

Safety at work



Supporting:

MSAPMOHS200A: Work safely

***LMFFL3002A: Establish and maintain a
safe flooring technology work
environment***



Workbook

Name:

Safety at work

Workbook

Containing learning activities and assignments for the units of competency:

MSAPMOHS200A: Work safely

LMFFL3002A: Establish and maintain a safe flooring technology work environment

The assignment templates are also available in an electronic 'Word' version, downloadable from the Flooring technology website at:

www.flooringtech.com.au



Developed by Workspace Training for the 2012-2013
Workplace English Language and Literacy (WELL) Program
Flooring Technology resource development project
The resource is now managed by Manufacturing Skills Australia



ISBN: 978-0-9873327-3-8

Funded under the Workplace English Language and Literacy Program by the Australian Government through the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education.

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Introduction

Safety at work is a 'learning unit' from the Flooring Technology training resource. It supports the following competencies from the *Certificate III in Flooring Technology* (LMF31208):

- *MSAPMOHS200AA: Work safely*
- *LMFFL3002A: Establish and maintain a safe flooring technology work environment.*

To be assessed as competent, your assessor will use a range of methods to check your understanding of the concepts presented in the Learner guide for this unit and your practical ability to work safely on-the-job.

These may include:

- written assignments
- practical demonstrations
- on-the-job discussions about how you go about particular activities
- learning activities undertaken while you're progressing through the unit
- examples of tasks you have undertaken
- log book or work diary.

Literacy, numeracy and computer skills

Literacy is the ability to read and write. To complete this qualification, you will need sufficient literacy skills to produce a range of workplace documents. You will also need the skills to be able to read and understand documents such as order forms, installation instructions, project briefs and safe operating procedures.

Numeracy is the ability to work with numbers. Flooring installers need to do lots of measure-ups and calculations, so there will be many opportunities for you to learn and practise your numeracy skills.

When it comes to completing the written assignments for this qualification, a certain level of literacy ability is required to read the questions and write down your answers. There will also be times when you are asked to generate documents on a computer.

Obviously, it's important that you clearly understand what the assignment is asking you to do, and that your work is a good reflection of what you really know. So if you're having trouble reading the questions, writing down your answers, or using certain computer programs, make sure you speak to your trainer before you hand the assignment in.

There are various ways your trainer can help you. For example, they may be able to ask the assignment questions verbally and help you to write down your answers. They may also be able to show you sample answers to similar questions, which will let you look at the way they're written and give you hints on how to write your own. You may also be allowed to do the assignment with the assistance of another person.

Applying for RPL

RPL stands for **Recognition of Prior Learning**. It is a form of assessment that acknowledges the skills and knowledge you have gained through:

- on-the-job experience
- formal training in other courses
- life experience, through your hobbies or other outside activities.

If you believe that you are already competent in some or all of the skills covered in this unit, ask your assessor about how to apply for RPL.

Using this workbook

All of the lessons in the Learner guide for this unit have learning activities at the end. Their purpose is to provide discussion points and questions to help reinforce your understanding of the concepts being presented.

There are also a range of assignments, which appear at the end of each section. These are designed to test your knowledge of the subject matter and ability to submit written responses in an acceptable format.

This workbook reproduces all of the learning activities and assignments in a format that lets you handwrite your answers to the questions.

Note that your trainer may ask you to produce a computer-generated document for all of the formal assignments, either printed out in hard copy or submitted electronically. To do this, go to the website version of the unit and look for the *Assignment* link in each section. This will allow you to type your answers into the 'Word' document and then either print it out or email it direct to your trainer as an attachment.

You may also be asked to share your learning activity answers electronically, especially if you are undertaking this unit by distance learning and are linked up with fellow students in other locations. This might be done through group emails or via a social networking site such as Facebook. In these cases, you should use the website resource rather than this workbook.

Part 1

Learning activities



Section 1: Safe work procedures

Safe operating procedures

Do you have SOPs at your workplace? What machines or work processes do they cover?

Are there any activities you undertake at work that you believe should have an SOP but don't? What are they?

Safe work method statements

Do you have a safe work method statement covering the work you carry out? Does it look like the example in the Learner guide? Do a comparison, and see where the differences are between your SWMS and this sample document.

Personal protective equipment

What items of PPE are you required to wear at work? Write down a list of the items, and for each one briefly describe the hazards it is protecting you from.

Item of PPE	Hazards it protects you from

Material safety data sheets

Choose one hazardous product you use at work and get the container or bag that it comes in. Obtain a copy of the MSDS. Answer the following questions.

What is the name of the product?

Where is the MSDS kept?

What types of information are shown on the packaging that are also contained in the MSDS? (Name the subheadings or topics that double up.)

What types of information are not shown on the product packaging but are in the MSDS?

Manual handling

Do you know any flooring installers who have suffered a back injury or developed long-term problems in their joints or muscles? What was the problem, and what caused it?

What steps would you take to avoid this problem in the future?

Looking after your knees

Do you have your own knee pads? If so, what brand are they? Are they comfortable to wear, and do they stay in place while you're working?

If you haven't yet bought your own pair of knee pads, do a search on the web to see what brands and models are available. Choose a suitable one for your needs. Write down the brand, price and a brief description of the design.

Section 2: Laws and systems

Laws and regulations

Which Act applies to your state or territory? Write down its full title, including the date it was passed by the state or territory government.

If you're not sure which Act is currently in place, go to the Safe Work Australia website to see the latest update on the harmonisation process, at:

<http://www.safeworkaustralia.gov.au/sites/swa/model-whs-laws/pages/jurisdictional-progress-whs-laws>

On the same website, you'll see a list of 'model' Codes of Practice at:

<http://www.safeworkaustralia.gov.au/sites/swa/model-whs-laws/model-cop/pages/model-cop>

Which of these codes relate to the sort of work you do? Write down their titles.

Follow the links to the codes that interest you most and have a look at the work practices they describe.

Rights and responsibilities

What are your responsibilities for safety in your own workplace? Use the dot point lists shown in the Learner guide as a prompt, and include any extra responsibilities that apply to your particular job role.

Write out your own list and compare it with the responsibilities of other learners in your group.

Consulting with workers

Describe your input into 'workplace consultation' in relation to safety.

If you had a concern about a safety issue, who would you report it to? What would happen then?

WHS management systems

The Learner guide shows a wide range of documents that might be included in a company's WHS system. If the business you work for is very small, it may not use all of these documents, or it may combine some of them so that the one document has several functions.

Which of these documents do you use in your workplace?

Are there any other safety-related documents you use that are not listed in the Learner guide? What are they, and what is their purpose?

Section 3: Managing risks

Identifying hazards

To be effective at identifying hazards, you need to know what sorts of injuries tend to be associated with particular types of work.

Have a look at the statistics table below to see what the most common injuries are in manufacturing industries, and the main causes of those injuries.

Table of injury statistics

No.	% total injuries	Body part	Injuries
1	24%	Hand and fingers	Lacerations and open wounds
2	16%	Back	Sprains and strains from bending, lifting or carrying
3	11%	Eye	Fragments in eyes from grinding or welding
4	7%	Shoulder	Sprains and strains from repeatedly lifting or moving things
5	5%	Knee	Sprains and strains from kneeling, crouching or twisting
6	5%	Wrist	Sprains and strains from repeatedly lifting or moving things
7	3%	Ankle	Sprains and strains from tripping or falling over
8	3%	Foot and toes	Bruising and crushing from falling or dropping objects
9	3%	Elbow	Sprains and strains from repeatedly doing the same thing
10	3%	Forearm	Wounds from using knives

Adapted from *Injury statistics for manufacturing* (2008) from Queensland Worksafe: www.worksafe.qld.gov.au

Have you or your work mates ever suffered from any of these injuries? Think about the causes and any changes made afterwards to the way the job was done. Did these changes reduce the chance of the injury happening again?

Assessing risks

See if you can come up with an example of a potential safety hazard for each of the three risk ratings – 1, 2 and 3. Use examples from your own workplace or the on-site jobs you go to.

Write down the nature of the hazard, as well as your reasoning for why you have given it that risk rating.

Risk rating	Hazard	Why the hazard has this risk rating
1		
2		
3		

Controlling risks

See if you can think of one example from your own experience to illustrate each control measure in the hierarchy of controls. For each of the measures shown below, state the hazard first and then the control. The first one is done for you.

Hierarchy	Hazard	Control measure
Eliminate	Asbestos fibres used in fibre cement sheeting and flooring products	Ban asbestos as a component in the manufacture of building products
Substitute		
Engineer		
Isolate		
Train		
PPE		

Section 4: Dealing with emergencies

Emergency evacuations

What arrangements do you have in place for emergency evacuations? (If you work at clients' sites, answer this question in relation to the last jobsite you were at.) Also describe where you would assemble if you had to evacuate.

On-site fires

List the types of fire fighting equipment you have access to in your workplace or on-site (including in your vehicle).

Are there any types of fire you're not properly prepared for? If so, what are they, and what could you do to better prepare yourself.

Hazardous spills

Choose an MSDS for a hazardous liquid that you use or store at work and answer the following questions:

What is the name of the product?

What is the product used for?

What is the procedure for dealing with a spill?

Part 2

Assignments



Assignment 1

Name		Date	
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1. What items of PPE are you required to wear at work? Complete the table below, putting the PPE into the three categories shown and describing the purpose of each item.

General items of PPE – to be worn in all areas of the workplace	
Item	Purpose

Specific items of PPE – to be worn in particular areas of the workplace	
Item	Purpose

Specific items of PPE – to be worn while doing certain types of jobs or operating particular machines	
Item	Purpose

2. What is the difference between an SOP and an SWMS? In your answer, explain what the abbreviations stand for, and what the purpose of each document is.

SOP – full title and purpose

SWMS – full title and purpose

3. Name two types of manual handling injury you could suffer doing the activities you typically carry out each day. For each injury, describe some good manual handling practices you could use to reduce the risk of it occurring.

Manual handling injury – 1	Good practices to reduce the risk of injury
Manual handling injury – 2	Good practices to reduce the risk of injury

4. Choose one hazardous product or substance you commonly use at work. Look up the MSDS for the product to answer the questions below.

5. What is the name of the product?

6. What is the product used for?

7. Where should the product be stored?

8. What PPE is required when using the product?

9. What other safety measures apply to using the product?

10. What is the procedure for disposing of the product?

Assignment 2

Name		Date	
-------------	--	-------------	--

Provide short answers to the following questions:

11. What is the title of the Act of Parliament relating to workplace safety in your state or territory? What is the title of the Regulation that accompanies the Act?

Act of Parliament title:

Regulation title:

12. Describe your input into 'workplace consultation' in relation to safety. How do you make your views known to management, and how do you report safety concerns or hazards?

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-
13. State your job role and describe the responsibilities you have for maintaining a safe workplace. Include all general responsibilities and any specific duties, such as carrying out workplace inspections, risk assessments, etc.

Job Role:

Responsibilities:

Assignment 3

Name		Date	
-------------	--	-------------	--

Carry out a risk assessment in your workplace. You may choose:

- a particular area of the workplace or building site that you'll be working at
- a work process that you regularly undertake or machine you use.

For each of the hazards you identify:

- describe the situations where they occur
- rate the risk of injury or illness from 1 to 3, using the Risk Matrix
- suggest practical control measures that would minimise the risks, in keeping with the risk rating you have given the hazard.

Area, process or equipment being assessed	
--	--

Risk Matrix	Likely Could happen frequently	Moderate Could happen occasionally	Unlikely May occur, but only in exceptional circumstances
High level of harm Death, permanent disability, major structural failure or damage	1	1	2
Medium level of harm Temporary disability, minor structural failure or damage	1	2	3
Low level of harm First aid required	2	3	3

(Adapted from the 'OHSE Risk Matrix' developed by WorkCover for its 'SubbyPack')

1. Pinch points and crush injuries

- A. Are there any exposed or unguarded moving parts (such as gears, drive shafts, rollers, chains, sprockets, wheels) which may catch clothing or body parts?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

- B. Can anyone be crushed due to:

- a) falling material, unexpected movement of the equipment or its load, or the equipment tipping over?

Yes

☐

No

☐

- b) being thrown off or under the equipment, or being trapped between the equipment and other structures?



Tasks	Risk	Suggested controls

2. Cuts, punctures or strikes

A. Can anyone be cut, punctured or struck from:

- a) coming into contact with sharp objects or surfaces or moving parts?
- b) work pieces or materials being ejected, or parts of the equipment disintegrating?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

3. Hydraulic or pneumatic leaks

A. Can anyone come into contact with hydraulic fluid or compressed air due to:

- (a) equipment failure or misuse?
- (b) any other factors?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

4. Electrical

A. Can anyone suffer electric shock from:

(a) exposed live contacts, or the presence of water or other conducting material?

Yes

☐

(b) overloading of electrical circuits (including over-use of power boards)?

No

☐

(c) damaged electrical leads, cables, switches, plugs or power points?



Tasks	Risk	Suggested controls

5. Manual handling and ergonomics

A. Will anyone be exposed to muscle strain, sprain or back injury from:

(a) bending forwards, sideways or twisting, especially if movements are combined

Yes

☐

(b) sudden or jerky movements, or lifting loads unevenly or to one side?

No

☐

(c) lifting, pushing or pulling heavy loads?



Tasks	Risk	Suggested controls

B. Will anyone be exposed to muscle strain, sprain or back injury from:

(a) handling objects that are too heavy without having help available?

Yes

☐

(b) working in cramped or awkward spaces, or on uneven ground or slippery floors?

No

☐

(c) reaching above shoulder height or below knee level



Tasks	Risk	Suggested controls

C. Will anyone be exposed to muscle strain, sprain or back injury from:

(a) vibrations or jarring?

(b) moving materials over a long distance or handling loads that can't be held close?

Yes

☐

No

☐

(c) staying in one position, especially bent, or carrying out fast repetitive actions?



Tasks	Risk	Suggested controls

6. Controls and isolation

- A. Are any controls not clearly marked, or out of easy reach of operators?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

- B. Is there any problem in isolating the equipment from all sources of energy (such as through tagging out or locking out)?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

7. Slips and falls

- A. Can anyone fall from a height (such as from a lack of guardrails or fallback cages)?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

- B. Can anyone be exposed to trip or slip hazards from parts, fittings, surfaces, floors or substances?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

8. Personal protective equipment

A. Does the activity require the use of a dust mask or respirator?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

B. Does the equipment operate in a high noise area or at a noise level that may require the use of hearing protection?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

C. Will anyone be exposed to flying particles that may require the use of eye protection?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

D. Do operators need any other items of PPE (such as high visibility vests)?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

9. Lighting

A. Are any areas poorly lit, particularly around:

(a) operational parts of the equipment?

Yes

☐

(b) general work areas and thoroughfares?

No

☐


Tasks	Risk	Suggested controls

10. Fatigue management

A. Is fatigue likely to be a factor in the operator's ability to concentrate and work safely (such as through working long hours, unpredictable hours or variable shift rosters)?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

11. Traffic control

- A. Are there likely to be other vehicles or pedestrians in the work area or thoroughfares while the operator is working?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

Assignment 4

Name		Date	
-------------	--	-------------	--

Answer the following questions in relation to the emergency evacuation procedure at your own workplace (or alternatively at a building site you have worked at recently).

14. Where is the emergency assembly area?

--

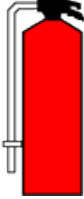
15. What is the signal for an emergency evacuation (for example, is it three bursts of the hooter)?

--

16. Briefly describe the procedure that people must follow for an emergency evacuation.

--

17. Complete the table below for each of the fire extinguishers shown.

	Contents: Designed for: Not suitable for:
	Contents: Designed for: Not suitable for:
	Contents: Designed for: Not suitable for: