



# REGISTERED NATIONAL STANDARD

## UNIT OF COMPETENCY

<b>Title:</b>	<b>Follow workplace health and safety</b>		
	<u>Note:</u> A mapping exercise conducted by the developer(s) of this unit of competency confirmed comparability to unit of competency <i>BSBWHS211 Contribute to health and safety of self and others</i> in the Australia Training Package.		
<b>TQF Level:</b>	2	<b>Credits:</b>	5
		<b>Version:</b>	1
<b>National standard code:</b>	NS075-02		
<b>Associated qualification (and code):</b>	National Certificate in Work-readiness and Employability skills Level 3		
<b>Approval date:</b>	TBC	<b>Review date:</b>	TBC
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others, and to assist in responding to incidents. It covers following <i>work health and safety</i> (WHS) policies, procedures, instructions and requirements; and participating in WHS consultative processes.</p> <p>The unit applies to those who require a basic knowledge of WHS to carry out own work in a defined context, under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.</p> <p>In successfully completing this unit, candidates will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others;</li> <li>2. Plan, organise and implement routine tasks in order to optimise health and safety,</li> <li>3. Demonstrate basic knowledge of WHS to carry out own work in a defined context and to respond appropriately to workplace incidents, under direct supervision or with some individual responsibility, in a range of industry and workplace contexts;</li> </ol>		

	<p>4. Participate in WHS consultative processes.</p> <p>5. Follow and review WHS policies, procedures, instructions, and requirements.</p>
<b>Learning Outcome 1 (LO1)</b>	Operate safely in own work environment
<b>Performance standards</b>	<p>1.1 Describe the main characteristics of a healthy, secure, and safe workplace environment;</p> <p>1.2 Differentiate between workplace <i>hazards</i> and <i>risks</i>;</p> <p>1.3 Identify organisational WHS policies and procedures that apply to own work setting;</p> <p>1.4 Identify laws addressing workplace bullying, sexual harassment, discrimination and other inappropriate behaviours;</p> <p>1.5 Identify negative impact inappropriate behaviours have on individuals and on the workplace;</p> <p>1.6 Identify own role and roles of individuals and/or parties to whom queries and concerns about health and safety in the workplace should be directed.</p> <p>1.7 Demonstrate in practical terms understanding of workplace health and safety.</p>
<b>Learning Outcome 2 (LO2)</b>	Follow safely within requirements of own work role
<b>Performance Standards</b>	<p>2.1 Carry out work tasks according to WHS instructions, including the correct use of <i>personal protective equipment (PPE)</i> and clothing or designated uniform;</p> <p>2.2 Follow safety directions of supervisors, managers and workplace safety warning signs;</p> <p>2.3 Conduct hazard identification and risk control as required in job role;</p> <p>2.4 Identify and remove hazards from immediate workplace area, promptly reporting to designated persons according to organisational policies and procedures;</p> <p>2.5 Routinely carry out pre-determined pre-start systems and equipment checks;</p> <p>2.6 Follow manual handling procedures and work instructions to minimise manual handling risk.</p>
<b>Learning Outcome 3 (LO3)</b>	Follow workplace <i>Crisis action plans</i> and procedures for incidents and emergency situations
<b>Performance standards</b>	3.1 Explain what a <i>Crisis action plan</i> is and why it is important for the workplace;

	<p>3.2 Identify workplace policies and procedures for incidents and emergency situations;</p> <p>3.3 Respond to incidents, emergency and security issues according to organisational policies and procedures;</p> <p>3.4 Seek assistance from colleagues or authorities during incidents and emergency situations;</p> <p>3.5 Identify issues to consider for the development and/or review of relevant plans, WHS policies, and procedures;</p> <p>3.6 Complete injury and emergency incident reports accurately, following organisational procedures.</p>
<b>Learning Outcome 4 (LO4)</b>	Participate in WHS consultative processes
<b>Performance standards</b>	<p>4.1 Recognize and report safety breaches;</p> <p>4.2 Contribute to the development and/or review of WHS instructions, policies and procedures specific to own work area;</p> <p>4.3 Contribute to ensuring WHS instructions and organisational policies and procedures specific to own work area are met;</p> <p>4.4 Contribute to workplace meetings, inspections, and other WHS consultative activities;</p> <p>4.5 Participate in actions to minimise or eliminate workplace hazards and to reduce risks.</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skill and knowledge</b>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Workplace health and safety (WHS);</li> <li>• Legislations relevant to WHS</li> <li>• WHS policies and procedures</li> <li>• Hazards vs risks</li> <li>• Hazard identification</li> <li>• Risk control</li> <li>• Personal protective equipment (PPE)</li> <li>• Crisis Action Plans</li> <li>• Incident reports</li> </ul> <p><b><u>Communication skills</u></b> to:</p> <ul style="list-style-type: none"> <li>• clarify WHS legislative requirements;</li> <li>• verbally report workplace hazards and risks;</li> <li>• ask effective questions;</li> <li>• relay information to others;</li> </ul>

	<ul style="list-style-type: none"> <li>• discuss WHS issues and information;</li> <li>• seek help from others when issues arise;</li> <li>• complete simple documentation for reporting purposes.</li> </ul> <p><b><u>Comprehension skills</u></b> to:</p> <ul style="list-style-type: none"> <li>• explain the basic WHS legislative requirements which will be applicable to own work;</li> <li>• explain the meaning of safety signs and symbols;</li> <li>• identify common workplace hazards;</li> <li>• discuss the basic principles of risk management.</li> </ul>
<p style="text-align: center;"><b>Assessment requirements</b></p>	<p><b><u>Assessment methods:</u></b></p> <p>Assessment tasks must be relevant to context of learning for the student. Skills must be demonstrated using routine and simple tasks that reflect those typically found in a workplace.</p> <p>A diverse range of assessment methods is recommended, including the following:</p> <ul style="list-style-type: none"> <li>• Self-assessment;</li> <li>• Reading Quiz (both oral and written responses);</li> <li>• Assignment;</li> <li>• Demonstration;</li> <li>• Oral presentation;</li> <li>• Third party feedback from teachers and/ or supervisors.</li> <li>• Observation</li> </ul> <p><b><u>Assessment conditions:</u></b></p> <ol style="list-style-type: none"> <li>1. Access to WHS documents including but not limited to WHS policies, hazard and risk templates, fire and emergency evacuation procedures, Standard Operating Procedures (SOPs) (refer to “Notes 2” in the <i>Important notes and definitions</i> section);</li> <li>2. Access to PPE required in practical assessments;</li> <li>3. Access to own familiar resources including a dictionary;</li> <li>4. An expert or mentor to provide support to learner if requested;</li> <li>5. Conducted in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry;</li> <li>6. A work health and safety check of the assessment environment is to be conducted prior to the assessment and any hazards addressed appropriately.</li> <li>7. Follow predetermined health, safety and security procedures and safe work practices in work functions on a minimum of three (3) occasions;</li> <li>8. Identify and orally report two (2) workplace hazards;</li> </ol>

	<ol style="list-style-type: none"> <li>9. Explain how risk could be reduced or removed in relation to those two hazards;</li> <li>10. Select appropriate personal protective equipment (PPE) to control the risk;</li> <li>11. Correctly fit to themselves the PPE listed below: <ul style="list-style-type: none"> <li>○ eye protection;</li> <li>○ hearing protection;</li> <li>○ hair covering;</li> <li>○ hard hat;</li> <li>○ high visibility retro reflective vest.</li> </ul> </li> <li>12. Identify and explain orally and in writing the meaning of common workplace safety signs and symbols;</li> <li>13. Demonstrate correct procedures to respond in line with organisational security and emergency procedures during at least one (1) emergency or potential emergency situation, seeking assistance where appropriate;</li> <li>14. Participate and contribute in one (1) meeting that involves WHS discussion.</li> <li>15. Candidates may have up to three (3) attempts at the assessment tasks. Should the candidate's 1st attempt be unsatisfactory, teachers are to provide feedback and reteach when necessary, before arranging a date for the candidate's 2nd attempt. Only two re-assessment attempts may be granted for each assessment task.</li> </ol>
<p style="text-align: center;"><b>Moderation arrangements</b></p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> <li>1. Use their existing moderation processes, which have been approved by TNQAB, to moderate the assessment in this unit;</li> <li>2. Plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented. Assessment and moderation plan forms are available on request from TNQAB.</li> </ol>
<p><b>Resource requirements</b></p>	<ol style="list-style-type: none"> <li>1. Relevant printed resources including learner guide;</li> <li>2. Access to a workplace or simulated environment where the conditions are typical of those in a working environment in this industry;</li> <li>3. Access to WHS laws relevant to learning and assessment evidence requirements, and workplace discrimination and bullying legislation, if available; organisational policies and procedures for working safely; standard operating procedures, and work instructions (refer to "Notes 2" in the <i>Important notes and definitions</i> section);</li> <li>4. Projector and audio speakers;</li> <li>5. Relevant Power Point presentations;</li> </ol>

	<ol style="list-style-type: none"> <li>6. Chalkboard, white board &amp; markers;</li> <li>7. Relevant video clips and audio recordings;</li> <li>8. Student and staff computers with internet access;</li> <li>9. Student and staff workstations (Tables and chairs);</li> <li>10. Student and staff stationary (Books &amp; Pens).</li> <li>11. Student PPEs: <ol style="list-style-type: none"> <li>a. Eye protection</li> <li>b. hearing protection;</li> <li>c. hair covering;</li> <li>d. hard hat;</li> <li>e. high visibility retro reflective vest.</li> </ol> </li> </ol>
<p style="text-align: center;"><b>Requirements to complete this unit</b></p>	<p>Candidate of assessment must provide objective evidence of their attainment of all learning outcomes.</p>
<p><b>Important notes and definitions</b></p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> <li>1. Where model WHS laws have not been implemented, training providers are advised to contextualize this unit of competency by referring to any existing WHS legislative requirements.</li> <li>2. In circumstances where needed local legislations, policies or guidelines are NOT available for training, those from Australian or New Zealand can be used.</li> </ol> <p><u>Definitions:</u></p> <ol style="list-style-type: none"> <li>1. <i>Consultative processes</i>: refer to: <ul style="list-style-type: none"> <li>• discussions with WHS representatives;</li> <li>• WHS meetings;</li> <li>• WHS notices, newsletters, bulletins and correspondences;</li> <li>• processes for raising WHS issues;</li> <li>• toolbox talks and safety briefs;</li> <li>• workplace consultation relating to WHS issues and changes.</li> </ul> </li> <li>2. <i>Crisis action plan</i>: refers to a series of steps that will help a workplace mobilize and appropriately respond to difficult situations (e.g., covid-19 pandemic restrictions). Such a plan breaks a crisis down into several stages of Before, During and After, and offers concrete steps for consideration.</li> <li>3. <i>Emergencies</i>: refer to: <ul style="list-style-type: none"> <li>• fire,</li> <li>• natural disaster,</li> <li>• chemical spill,</li> <li>• injury to personnel,</li> </ul> </li> </ol>

- structural collapse,
  - vehicle/mobile plant accident
  - security breaches.
4. *Hazard*: refers to something that exist in the workplace which can potentially cause harm to people and the workplace in general. These includes certain substances and chemicals (e.g., flammable liquids such as benzene, methylated spirit, etc., poisonous chemicals, etc.), energy sources (e.g., electricity), behaviours (e.g. bullying), conditions (e.g. wet floor, freshly painted walls), process or practice (e.g. climbing ladders) etc.
  5. *Incidents*: refer to:
    - accidents resulting in personal injury or damage to property;
    - near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property;
    - equipment malfunction;
    - any unintended or uncontrolled event arising from operations carried on at a workplace.
  6. *Manual handling*: refers to the use of your body to do the work. The term manual handling covers a wide variety of activities including lifting, lowering, pushing, pulling and carrying.
  7. *Personal protective equipment (PPE)*: refers to is equipment worn to minimise exposure to hazards that cause serious workplace injuries and illnesses and are relevant to the work role. PPE can include:
  8. *Predetermined*: refers to the WHS practices that have been decided and put into place at an earlier time to address hazards and risk.
  9. *Principles of risk management*: refers to assessing the risks involved, reporting ensuring the involvement of relevant workers, controlling the hazard, identifying hazards, reviewing to identify change or improvement.
  10. *Risk*: refers to the likelihood of a hazard causing injury or harm.
  11. *Roles in health and safety in the workplace*: refer to practices to ensure health and safety of workers while at work in the business or undertaking, and others who may be affected by the carrying out of work, of:
  12. *Safety signs and symbols*: refers to:
    - emergency information signs (e.g. exits, equipment and first aid)
    - fire signs (e.g. location of fire alarms and firefighting equipment)
    - hazard signs (e.g. danger and warning)
    - regulatory signs (e.g. prohibition, mandatory and limitation or restriction)

	<ul style="list-style-type: none"> <li>• safety tags and lockout (e.g. danger tags, out of service tags).</li> </ul> <p>13. <i>WHS documentation</i>: refers to:</p> <ul style="list-style-type: none"> <li>• accident and incident reports,</li> <li>• emergency information contact,</li> <li>• evacuation plans,</li> <li>• pre-use checklists,</li> <li>• equipment tags and labels,</li> <li>• material safety data sheets (MSDS),</li> <li>• risk assessments,</li> <li>• safety meeting minutes.</li> </ul> <p>14. <i>Work health and safety (WHS)</i>: refers to safe practices and preventive measures, including the promotion of a healthy work environment. The term ‘occupational health and safety’ (OHS) is equivalent.</p>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>