

Working safely

Supporting:

MSAPMOHS200A:

Work safely



Work book

**KITCHEN AND CABINET
BATHROOM MAKING**

Name:

Working safely

Workbook

Containing learning activities and assignments supporting the unit of competency:

MSAPMOHS200A: Work safely

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

www.intar.com.au



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Parts of this resource are based on materials developed by Workspace Training for the original Kitchen and bathroom cabinetmaking Project, produced in 2011-2014 for the Workplace English Language and Literacy (WELL) Program.

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About INTAR

Industry Network Training and Assessment Resources (INTAR) is a partnership owned by Workspace Training and Vaughan Consulting Software Solutions – the development team that produced the original Flooring Technology project for the Commonwealth Government WELL Program.

INTAR was formed to enable the development work to continue, following the abolition of the WELL Program in 2014. All new materials are now paid for by subscribers and members who contribute to the INTAR funding pool. Access to the subscription site is via a password protected area.

Members of INTAR include TAFE teachers, RTO trainers, manufacturers and other suppliers of industry products and services.

In addition to learner guides, workbooks and on-line materials, INTAR also provides members with the following resources and services:

- nationally validated assessment tools for all competencies covered in the learning materials
- participation in the validation groups that meet to validate assessment tools and strategies
- forums for direct consultation with manufacturers, employers and other industry personnel
- evidence of the continuous improvement, validation and consultation processes, suitable for use in demonstrating compliance with the *Standards for RTOs 2015*.

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Introduction

Working safely is a 'learning unit' from the Kitchen and bathroom cabinetmaking training resource. It supports the following unit of competency from the *Certificate III in Cabinetmaking (Kitchen and bathroom)* (MSF31113):

- *MSAPMOHS200A: Work safely.*

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 ability to follow safe work procedures and carry out on-site risk assessments.

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
- 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. Cabinetmakers 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: Safety policies and procedures

Rights and responsibilities

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

Workplace procedures

Whether you work in a factory, office, workshop or out on-site, there will be a range of company procedures that you are required to follow as you go about your job. The three examples we've looked at in the Learner guide use formats that are common in the manufacturing industries. But there are other ways of writing up procedures so that employees know what the approved methods are for doing particular tasks.

What types of procedures do you need to follow in your day-to-day work? Make a list of the names of the main procedures you use and describe the format they are presented in.

Procedure	Description of format

Consulting with employees

1. What are the consultation arrangements in your organisation? For example, do you have regular toolbox meetings?

--

2. Do you have a safety committee or safety representative?

--

3. How is employees' feedback on WHS issues recorded and passed on to management?

--

4. Are minutes taken at toolbox meetings?

--

-
5. Is there a log book where employees can report hazards?

WHS management systems

In the **Workplace procedures** Learning activity (page 13) you listed the different types of procedures you use at work. But as you can see, there are many other types of documents included in a company's WHS system.

1. What other documents are you involved with from your company's WHS system in the course of your normal work duties?

2. Do you use any WHS-related forms or documents that are not described above? If so, what are they, and what category would they come under?

Section 2: Managing risks

Identifying hazards

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

Have a look at the statistics table on the following page to see what the most common injuries are in the manufacturing industry, and the main causes of those injuries.

1. Have you or your work mates ever suffered from any of these injuries?

2. Think about the causes and any changes you made afterwards to the way you did your job.

3. Did these changes reduce the chance of the injury happening again?



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*, from Queensland Worksafe: www.worksafe.qld.gov.au

Assessing risks

Joe is the Safety officer in a small manufacturing workplace. He has just completed a site inspection and has identified four hazards. The hazards are described below along with the likelihood and the severity of the injuries that may result. Joe has asked you to give each of these hazards a risk rating.

Refer to the table below which ranks risks from 1 to 6. You may do this exercise with a partner if you wish, so that you can discuss the issues before you decide on an answer.

Risk Assessment Table	Very likely Could happen any time	Likely Could happen sometime	Unlikely Could happen but rarely	Very unlikely Could happen but probably never will
Kill or cause permanent disability or ill health	1	1	2	3
Long term illness or serious injury	1	2	3	4
Medical attention and several days off work	2	3	4	5
First aid needed	3	4	5	6

Adapted from the NSW WorkCover publication: *Hazpak – Making your workplace safer*.

Write down your answers in the column provided beside each of the hazards identified.

Hazard	Risk rating
There is a shallow pothole near the entranceway to the storage shed. Forklifts could tilt to one side if a tyre went into the hole, which might destabilise the load they were carrying. It is likely that this could happen sometime, and if it did, it might result in	

someone being injured, possibly seriously if they were standing nearby.	
<p>A manually-operated radial arm saw has a steel plate mounted to the guard to provide extra protection to the operator's hands. However, the plate makes it difficult to see the blade properly, and the operator sometimes has to look in under the guard while they're cutting.</p> <p>Although they wear safety glasses, it is very likely that small particles could fly out and hit them in the face, which may require first aid.</p>	
<p>The new overhead gantry crane will be fully installed and operational in two more weeks, but no-one on-site knows how to use it yet.</p> <p>Unless it is used properly and in accordance with strict safety procedures, it could cause potentially fatal accidents which may happen at any time.</p>	
<p>The storeperson sometimes uses an electric chainsaw to cut timber bearers and packing case materials into shorter lengths. However, there are times when he has to run an extension lead across the pedestrian walkway to get to the timber.</p> <p>Although it's unlikely, there is the chance that someone may trip over the lead, which could result in a sprained ankle and several days off work.</p>	

Controlling risks

Joe has looked at your risk ratings from the previous Learning activity and has now given each hazard a formal risk rating of his own. He has also decided on one or more control measures. These are shown in the table below.

Using the table below identify which category each of the control measures falls into from the *Hierarchy of controls*.

Write down your answers in the Control category column.

Here are your choices:

Eliminate	Substitute	Engineer	Isolate	Train	PPE
Hazard	Risk rating	Control measure	Control category		
1. There is a shallow pothole near the entranceway to the storage shed. Forklifts could tilt to one side if a tyre went into the hole,	2	1. Tape off the area so that forklifts can't drive over the pothole.			

Hazard	Risk rating	Control measure	Control category
<p>which might de-stabilise the load they were carrying.</p> <p>It is likely that this could happen sometime, and if it did, it might result in someone being injured, possibly seriously if they were standing nearby.</p>		<p>2. Make arrangements for the bitumen to be resurfaced around the storage shed.</p>	
<p>3. A manually-operated radial arm saw has a steel plate mounted to the guard to provide extra protection to the operator's hands. However, the plate makes it difficult to see the blade properly, and the operator sometimes has to look in under the guard while they're cutting.</p> <p>Although they wear safety glasses, it is very likely that small particles could fly out and hit them in the face, which may require first aid.</p>	3	<p>1. Ask the maintenance staff to replace the steel plate with a Perspex plate, so that the operator can look through it to see the blade.</p>	
<p>2. The new overhead gantry crane will be fully installed and operational in two more weeks, but no-one on-site knows how to use it yet.</p> <p>Unless it is used properly and in accordance with strict safety procedures, it could cause potentially fatal accidents which may happen at any time.</p>	1	<p>1. Enrol designated workers in a 'dogging' course, and make sure they are accredited with a WorkCover licence before being allowed to use the crane.</p>	
		<p>2. Require all people working in the vicinity of the crane to wear hard hats when it is being used.</p>	
<p>3. The storeperson sometimes uses an electric chainsaw to cut timber</p>	4	<p>1. Buy a small petrol chainsaw and use it</p>	

Hazard	Risk rating	Control measure	Control category
<p>bearers and packing case materials into shorter lengths. However, there are times when he has to run an extension lead across the pedestrian walkway to get to the timber.</p> <p>Although it's unlikely, there is the chance that someone may trip over the lead, which could result in a sprained ankle and several days off work.</p>		instead of the electric one.	

Wearing PPE

What items of PPE are you required to wear at work? Think about these items under the categories shown below. Also think about why they are necessary and what hazards they are protecting you from.

1. General items while on-site. These may include safety boots and high visibility clothing.	
Item	Purpose
2. Specific items while in particular areas of the workplace. These may include ear muffs and safety glasses while in the factory or near any machinery.	
Item	Purpose

3. **Specific items while doing certain jobs.** These may include a hard hat when working with an overhead crane, or a face shield when welding.

Item	Purpose

Manual handling

There are lots of mechanical aids designed to reduce the amount of manual handling workers need to do in the workplace. They range from expensive machines like forklifts and gantry cranes to simple devices like trolleys and rollers.

What mechanical aids do you use in your workplace? Write a list of the machines or devices you use, and beside each one state the materials or products you handle with it.

Equipment name	Materials handled

Section 3: Dealing with emergencies

Emergency evacuations

Provide short answers to the following questions.

1. How are employees at your site made aware of the emergency evacuation procedures?

2. Are the procedures posted up in particular areas around the workplace?

3. Is a site map included showing the emergency assembly point? Where is it?

4. When was your last emergency evacuation drill?

5. How did it go?

6. Were there any problems identified that needed to be addressed? If so, how have they been addressed?

On-site fires

Have a look around your workplace to see where the fire fighting equipment is located. Answer the following questions:

1. Where are the fire blankets situated?

2. Are there any hose reels? If so, where are they positioned?

3. Where are the fire extinguishers located?

4. What are their contents and what types of fires are they designed for?

Extinguisher contents	Type of fire designed for

Hazardous spills

Choose one hazardous liquid you use at work and answer the following questions.

1. What is the name of the product?

--

2. Where is the MSDS kept?

--

3. What is the procedure for dealing with a spill, as shown in the MSDS?

--

Part 2

Assignments



Assignment 1

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

Depending on your level of authority in the organisation, your responsibilities for following or implementing safety policies and procedures will vary. This assignment is designed to be a review of the role you play in the company's WHS system.

To help you answer the questions, you may wish to refer to your Job Description or the company's WHS Policies and Procedures Manual. You may also find it useful to look up the WorkCover website in your state or territory for more information on particular topics, such as the Codes of Practice that relate to your work.

Answer the following questions:

1. What is your job title?

--

2. What are your 'duty of care' obligations under the WHS Act?

--

3. Are there any codes of practice that apply to your work? If so, what are they?

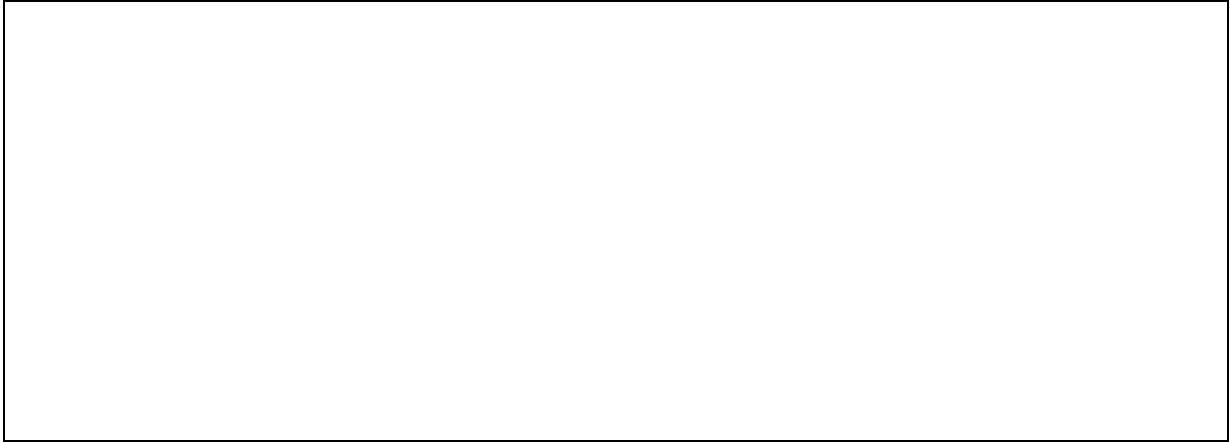
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4. Describe your input into 'workplace consultation'. For example, are you a member of the safety committee; do you lead or participate in toolbox meetings; do you undertake safety inspections or risk assessments?

5. (a) List the safe operating procedures (SOPs) or safe work method statements that are most relevant to your day-to-day work. If you use many SOPs, list the three most important ones

- (b) Where are these documents kept?

-
- (c) How are these procedures made known to employees? For example, do workers sign off against each SOP they are required to follow; are they assessed against it before they are allowed to work unsupervised?



Assignment 2

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

Your task is to carry out a risk assessment in your workplace. You may choose:

- a particular machine that you work with or are planning to work with
- a work process that you regularly undertake.

For each of the hazards you identify:

- describe the tasks where they occur
- rate the risk of injury or illness from 1 to 6, using the Risk Assessment Table shown earlier in *Assessing risks*.
- suggest practical control measures that would minimise the risks, in keeping with the risk rating you have given the hazard. Use the 'Hierarchy of controls' shown on the *Controlling risks* page.

Equipment or work process being assessed	
--	--

This Risk Assessment form is based on the WorkCover risk assessment template in the publication: *Hazpak – making your workplace safer*. The risk rating system used in this form is also described in more detail in the Hazpak document.

The publication can be downloaded as a PDF from the NSW WorkCover website.

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:

- falling material, unexpected movement of the equipment or its load, or the equipment tipping over?
- being thrown off or under the equipment, or being trapped between the equipment and other structures?

Yes

☐

No

☐

Tasks	Risk	Suggested controls

2. Cuts, punctures or strikes

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

- coming into contact with sharp objects or surfaces or moving parts?
- 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:

- equipment failure or misuse?
- any other factors?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

4. Electrical

A. Can anyone suffer electric shock from:

- exposed live contacts, or the presence of water or other conducting material?
- overloading of electrical circuits (including over-use of power boards)?
- damaged electrical leads, cables, switches, plugs or power points?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

5. Manual handling and ergonomics

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

- bending forwards, sideways or twisting, especially if movements are combined
- sudden or jerky movements, or lifting loads unevenly or to one side?
- lifting, pushing or pulling heavy loads?

Yes

☐

No

☐


Tasks	Risk	Suggested controls

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

1. handling objects that are too heavy without having help available?

Yes

☐

2. working in cramped or awkward spaces, or on uneven ground or slippery floors?

No

☐


3. 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:

- vibrations or jarring?
- moving materials over a long distance or handling loads that can't be held close?
- staying in one position, especially bent, or carrying out fast repetitive actions?

Yes

☐

No

☐


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:

- operational parts of the equipment?
- general work areas and thoroughfares?

Yes

☐

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 3

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

1. Emergency evacuations

Answer the following questions in relation to the emergency evacuation procedure at your own workplace:

(a) Where is the emergency assembly area?

--

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

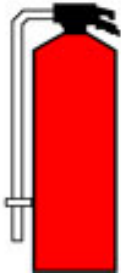
--

(c) Briefly describe the procedure that people must follow for an emergency evacuation

--

2. Fire extinguishers

For each of the fire extinguishers shown, answer the below questions:



(a) What are the contents?

(b) What class or classes of fires is the extinguisher designed for?

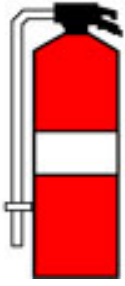
(c) Which types of fires is it not suitable for?



(a) What are the contents?

(b) What class or classes of fires is the extinguisher designed for?

(c) Which types of fires is it not suitable for?



(a) What are the contents?

(b) What class or classes of fires is the extinguisher designed for?

(c) Which types of fires is it not suitable for?

3. Material safety data sheets

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

(a) What is the name of the product?

(b) What is the product used for?

(c) What PPE is required when handling the product?

(d) Where should the product be stored?

(e) What is the procedure for dealing with a spill?

Practical demonstration

The checklist below sets out the sorts of things your trainer will be looking for when you undertake the practical demonstrations for this unit. Make sure you talk to your trainer or supervisor about any of the details that you don't understand, or aren't ready to demonstrate, before the assessment event is organised. This will give you time to get the hang of the tasks you will need to perform, so that you'll feel more confident when the time comes to be assessed.

When you are able to tick all of the YES boxes below you will be ready to carry out the practical demonstration component of this unit.

General performance evidence	YES
1. Identify hazards in the work area before and during work	<input type="checkbox"/>
2. Assess risks and identify control measures to minimise risks	<input type="checkbox"/>
3. Review effectiveness of controls and identify and report remaining risks	<input type="checkbox"/>
4. Follow workplace procedures to implement controls and use appropriate PPE	<input type="checkbox"/>
5. Handle and store hazardous materials safely	<input type="checkbox"/>
6. Recognise emergency situations and follow emergency workplace procedures	<input type="checkbox"/>
7. Follow workplace procedures for dealing with a range of emergencies	<input type="checkbox"/>
8. Raise WHS issues with designated personnel according to workplace procedures	<input type="checkbox"/>
9. Contribute to safety in the workplace within scope of responsibility by providing input in: WHS arrangements, control measures, opportunities for development and reporting of non-routine hazards	<input type="checkbox"/>
10. Follow workplace safety procedures, WHS laws and regulations	<input type="checkbox"/>
11. Identify the rights and responsibilities of employees and employers under WHS law	<input type="checkbox"/>
12. Complete hazard, incident or accident reports (with assistance, if necessary)	<input type="checkbox"/>