



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 - Simulated Project

**Unit Code:** HLTWHS002

**Unit Name:** Follow safe work practices for direct client care

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	HLTWHS002 - Follow safe work practices for direct client care
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.
<b>Application of the Unit:</b>	This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Follow safe work practices for direct client care</li> <li>2. Follow safe work practices for manual handling</li> <li>3. Follow safe work practices for infection control</li> <li>4. Contribute to safe work practices in the workplace</li> <li>5. Reflect on own safe work practices</li> </ol>
<b>Performance Knowledge:</b>	<ul style="list-style-type: none"> <li>• Contributed to a workplace WHS meeting or inspection</li> <li>• Conducted a workplace risk assessment and recorded the results</li> <li>• Consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:             <ul style="list-style-type: none"> <li>- Infection control</li> <li>- Hazardous manual tasks</li> <li>- Use of personal protective equipment</li> <li>- Reporting incidents</li> </ul> </li> <li>• Followed workplace procedures for at least one simulated emergency situation.</li> </ul>
<b>Knowledge Evidence:</b>	<ul style="list-style-type: none"> <li>• State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:             <ul style="list-style-type: none"> <li>- State/territory WHS authorities</li> <li>- Rights and responsibilities of employers and workers, including duty of care</li> <li>- Hazardous manual tasks</li> <li>- Infection control</li> </ul> </li> <li>• Safety symbols and their meanings, including signs for:             <ul style="list-style-type: none"> <li>- Poisons</li> <li>- Emergency equipment</li> <li>- Personal protective equipment (PPE)</li> <li>- Specific hazards such as sharps, radiation</li> </ul> </li> <li>• Hazard identification, including:             <ul style="list-style-type: none"> <li>- Definition of a hazard</li> <li>- Common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks</li> <li>- Workplace procedures for hazard identification</li> <li>- Strategies minimising risk</li> </ul> </li> <li>• Safety considerations when working in a home-based environment, including:             <ul style="list-style-type: none"> <li>- Rights and responsibilities of workers and clients</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance.</li> <li>- Risks to personal safety</li> <li>- Common sources of infection and means to minimise transfer of infectious diseases</li> <li>- Fundamentals of the musculoskeletal system and practices to minimise injury to self and clients</li> </ul> <ul style="list-style-type: none"> <li>• Workplace emergency procedures</li> <li>• Workplace policies and procedures for WHS</li> </ul>
<p><b>Assessment Conditions:</b></p>	<p>Skills must be demonstrated:</p> <ul style="list-style-type: none"> <li>• In the workplace</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• In an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.</li> </ul> <p>In addition, assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• Current workplace policies and procedures for WHS</li> <li>• PPE relevant to the workplace and job role of the worker</li> </ul>

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to maintain safety of the worker, the people being supported and other community members within direct care work in the workplace.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

**Assessment Task 2 – Case Studies** – The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3 – Simulated Project** – This simulated project provides an opportunity for you to demonstrate your competency in a practical setting reflective of the workplace. You are required to read and follow the project instructions. This may include; utilising and completing provided simulated support documentation, participating in role plays, using equipment and/ or providing answers to written questions. Depending on the task you may require guidance from the trainer/assessor and/or participation of other learners. Marking criteria for the simulation is included and is to be used to determine your competency. Please familiarise yourself with both the task instructions and the marking criteria to identify what the trainer/ assessor is looking for.

**Assessment Task 4 – Workplace Project** – This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

**Assessment Task 5 – Observation/Demonstration** – This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

## Resources needed for assessment:

- Workplace for practical placement
- Current workplace policies and procedures for WHS
- Workplace project documentation provided in this kit or replaced with workplace examples
- Learner Guide
- Log book
- PPE relevant to the workplace and job role of the worker

## What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

## Assessment outcomes

**Satisfactory** – Evidence provided meets the requirements of the assessment method and unit of competency

**Not Satisfactory** – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and RTO policies and procedures – Assessment Policy).*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

### **Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the RTO will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

# Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

<b>Student Full Name:</b>	
<b>Unit Code and Title:</b>	<b>HLTWHS002 – Follow safe work practices for direct client care</b>
<b>Qualification:</b>	

<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			
<p>I declare that I understand how assessment will take place for this unit.</p> <p>I also understand that work completed towards this assessment must be verifiably my own.</p>			
<p><b>Student's Name:</b> _____</p> <p><b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____</p>			
<p><b>Assessor's Name:</b> _____</p> <p><b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____</p>			



# Assessment Task 2 - Case Study

## Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

### Case Study 1

Matthew is an experienced carer who undertakes many of his shifts in the dementia unit. Matthew was assisting Bill (a heavily built male resident) to walk to his bedroom. Bill is usually steady, but due to his advanced dementia can be unpredictable in his movement. Bill lost his balance and Matthew attempted to soften his fall, resulting in a back injury to Matthew.

1. Discuss this scenario in terms of how this accident should be reported and if Bill's care plan should be reviewed.

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 2

Leo has recently been provided with a placement in the high care dementia unit of Summer Villa nursing home. His wife Fran visits every day and remains committed to his care. Leo's dementia is at an advanced stage and he occasionally exhibits violent behaviour towards carers. He recently became agitated after the evening meal and physically hit the carer who was helping him put on his pyjamas. The clinical nurse met with Fran and arranged for Fran to remain with Leo until after his evening shower and his pyjamas are changed. This appears helpful in keeping Leo less agitated.

1. **Discuss how the care team should address the issue of Leo's violence. Including how this should be reported and recorded.**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 3

It is 17:00 hours on 20/08/14. You work for Australian Health Care Inc. You are working with a co-worker (Anna) at the facility. Whilst caring for her client, Anna trips over a cord and falls. Her ankle appears to be broken. You take her to the doctor. Her ankle is sprained, and she will be off work for two (2) days.

Incident/Hazard Report Form			
<ul style="list-style-type: none"> <li>Sections A and B are to be completed by the most senior staff member who witnessed the incident/hazard and/or the person to whom the incident/hazard was reported.</li> <li>Please forward completed sections A and B to your manager within 24 hours.</li> </ul>			
Definitions			
Incident: an unplanned event resulting in, or having the potential for injury, damage or other loss.			
Hazard (near miss): a source or situation with a potential harm.			
Section A – Reporting Details			
Person making the report:			
Position:		Time Loss:	
Type:		Date:	/ /
Time:		Office lodged:	
Person completing the form:			
Position:			
Section B – Incident/Hazard Details			
Date of incident/hazard:		Time of incident/hazard:	
Location/address of incident/hazard:			
Persons involved in incident/hazard:			
1:		Position:	
2:		Position:	
Persons affected/who may be harmed by the incident/hazard:			
Body part affected (if any):			
Description of incident/hazard:			
<b>Assessor Use Only:</b> Satisfactory response provided      YES <input type="radio"/> NO <input type="radio"/>			

## Case Studies Assessment Record

HLTWHS002	Follow safe work practices for direct client care
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Reasonable Adjustments made			
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Assessment activity Task 2 – Case Studies	Satisfactory	Not Satisfactory	Assessor Initials
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Date: ___ / ___ / _____			
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### Assessment Guide

<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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### Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

# Assessment Task 3 - Simulated Project

Simulated tasks are used in circumstances where you are required to demonstrate skills and knowledge in a simulated environment that replicates industry and real work situations.

Simulated tasks are facilitated through the use of a role play based on a scenario.

For this task you are required to participate in a role play activity.

## Assessment Description

This assessment is an observation of a role play. It consists of a role play where you are observed demonstrating skills in following a procedure for a simulated emergency situation.

During the observation of the role play the assessor will confirm that you can:

- Follow a simulated workplace emergency evacuation procedure

You are to refer to the procedure below and relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

### Equipment needed;

- Mannequin or another student to assist as the semi ambulant resident
- Wheel chair
- Individual plan, medical chart, identification

## Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you.

To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

### Fire Emergency Evacuation Policy & Procedure for all staff

Evacuation is the urgent movement of clients to a safer location using best endeavours from a facility in response to an imminent threat or impact of an emergency.

The following procedure is to be applied throughout an emergency evacuation.

1. Remain calm

#### Evacuation Stages;

##### Stage 1

2. Remove yourself and escort ambulant residents & visitors closest to you from immediate danger – Outside the room or area

Semi-ambulant residents to be placed in wheel chairs for transfer

Non-ambulant residents are to utilise two (2) staff members for transfer

Resistive residents – use reasonable strategies required to evacuate and note location of these residents for Fire Brigade/police

3. Ensure evacuation bag/box including folder of resident's details, medication charts and individual plans are brought with you

##### Stage 2

4. Move to the next safe location – through fire/smoke doors

##### Stage 3

5. Move to outside the building to designated area
6. Treat any minor injuries/first aid or medical needs within the scope of your role
7. Ensure all residents have at least one form of identification attached that cannot be easily removed by resident. Photo id preferable, however permanent marker may be required for some residents

## Evacuation

### Prior to the evacuation

You will be made familiar with the evacuation plans relevant to the building in which your training is being delivered.

Your assessor will inform you that between a period of time a whistle will be sounded, representing a fire alarm.

This mock alarm sound will be demonstrated to you, so you will recognise the noise when the mock evacuation takes place.

### The evacuation

Upon hearing the designated alarm sound, you will be required to evacuate in accordance with the above procedure. You are required to assist a semi-ambulant resident evacuate also.

Your assessor will be the person who is 'in charge' of the workplace will be required to lead the workplace evacuation, giving instructions for you to follow.

During the mock evacuation you will be observed on the following tasks and behaviour to determine if you have successfully completed the assessment;

- Following directions given to you by the person in charge
- Following the organisations procedure (as provided above) for the evacuation
- Demonstrating appropriate behaviour during the evacuation

## Role play observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>			
<b>Procedure:</b>			
<b>Context:</b>	This role play must be completed in a simulated environment that reflects workplace conditions.		
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Follow directions and signs from person in charge.</b> <ul style="list-style-type: none"> <li>• Listen to instructions</li> <li>• Follow hand signals/visual cues</li> <li>• Follow verbal directions</li> </ul>			
<b>Follow the organisation procedures for the evacuation</b> <ul style="list-style-type: none"> <li>• Exit via the designated fire exits</li> <li>• Meet at the designated point</li> </ul>			
<b>Demonstrate appropriate behaviour during the evacuation</b> <ul style="list-style-type: none"> <li>• Remain calm and listen</li> <li>• Walk at appropriate pace</li> <li>• Behave in a safe manner</li> </ul>			
<b>Assist resident</b> <ul style="list-style-type: none"> <li>• Place the semi-ambulant resident in a wheel chair using appropriate handling techniques</li> <li>• Ensure documentation such as identification, medication chart and individual plan was collected and brought with the person</li> <li>• Ensure resident identification was attached to the client so they were unable to remove it</li> </ul>			
<b>Additional comments:</b>			
<b>Assessor declaration</b> In my opinion, the student possesses the necessary skills and knowledge as required to follow a simulated workplace emergency evacuation procedure			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			

## Simulation 2 - Contribute to WHS in the workplace

**\* students are to participate in this activity only if they are unable to complete section 2 of workplace project 1.**

In a small group or as a class you need to take part in a mock WHS meeting, you will be able to use the two (2) previous activities (case studies and simulated evacuation) to assist you in participating in the meeting.

### Assessment Description

This assessment is an observation of a role play. It consists of a role play of the learner demonstrating skills in contributing to WHS in the workplace.

During the observation of the role play the assessor will confirm that you can:

- Contribute to WHS in the workplace

You are to refer to the following notes and relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

### Role play additional scenario notes

- Anna tripped over a cord whilst supporting a client. The cord was running from the DVD player to an extension lead that lead to the PowerPoint on the adjacent wall near the bed. You were a witness and support in this situation and required to communicate the incident in this WHS meeting.
- A recent emergency evacuation – you were responsible for assisting a client to a safe area outside of the building. The fire was in the nearby wing and emergency evacuation needed to be completed quickly. On collection of documentation for the resident, you were unable to attach identification to the client. This particular client has dementia and was quite irritated with the situation. Due to not being able to be confident in the resident being identified, you were required to stay with the resident. You decide to discuss possible solutions or change of practice to enable documentation to be attached to residents easier in these emergency situations.

## Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you.

To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

### Additional role play characters

- Assessors are to take the role of the WHS coordinator who is responsible for coordinating the meeting, encouraging collaboration and directing the development of solutions.
- Other students are encouraged to participate in the meeting and support the collaboration.



## WHS Meeting Agenda

<b>WHS Committee Members: (name 5 learners)</b>			
<b>Date:</b>	___ / ___ / _____	<b>Location:</b>	
<b>Attending:</b>			
<b>Apologies:</b>			

	Item	Details	Action by whom
1.	Outstanding actions from last meeting	Action from the last WHS Committee meeting	
2.	Hazards to report any Client related risks		
3.	Risk assessment report		
4.	Incident/ injuries to report		
5.	Recommendations for maintaining staff knowledge of safe work practices		
6.	Staff wellbeing/ debriefing		
<b>Next meeting - Date:</b>		<b>Time:</b>	

## Role play observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>	This role play must be completed in a simulated environment that reflects workplace conditions.		
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Raise the two WHS issues with the meeting coordinator			
Contribute to the development of safe workplace practices to reduce the risk associated to the two WHS issues raised			
<b>Additional comments:</b>			
<p><b>Assessor declaration</b></p> <p>In my opinion, the student possesses the necessary skills and knowledge as required to raise issues and contribute to development of safe workplace practices</p> <p><b>Assessor's Name:</b> _____</p> <p><b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			
<p><b>Students Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			

# Project Assessment Record

HLTWHS002

Follow safe work practices for direct client care

<b>Reasonable Adjustments made</b>			
<b>Assessment activity</b> Task 3 – Simulated Project	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Assessor Initials</b>
Date: ___ / ___ / _____			
<b>Assessment Guide</b>			
<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.		
<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.		
<b>Re- Assessment</b>			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

<b>Unit Code &amp; Title:</b>	<b>HLTWHS002 Follow safe work practices for direct client care</b>		
<b>Student Name:</b>			
<b>Assessment Strategies:</b>	Satisfactory      Unsatisfactory		
	Assessment Task 2 - Case Studies Assessment Task 3 - Simulated Project		
<b>Student Feedback:</b>			
<b>Assessment Result:</b>	The participant is COMPETENT The participant is NOT YET COMPETENT		
<b>Assessor Declaration:</b>	Evidence of Competency is:  Valid      Authentic      Sufficient      Current  All of the above assessment modes have been met The assessment has been modified due to Reasonable Adjustment (see below) Gaps in performance were identified and reassessment completed (as per record of results) Feedback given to student:      Written (above)      Email (attached)		
<b>Assessor's Name:</b>			
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____		