportunities for us to understand your views and what matters to you to better inform our safety decisions.”* |

3.4 Ensuring consultation, cooperation, and coordination activities is a responsibility of PCBUs and officers. List **two** (2) strategies that could be implemented to encourage workers to contribute feedback on health and safety issues. (Your response should be approximately 40 words.)

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| Student’s response **must** demonstrate an understanding of **two** strategies to encourage workers to contribute feedback on health and safety issues.  Student response may include, but are not limited to, reference to:   * Providing a suitable time during work hours for consultation with workers * Allowing opinions about health and safety to be regularly discussed and considered during workplace meetings * Providing workers with different ways to provide feedback, for example, using email, the set-up of an intranet health and safety page or a suggestion box. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

3.5 Imagine that you observe a new colleague, Jerry, lifting heavy boxes with their legs straight and their back bent. You know from the manual handling training you have completed that this is an unsafe practice that could result in your colleague severely injuring their back. As you express your concern with Jerry, you find out that WHS issues are not covered in his induction process, and he is not aware of where to find information about WHS policies and procedures.

a) Write what you would say to Jerry to encourage him to request this WHS training from your organisation. Make sure you explain the importance of following safe work practices to Jerry. (Your response should be approximately 50 words.)

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| Students’ response must demonstrate the ability to encourage and assist work team members to contribute to WHS.  Example response:  “You should talk to the HR manager to request proper training on manual handling tasks. It’s important that you do as the way you’re currently lifting boxes is probably contributing to the pain you’re feeling in your back. And it’s important that this organisation provides you with the necessary WHS training to do your job safely.” |

b) Write down what you would say to raise these concerns with your manager, including one (1) suggestion on how these issues can be addressed. (Your response should be approximately 40 words.)

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| Students’ response must demonstrate the ability to raise WHS issues with designated persons, by including an appropriate script.  Example response:  “I just want to let you know that Jerry needs to be inducted on safe work practices. From our conversation, it seems that he hasn’t been inducted on manual handling and the WHS policies and procedures. I’m concerned that he might hurt himself.” |

c) Imagine that your manager consulted with you for a solution to address these concerns you have raised. Write down what you would say to your manager in response in order to propose a potential solution or minimise the risk. (Your response should be approximately 30 words.)

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| Students’ response must demonstrate the ability to participate in WHS consultative activities by providing a script containing a potential solution. Responses may vary depending on the students’ response to question 3.5b.  Examples of solutions may include, but are not limited to:   * Review induction procedures to make sure WHS is included * Demonstrate safe practices to Jerry and show him where the policies and procedures are.   Example response: “I suggest that we review the current induction procedures we have, and maybe come up with a checklist so we can make sure information about safe manual handling practices are covered.” |

d) Below is an excerpt taken from your organisations WHS Policy and Procedure regarding how to perform manual tasks.

* *Ensure heights are appropriate to limit awkward postures*
* *Use mechanical aids, where possible, to minimise manual handling*
* *Reduce repetitive movements and the potential for injury by rotating tasks with other workers*
* *Provide training on correct procedures for manual handling including:*
  + *Assessing the best way to move the item*
  + *Centre your body and feet securely i.e., stand with one leg slightly forward and your feet shoulder width apart*
  + *Lower yourself to the item and ensure a firm and secure grip with your entire hand*
  + *When lifting a heavy item, keep your back straight and bend at the knees rather than stooping or fully flexing your back, or squatting*
  + *Hold the load or item close to your body*
  + *Move steadily and carefully while holding the item with your arms by your sides*
  + *Set item down gently with the same posture and process as lifting*

After a few weeks, you notice Jerry perform the same unsafe lifting procedure, after which he winces. You ask him if he is okay, and he tells you how his back has been hurting lately. Based on the above policy and procedure on performing manual tasks, write below what you would say to Jerry regarding the safe way to lift boxes. (Your response should be approximately 100 words.)

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| Students’ response must demonstrate the ability to provide Information about WHS policies and procedures to the work team.  Response should follow the above steps for lifting and setting down a box. |