Participate in OHS processes

BSBOHS201A

Learner’s guide
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Annex D – Assessment
Participate in OHS processes
Welcome

Welcome to the learner’s guide for BSBOHS201A Participate in OHS processes.

In this guide you will learn how to participate in workplace occupational health and safety (OHS) processes to protect your own health and safety, and that of others.

A fundamental knowledge of OHS processes is required by all individuals, regardless of whether they work under direct supervision or have some individual responsibility. In this guide, the content is intended for paraprofessional personnel working in the residential sector of the construction industry, rather than those carrying out trade work.

Areas of explanation include:

• relevant legislation
• hazards and risks
• workplace personnel and procedures relevant to OHS
• common construction site hazards and risk management measures.

It is intended that the content of this unit will be delivered face to face in a classroom environment.

Note: In Western Australia, the term 'OSH' (occupational safety and health) is used, rather than OHS. Both terms may appear in this guide.

Qualification overview

This unit of competency, BSBOHS201A Participate in OHS processes forms part of the Certificate II in Building & Construction (Pathway – Paraprofessional) and is aimed at those people who are considering a paraprofessional career in the residential building industry (as opposed to the trade sector).

The course consists of 12 units of study and a period of work placement. These two components, study and work, will provide you with an introductory background to the paraprofessional side of the residential building industry.

To progress further in the industry from this introductory level, you will then need to specialise in a particular field of study such as building, estimating, scheduling, drafting, building design. Courses for these careers usually commence at Certificate IV level and progress through to diploma or even advanced diploma levels with a registered training provider who delivers these programs.

Some areas of study, such as architecture, interior design and construction management, can then be studied further at degree level at a university.
## Unit overview

This unit of competency describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Competence in this unit will be demonstrated by successful completion of a written short-answer assessment.

## Unit summary

Some basic information for this unit of competency is provided below. You can find the full unit details at Annex A of this guide.

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Participate in OHS processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td>This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</td>
</tr>
<tr>
<td><strong>National code</strong></td>
<td>BSBOHS201A</td>
</tr>
<tr>
<td><strong>Employability skills</strong></td>
<td>This unit contains employability skills.</td>
</tr>
<tr>
<td><strong>Pre/co-requisite units</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>This unit applies to individuals who require a fundamental knowledge of OHS to carry out their own work which may be in a defined context under direct supervision or with some individual responsibility. This unit has broad applicability across industries and workplace contexts.</td>
</tr>
</tbody>
</table>
### Element 1 Work safely

1.1 Follow established safety procedures when conducting work

1.2 Carry out pre-start systems and equipment checks in accordance with workplace procedures

### Element 2 Implement workplace safety requirements

2.1 Identify designated persons for reporting queries and concerns about safety in the workplace

2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures

2.3 Identify and implement workplace procedures and work instructions for controlling risks

2.4 Report emergency incidents and injuries to designated persons

### Element 3 Participate in OHS consultative processes

3.1 Contribute to workplace meetings, inspections or other consultative activities

3.2 Raise OHS issues with designated persons in accordance with organisational procedures

3.3 Take actions to eliminate workplace hazards or to reduce risks

### Element 4 Follow safety procedures

4.1 Identify and report emergency incidents

4.2 Follow organisational procedures for responding to emergency incidents

### Skills recognition and recognition of prior learning (RPL)

You are encouraged to discuss with your lecturer any previous courses or work experience in which you have participated so that it can be recognised. Evidence must be provided.
Resources

Required

Your lecturer will provide:
• access to a classroom with computers and internet access.

You will need to supply:
• an A4 note pad
• an A4 file for notes, handouts and printed documents
• pens, pencils, eraser and highlighters.

Recommended

The resources that you need will depend on your specific trade area, but may include some of the following. Your lecturer will provide access to any of these required.

<table>
<thead>
<tr>
<th>Trade area</th>
<th>Resource</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Occupational Safety and Health Act 1984</td>
<td>Government of Western Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State Law Publisher</td>
</tr>
<tr>
<td>All</td>
<td>Occupational Safety and Health Regulations 1996</td>
<td>Government of Western Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State Law Publisher</td>
</tr>
</tbody>
</table>

Websites

State Law Publisher – Western Australia <www.slp.wa.gov.au>

Legislation

*Occupational Safety and Health Act 1984 (WA)*

Occupational Safety and Health Regulations 1996 (WA)
Common abbreviations

Throughout this guide you will come across some abbreviations. Below is a list of the most commonly used ones.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSA</td>
<td>Job safety analysis</td>
</tr>
<tr>
<td>MSDS</td>
<td>Material safety data sheet</td>
</tr>
<tr>
<td>NHL</td>
<td>Noise-induced hearing loss</td>
</tr>
<tr>
<td>OHS</td>
<td>Occupational health and safety</td>
</tr>
<tr>
<td>OSH</td>
<td>Occupational safety and health (in WA)</td>
</tr>
<tr>
<td>PPE</td>
<td>Personal protective equipment</td>
</tr>
<tr>
<td>RCD</td>
<td>Residual current device</td>
</tr>
<tr>
<td>SWMS</td>
<td>Safe work method statement</td>
</tr>
</tbody>
</table>
## Self-checklist

As you work through this guide you should return to this checklist and record your progress. Where you understand something and think that you can perform it 'easily', congratulations. Where your response is 'with help', revise the material in that section and/or discuss with your lecturer or other learners in your group.

<table>
<thead>
<tr>
<th>BSBOHS201A Participate in OHS processes</th>
<th>I understand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1 Work safely</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Follow established safety procedures when conducting work</td>
<td>Easily</td>
</tr>
<tr>
<td>1.2 Carry out pre-start systems and equipment checks in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Element 2 Implement workplace safety requirements</strong></td>
<td>Easily</td>
</tr>
<tr>
<td>2.1 Identify designated persons for reporting queries and concerns about safety in the workplace</td>
<td></td>
</tr>
<tr>
<td>2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2.3 Identify and implement workplace procedures and work instructions for controlling risks</td>
<td></td>
</tr>
<tr>
<td>2.4 Report emergency incidents and injuries to designated persons</td>
<td></td>
</tr>
<tr>
<td><strong>Element 3 Participate in OHS consultative processes</strong></td>
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<td></td>
</tr>
<tr>
<td>4.2 Follow organisational procedures for responding to emergency incidents</td>
<td></td>
</tr>
</tbody>
</table>
About the icons

Note that not all icons may appear in this guide.

Performance criteria
This icon indicates the performance criteria covered in a section. The performance criteria contribute to the elements of competency that you must demonstrate in your assessment.

Activity
This icon indicates that there is an activity for you to do.

Computer-based activity
This icon indicates that there is an activity for you to do on the computer.

Discussion
This icon indicates that there will be a discussion, which could be with a partner, a group or the whole class.

Research
This icon indicates that you are to do a research activity using the internet, texts, journals or other relevant sources to find out about something.

Case study
This icon indicates that there is a case study or scenario to read.

Think
This icon indicates that you should stop and think for a moment about the point being made or the question being asked.

Assessment task
This icon indicates that an activity or task is part of your assessment.
Participate in OHS processes
Section 1 – Legislation and WorkSafe

Introduction

In the past, the health and safety of workers wasn’t a priority for many employers. Conditions were often bad – you’ve probably heard stories about children in the 18th and 19th centuries working long hours in dangerous mines and factories – but that was accepted as part of life. In those days, having people die in accidents at work was considered sad, but a normal part of the job.

Conditions and work methods have improved since then. Stricter legislation and a more informed workforce (both workers and management) have resulted in workplace injuries and deaths being a small fraction of what they were in the past (although only one death a year would still be too many!).

In Australia, we now have safety and health legislation that is among the best in the world. Each state has its own workplace health and safety department (WorkSafe in Western Australia) and the federal and state governments are working towards introducing health and safety laws that are uniform across the country.

This unit will give you grounding in current workplace legislation and practices that apply to the environments you will most often be working in as a paraprofessional – residential construction sites and office environments. It describes some of the common hazards you may encounter at work and what laws and safeguards are in place to protect you from them.
At the beginning of your career you are unlikely to be directly responsible for the safety and health of other workers in your workplace, although safety is everyone’s responsibility. The reason that you need to be aware of some of the laws and rules that are in place to protect workers is to ensure that you and your workmates go home in one piece after a day’s work.

Performance criteria

1.1 Follow established **safety procedures** when conducting work
2.3 Identify and implement workplace procedures and work instructions for controlling risks
3.2 Raise OHS issues with designated persons in accordance with organisational procedures

Legislation

In Western Australia, there are two pieces of legislation that aim to safeguard the health and safety of workers.

Legislation means laws that are made by federal or state parliament. These are called ‘Acts’. An Act may also give particular people or agencies the power to make laws that relate to the Act, known as ‘Regulations’. Regulations are the specific details and minimum requirements that relate to the Act.

The legislation that safeguards the health and safety of workers in Western Australia is:

- the **Occupational Safety and Health Act 1984**
- the **Occupational Safety and Health Regulations 1996**.

The Act

Most workers in Western Australia are covered by the **Occupational Safety and Health Act 1984** (WA OSH Act). (The mining industry has specific legislation relating to health and safety and so do some Commonwealth agencies.) All other states have similar legislation. Acts of Parliament are what make up the ‘law’.
Activity 1.1 The Act

Go to the WorkSafe website at www.commerce.wa.gov.au/WorkSafe

Scroll down the page to ‘Act and regulations’ > Occupational Safety and Health Act and use the Act to fill in the blanks in the sentences below. (Hint: look at Section 5 – Objects.)

Legislation can seem difficult to read, but your lecturer will help you to figure out how to find what you need in the Act.

The objectives of the Act are:

• To promote

• To protect

• To assist

• To reduce

• To encourage

and

The Act is written in quite broad and unspecific terms because it must cover a diverse range of workplaces. It needs to work for everybody, with jobs as different as:

• librarians
• teachers
• construction workers
• supermarket trolley collectors
• farm hands
• bank managers
• bus drivers
• wait staff.

Why do you think that so many workplaces are covered by just one Act?

Among the more important things the Act covers are the duties, responsibilities and penalties of different people in the workplace.
Duties of employers

Section 19 of the Act says that an employer shall, as far as is practicable, provide a workplace in which employees are not exposed to hazards.

The legal use of the word ‘practicable’, which appears repeatedly in the Act, means ‘what a reasonable person would expect can be done’. It takes into account:

- the severity of any harm that could occur and the chances of it actually happening
- how much is known about a particular hazard and how it might be removed
- what sorts of solutions are available, how suitable they really are and how expensive it would be to solve.

If an accident happens and the case goes to court, the judge will ask the employer what they did to try and make the workplace safe, and then decide whether they did what was ‘practicable’.

The Act goes on to say that employers should:

- provide instruction to, and supervision of, employees so that they can perform their work without being exposed to hazards
- provide (free of charge) personal protective equipment (PPE) where it’s not practicable to avoid the presence of hazards at the workplace
- provide and maintain workplaces, plant and systems of work so that the workers aren’t exposed to hazards
- ensure that the use of any plant and the handling of any materials are carried out in such a way that the employees are not exposed to hazards.
Penalties for employers

The Act specifies a range of penalties for contravening (breaking) these laws and states specific amounts of money and jail time. For example, under the current Act:

• an individual employer who causes death or serious harm to an employee can be fined $200,000 for a first offence
• if the death or injury is found to have been caused by negligence, the penalty can be a fine of $250,000 and two years in jail.

Duties of employees

Section 20 of the Act also specifies duties and responsibilities of workers. An employee:

• should take reasonable care to ensure his or her own safety and health at work and to avoid adversely affecting the safety or health of any other person through any act or omission at work. (The word ‘act’ is something you have done. An ‘omission’ is something you should have done, but didn’t.)
• must report a hazard in the workplace if he or she can’t fix it on the spot.
• must tell the employer about any accident or incident that occurs in the workplace.
• must use any PPE supplied by the employer for a task.

Penalties for employees

There are provisions for penalties in the Act concerning employees who breach the rules too.

For example, under the current Act an employee who causes death or serious harm to a person can be fined $20,000 for a first offence.

Other people who have duties under the Act

The Act also spells out the duties and responsibilities of:

• people who have control of workplaces such as supervisors and site managers
• manufacturers, importers and suppliers of plant and equipment
• companies that hire out plant and equipment.
The Regulations

Supporting the WA OSH Act are the Occupational Safety and Health Regulations 1996 (WA OSH Regulations). These are a detailed list of ‘do’s and don’ts’ that attempt to cover most of the health and safety issues applicable to workplaces. Even though they’re about 400 pages long, they don’t (and couldn’t) cover all of the possible hazards that people could encounter at work.

However, they do cover many things that are particularly relevant to construction sites and in office environments so relate to your paraprofessional work, such as:

- first aid
- personal protective equipment (PPE) and clothing
- workplace facilities
- evacuation procedures
- ladders
- warning signs
- electricity
- noise control
- manual handling
- prevention of falls.

However, just because something is not mentioned specifically in the Regulations doesn’t mean that anything goes! Remember, Section 19 of the Act says that an employer must ensure that the workplace is, as far as practicable, free of hazards.

Other publications

The legislation is supported by codes of practice and guidance notes. These publications provide practical guidance and explanations about how to do the things that the legislation requires. They are not law but they should be followed, unless there is another solution that achieves the same, or a better, result.
Codes of practice

From time to time, WorkSafe and other state and federal agencies publish codes of practice with the purpose of:

- providing practical guidance on how safety and health hazards, and risks associated with an issue, can be managed
- describing the preferred method or course of action that can be taken to manage hazards.

Examples are the WorkSafe codes of practice: Managing noise at workplaces and Manual tasks.

A code of practice doesn’t have the same legal force as Acts or Regulations and people can’t be prosecuted for an offence under a code of practice. However, a code of practice may be used as evidence in a court case over a failure to comply with the Regulations.

Guidance notes

Guidance notes provide detailed information on the requirements of the Regulations, standards and codes of practice.

Activity 1.2 WorkSafe

All of the documents mentioned so far can be downloaded free of charge from the WorkSafe website at www.commerce.wa.gov.au/WorkSafe

Use the dropdown ‘Publications’ menu to explore some of the ‘Codes of practice’ and ‘Guidance notes’ available. Note down the names of any useful publications you find.

Australian Standards®

Some of the requirements of the Regulations are covered by Australian Standards®. To keep the Regulations document to a manageable size, the relevant standard is specified and should be referred to for details. Australian Standards® are not available from the WorkSafe website, they must be purchased.

Examples of topics covered by standards include safety helmets, scaffolding set-ups, electrical installations on building sites, colours of safety signs, minimum requirements for office furniture and the design of keyboards, calculators and telephones.
What legislation means for you

You may not realise it but, in addition to helping keep you safe, many of the typical workplace rules and work practices have actually been created to help you to comply with the legislation.

You should learn and follow the rules and work practices of your workplace and, if you are uncertain about anything, ask your supervisor.

Case study – Jeremy

Jeremy works for a builder who has a rule that says only people who have completed training in how to use a particular piece of equipment are allowed to operate it.

Jeremy was frustrated by that rule because he was halfway through his training and was confident that he knew what to do.

One day Jeremy was in a hurry and used the equipment to finish a job instead of finding someone qualified to do it for him. When his boss found out he was furious and Jeremy got in a lot of trouble. Jeremy was surprised because he didn’t realise it would be so serious.

Why do you think Jeremy’s boss took this so seriously? Why do you think the rule exists?

____________________________________________________

____________________________________________________

____________________________________________________
As a group, think of some typical workplace rules and normal work practices. Try to decide which of the duties of employers and employees in the legislation they relate to.

You have probably done some work experience in a workplace. You may be currently doing some work experience with a builder as part of this course.

As part of a class discussion, explain how your host employer has made you aware of the OHS laws. Have you done a safety induction course? Was it interesting? Which aspects stuck most in your mind?

**WorkSafe**

WorkSafe is that part of the Western Australian Government that is responsible for the administration of the WA OSH Act.

One of its obligations is to ensure, as far as it’s able to, that all parties are adhering to the Act and Regulations so that workplaces are as safe and healthy as possible.

To help it to do this, it employs inspectors whose role is to:

- enforce the Act
- assist in resolving issues in workplaces
- provide advice to employers and employees on how best to improve workplace safety and health performance
- investigate workplace accidents.
These inspectors have considerable powers under the Act, including the right to:

- inspect a workplace to see if there have been any breaches of the law
- enter and inspect a workplace at any reasonable time of the day or night
- examine anything at a workplace and conduct enquiries
- interview people at a workplace.

Inspectors can also issue improvement notices and prohibition notices. These are written directions that either require an alleged breach of the Act or Regulations be fixed (improvement) or ban work on the whole or part of a site until a breach is rectified (prohibition).

On a building site, this could be for any number of reasons, for example:

- scaffolding not constructed properly
- inadequate edge protection
- poorly maintained electrical equipment
- excavations in danger of collapse
- machinery without proper guards.

It could also happen in the office environment, for example due to:

- poor air quality or ventilation
- poorly maintained electrical equipment
- office equipment without proper guards
- blocked emergency escapes.

Notices specify a deadline for fixing the breach which must be displayed in a prominent position at, or near, the part of the workplace it is relevant to. This is similar to a ‘yellow sticker’ being applied to an unroadworthy car.

Note that WorkSafe’s role is to oversee compliance with OHS laws; it is not responsible for health and safety in a workplace.

If the role of WorkSafe is to make sure that people are doing what the law says they must, who do you think is actually responsible for health and safety in a workplace?
Activity 1.3 The language of legislation

Legislation refers to laws, which are written using complicated language, so any discussion about it is likely to include some unfamiliar words. Discuss with the group any new words that you encountered while working through this section and what they mean.

Use the space below to record any new words and their meaning.
Participate in OHS processes

BSBOHS201A
Section 2 – Hazards, risks and controls

Introduction

Workplace health and safety is all about hazards and risks. In everyday life we talk about things being ‘dangerous’ and how we take risks. A car that has no brakes is a dangerous vehicle. If we decide to drive it we’re doing a very risky thing.

In the workplace, the terms hazard and risk are used instead. We will see that they are two different things and OHS is all about recognising hazards and minimising risks.

Performance criteria

2.1 Identify designated persons for reporting queries and concerns about safety in the workplace

2.3 Identify and implement workplace procedures and work instructions for controlling risks

3.2 Raise OHS issues with designated persons in accordance with organisational procedures

3.3 Take actions to eliminate workplace hazards or to reduce risks

The difference between hazard and risk

There are a number of definitions for a hazard and a risk. The WA OSH Act defines a hazard as anything that could injure someone, or harm their health, and a risk as the likelihood of the hazard causing injury or harm.

For example, household chemicals such as bleach are very hazardous. Typically injuries occur when young children drink or touch these chemicals because they don’t know they are dangerous, but even adults can be injured if they mistake them for something else.

However, household chemicals can be stored in a way that minimises risk. If they are stored in clearly marked bottles with childproof caps in childproof cupboards or high up out of reach, the probability of them causing injury to a person is reduced, so the risk is considered low.
Another useful way to think about hazard and risk is:

‘A hazard implies the existence of a threat, but where the hazard can be contained or exposure is unlikely, it can exist with minimal risk.’

Given the fact that workplaces, especially construction sites, are potentially hazardous places – there are things to electrocute you, poison you, fall on you, shoot you, deafen you, blind you, cripple you and so on – what sort of measures do you think are necessary to keep people safe at work?

Spot, assess, make

Some years ago WorkSafe introduced a character called ‘ThinkSafe Sam’. His name was chosen to remind us of the three basic steps in keeping the workplace safe:

Spot the hazard
Assess the risk
Make the change

‘SAM’ is a simplification of Regulation 3.1 of the WA OSH Regulations, which states:

An employer … must, as far as is practicable –

(a) identify each hazard to which a person at the workplace is likely to be exposed; and

(b) assess the risk of injury or harm to a person resulting from each hazard, if any, identified in paragraph (a); and

(c) consider the means by which the risk may be reduced.

(Occupational Safety & Health Regulations 1984)
Although this part of the Regulations refers to employers, the SAM process is equally valuable for everyone as the process of being on the watch for hazards; deciding how likely it is they’ll hurt someone; then doing something about them, is the very basis of keeping a workplace safe.

Hazards aren’t just about health and safety, they also have the potential to cause damage to plant and equipment. Lost productivity, increased costs and, most importantly, human suffering are three good reasons why it’s vitally important to control all hazards in the workplace. The problem lies firstly, with hazard identification (or recognition). That is, spotting the hazard.
Spot the hazard

Many businesses have a system designed to recognise and document hazards in a workplace. Methods may include checking injury and accident records; workplace checklists; ‘incident/accident’ report forms; employment of a dedicated safety officer; formation of an OHS committee; and the election of safety representatives.

All of these are excellent ways of identifying potential hazards in a workplace but are not always effective on small to medium building sites because:

- there is not always a permanent supervisor on the site all the time to keep records
- the workforce on any one site is often made up of subcontractors who may only be at a site for a day or two
- the subcontract system sometimes encourages workers to consider themselves more as ‘small businesses’ and less as team members.

In an office environment, hazards can be all around but many of them are low risk. That doesn’t mean you can choose not to pay attention to them.
All this means that, although the business may be trying to keep employees safe, we still need to be actively on the lookout for hazards. Workplace accidents are usually a result of unsafe acts and/or unsafe conditions of work – and safety is everyone’s responsibility.

Unsafe acts can include:

• lifting incorrectly
• removing safety devices from machinery or equipment
• using equipment without knowledge of how it works (lack of training)
• ignoring fundamental safety principles – eg using electric tools in the rain, or piggybacking double adaptors for office equipment
• not using personal protective equipment where it’s necessary
• mucking around
• being under the influence of drugs or alcohol.

Unsafe conditions can include:

• inadequate guards or barriers
• poor housekeeping – an untidy workplace
• badly maintained machinery or equipment
• lack of appropriate safety signage
• lack of appropriate equipment – eg a proper scaffold, or an adjustable office chair.
Activity 2.1 Hazard identification – part 1

You spent last week in the builder’s office. Although nobody asked you personally to do anything dangerous, while you were there, you saw your workmates in the following situations.

Examine the photos and use the space below them to record any hazards that you see.

a)

b)
Participate in OHS processes

e)

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Activity 2.2 Hazard identification – part 2

Your lecturer has arranged a practical example of a work site including some hazards for you to examine. Go to the area and use the space below to record any hazards that you see.

Take close-up photos of some of the hazards if you can and share them with your classmates – they may be useful later on.

Don’t touch or move anything – all you need to do is ‘spot’ the hazards.

Assess the risk

Risk is the likelihood, or probability, that a hazard will cause harm to a person.

Think about the example of household chemicals which present a low risk of doing harm if stored correctly. What if a bottle of a chemical, like bleach, was left unattended in a drink bottle placed on a coffee table? The bleach (the hazard) remains the same, but does the risk change?

When assessing how great the risk of a hazard is in the workplace, we should ask ourselves some questions:

• Is the risk acceptable? How likely is it that the hazard will result in an accident?
• Do we need to control it?

Make the change

Some hazards you can control yourself, safely and immediately. For example, spilled water on the kitchen floor can be mopped up and a ‘slippery floor’ sign placed nearby. However, most hazards need to be reported to your supervisor. The supervisor will refer it to the right person to deal with it and, if it is likely to be an ongoing problem, a permanent control will be put in place to protect people.

Control is all about implementing actions that reduce the risks from a hazard to an acceptable level. The ideal situation is, of course, reduction of the risk to zero by elimination of the hazard altogether.

What do you think ‘zero harm’ means? Do you think it is possible to achieve in real terms?
The hierarchy of control

There is often more than one way to control a hazard but some options are preferable to others. So how do people choose which option to take?

Normally, they refer to the ‘hierarchy of control’, which lists the options from most preferable to least preferable. A hierarchy is a list of things in order of rank.

The hierarchy of risk control is:

- **Eliminate** the hazard altogether, for example:
  - use a lifting device for heavy items
  - remove noisy machinery from an otherwise quiet area.
- **Substitute** the hazard for something safer, for example:
  - use a non-flammable solvent in place of a flammable one
  - use pneumatic instead of electric tools.
- **Isolate** the hazard, for example:
  - install screens, barriers and guards
  - fence off hazardous areas
- **Engineering** solution, for example:
  - modify tools, equipment or machinery
  - installation of exhaust equipment or cooling fans.
- **Management** solution, for example:
  - create shorter shifts to reduce periods of exposure to hazards such as noise or sun
  - rotate jobs.
- **Protection** – use personal protective equipment (PPE), for example:
  - gloves, ear muffs, dust mask
  - adjustable chairs, headsets when answering phones.
Activity 2.3 Risk control meeting

Assume that you and your classmates are employees at the workplace where the hazard identification exercises in activities 2.1 and 2.2 were set. If anyone took photographs during Activity 2.2 they may be useful at this point.

Using the lists of hazards that you identified, discuss how the hazards could be eliminated, or at least minimised.

Step 1: Choose a particular hazard.

Step 2: Brainstorm all the possibilities and note them down.

Step 3: Narrow the possibilities down to the best ones based on the hierarchy of risk control and what is likely to be practicable.

Don't just consider the ‘quick fix’. For example, if one of the hazards was a long length of timber leaning precariously up against a wall (a falling hazard) the quick fix is to lay it down, but what’s to prevent it happening again?

- Does the person who left it there need some training in ‘housekeeping’?
- Should a rack be made to store long lengths?
- Could a floor area be set aside where they could be stacked?
- Should someone be designated to make a daily inspection of the areas to check for such hazards?
- Would safety posters help?

Step 4: Discuss whether any of the hazards are present on both the office and the construction site. If so, which, if any, of the controls you choose would be effective in both locations?

You may make additional notes on activities 2.1 and 2.2 or start a new document to list the controls the group chose and what they related to.
Hazard reduction and elimination

Some of the risk control methods require senior management to make the decisions and may cost a lot of money to implement. This is clearly not within your power when you are a trainee, or relatively new to the workforce. However, you still play an active roll in risk control – by remembering and using SAM.

When you spot a hazard, the first question to ask yourself is: ‘Can I fix it immediately or should I report it?’ No matter which you choose, you are beginning the process of making the change. Figure 2.1 shows what happens after someone spots a hazard. You will learn more about OHS representatives and committees referred to in Figure 2.1, in Section 3.

![Figure 2.1: Hazard reduction or elimination procedure.](image)

As you can see from the procedure shown in Figure 2.1:

- by spotting the hazard you are already part of the process
- nobody in the process has the option of doing nothing
- contacting WorkSafe should be the last step in the process, not the first.
Participate in OHS processes
Section 3 – Health and safety personnel

Introduction

The WA OSH Act makes provision for the appointment of representatives (‘reps’) and the setting up of committees.

When the Act was drawn up, great emphasis was put on cooperation and consultation between employers and employees. This is not only a legal requirement but also a positive approach to managing safety and health in the workplace – management and workers should be working together towards a safe workplace.

While setting up a committee and appointing reps may not be realistic on a small site, such as where a single house is being built; on larger projects, such as residential ‘villages’ and multi-residential medium-rise buildings and in office environments, it is not unusual for there to be one or more reps as well as an OHS committee.

In all workplaces, there should also be at least one person who holds a senior first aid certificate. In large workplaces there should be several.

In this section, we’ll briefly look at these various people and what their duties are.

Performance criteria

2.1 Identify designated persons for reporting queries and concerns about safety in the workplace

3.1 Contribute to workplace meetings, inspections or other consultative activities

3.2 Raise OHS issues with designated persons in accordance with organisational procedures

3.3 Take actions to eliminate workplace hazards or to reduce risks
OHS representatives

OHS reps are not responsible for safety and health at the workplace. Their function is to:

- inspect the workplace or parts of the workplace
- report any hazards in the workplace to the employer
- refer safety and health matters to the safety and health committee (if there is one).

As you saw in Figure 2.1, if you have any safety or health concerns you should report them to your supervisor, or your OHS rep.

There is no set number of reps specified in the Act – like the committee, it depends on the size of the workplace; how it is physically divided (e.g., spread out, multistorey, separate sections and locations) and what goes on there. If a particular type of hazardous work is being carried out, (e.g., working with special chemicals or doing a particular process) a workplace may choose to elect extra reps to cover it.

Reps are appointed for two years and must attend an approved five-day induction course when first selected.

To assist them in their duties, reps are entitled (among other things) to:

- accompany WorkSafe inspectors during an inspection of the workplace
- have access to OHS information that the employer has
- attend any safety and health discussions between employees and employers
- be consulted about proposed changes to the workplace which may affect the safety and health of employees
- be provided with facilities (for example, access to a computer and the legislation) to carry out their duties
- take paid time off work to carry out their functions or attend an accredited training course.

All of these details are described in the Act.
OHS committees

OHS committees are set up to discuss and resolve safety and health issues. They consist of the reps and employer’s representatives.

Health and safety committees are not responsible for health and safety at a workplace. They identify safety problems and develop and monitor safe systems and procedures.

There is no set number of OHS members specified in the WA OSH Act, but at least half of the members must be OHS reps or workers who officially represent other workers. They are the voice of the workers on the committee. How big the committee is depends on the size of the workplace and how diverse it is. All of these details are described in the Act.

On smaller sites, or in an office not big enough to warrant a committee, an individual should be given safety and health duties. On such a site, safety and health issues should be on the agenda of all site meetings and it is that individual’s responsibility to ensure that this occurs.

First aid

First aid is the immediate treatment or care given to someone suffering from an injury or illness. This early treatment, which should be done as soon as possible after an injury, accident or when a person becomes ill at work, is very important in achieving the person’s ultimate recovery.

Senior ‘first aiders’ are people who have completed a 16-hour training course in first aid at an approved training provider. The Act isn’t specific about how many there should be in a workplace and, like other aspects of health and safety, it depends on the size of the workplace and the nature of the work.

Ideally there should be at least one first aider on every building site. If you do any time on-site during your work placement, you should be told who the first aider is on your site. You should also make sure you know where the first aid kit is and what it contains.
### Activity 3.1 Safety and health personnel

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who pays for OHS reps to be trained? Why?</td>
<td></td>
</tr>
<tr>
<td>Will every work site have one or more OHS reps?</td>
<td></td>
</tr>
<tr>
<td>Who sits on the OHS committee?</td>
<td></td>
</tr>
<tr>
<td>Will every work site have an OHS committee?</td>
<td></td>
</tr>
<tr>
<td>Will every worksite have a first aider?</td>
<td></td>
</tr>
</tbody>
</table>
Section 4 – Emergency and safety procedures

Introduction

Most medium to large organisations have developed procedures for employees to follow in emergency situations. These can include fire, accidents, injuries, bomb threats, etc.

This section will cover some of the basic procedures for reporting on, and responding to, accidents, incidents and emergencies. If you’ve done an induction session with your work experience host employer, some of them may already be familiar to you. This section will also look at safe work methods and how accurate reporting can improve them.

Performance criteria

1.1 Follow established safety procedures when conducting work
2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures
2.4 Report emergency incidents and injuries to designated persons
4.1 Identify and report emergency incidents
4.2 Follow organisational procedures for responding to emergency incidents

Accident reporting and investigation

The main purpose of investigating an accident is not to find someone to blame (although it may lead to a prosecution if any laws have been breached) but to prevent the accident from happening again. Accurate reporting of accidents and incidents makes good investigation possible.

Large organisations will have an accident report form. One of these should be filled out as soon as possible after the accident – not necessarily by the person involved in the accident. The accident report form collects the details of:

- what happened
- what plant or equipment was involved
- what injuries were sustained
- details of any witnesses.

If you have to fill out one of these, you must take it seriously and be truthful. If workers’ compensation insurance is involved it may end up as evidence in a court case.
Notifiable accidents

The WA OSH Regulations state that certain injuries must be reported to WorkSafe.

For example:

- a fracture of the skull, spine or pelvis.
- a fracture of any bone in the arm or leg (other than in the wrist, hand, ankle or foot)
- an amputation of an arm, hand, finger, finger joint, leg, foot, toe or toe joint
- the loss of sight of an eye.
- or any other injury that is likely to cause 10 or more days off work.

Worksafe should be notified as soon as possible after the accident, either by phone or by filling out a form.

Anyone at the scene can report an accident. However, it is the responsibility of the employer to notify Worksafe. Failure to report a notifiable accident can result in a big fine. Accidents should be reported promptly after the event so that an investigation can begin as soon as possible. As time passes, it becomes more difficult to establish exactly what happened.

Minor accidents

You should report all accidents to your employer or supervisor, even if they are not ‘notifiable’ as far as the Regulations are concerned. This is for the following reasons.

- Accidents don’t just happen – they are caused by someone or something. Employers must provide a safe workplace, but they can’t do that if they don’t know there is a problem. Reporting a minor accident can help to prevent it happening again.
- At some stage, workers’ compensation may become necessary – a cut could become infected, a bruised toe may turn out to be fractured, a minor back strain may be the start of a serious problem and so on.

However, you must use common sense. Your boss won’t be impressed if you pester him or her because you’ve picked up a little splinter.
When nobody is hurt

If something went wrong but no one was hurt and no damage was done it is called an ‘incident’ (or sometimes a ‘near miss’).

You have to use your judgement about whether to report these too. Ask yourself the question ‘Could a serious injury have occurred?’ If you are not sure, ask your supervisor.

### Activity 4.1 Should you report these incidents?

Circle ‘yes’ or ‘no’.

<table>
<thead>
<tr>
<th>Incident Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>You drop a box of photocopy paper which narrowly misses your foot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The blade comes loose from a circular saw because the thread on the restraining nut is stripped. It flies across the room and buries itself in the wall. Fortunately, no one else is around and it didn’t come anywhere near you.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You notice that the electric cord of the refrigerator in the office kitchen has become frayed, exposing the energised wires inside of the cord. The cord is tucked behind the refrigerator, so nobody is likely to touch it during everyday use.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You’re on-site for a meeting at a newly started project where there are some earthworking machines digging. As you leave after a tour of the works, you realise you’ve forgotten to put on your high-visibility vest.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You are alone on-site measuring up some brickwork that’s been laid that day and a scaffold loaded with bricks topples over in a gust of wind. Fortunately, the brickies have gone home for the day and you’re well clear at the other end of the building.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

A large organisation may have a form for reporting serious incidents as well. Near misses can be a good thing for improving safety measures.
Safe work method statements and job safety analyses

Safe work method statements (SWMS) and job safety analyses (JSA) are forms to be filled out by groups of workers who will be carrying out activities that have the potential to be hazardous.

They set out the steps involved in the activity and how potential hazards will be eliminated, or minimised, at each step.

Filling out these forms is a way of making sure that the people who will be doing the job have thought through the whole process; identified where the hazards exist; and decided how each one will be controlled.
## Activity 4.2 Safe Work Method Statement (SWMS)

Think of a relatively simple task that requires several steps. It doesn’t necessarily have to be on a building site or in office environment. For instance it could be mowing the lawn or changing a car tyre.

In the simplified form below, list the hazardous job steps (when you could hurt yourself) and then the controls necessary to minimise the risks. Assume you are writing it for someone else, who might not be aware of all the hazards involved.

<table>
<thead>
<tr>
<th>Item</th>
<th>Job step</th>
<th>Hazards involved</th>
<th>Controls to be exercised</th>
<th>Name of person responsible for the work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The forms are only effective if the person filling them out knows what the hazards are and which controls to apply. Accident reporting and investigation helps make work methods safer because it identifies what went wrong and at what point.

Discuss the tasks people chose for Activity 4.2. Has anybody in the class had an accident or incident while completing the same task (or knows of someone who has)? What happened? Discuss the details of the accident and decide whether the SWMS could be modified to prevent this happening again.
Emergencies

Large organisations will have predetermined procedures to deal with most foreseeable emergencies. Smaller organisations may have less complex procedures. However, there is some basic information that is relevant for any workplace you may find yourself in.

If an emergency occurs, especially on a construction site, it will most likely be because someone has received an injury. However, it’s also possible for an emergency situation to arise from another cause. For example:

- fire
- building, formwork or scaffold collapse
- rupture of a gas pipeline during excavation
- chemical or smoke exposure from an accident at a neighbouring workplace
- vehicle accident
- bomb threat.

So that you can react appropriately in an emergency, remember the following:

1. If the site has any emergency signage about things like evacuation procedures or emergency buttons, read it the first time you see it as you won’t have time if an emergency occurs.
2. Always be aware of emergency exits and the best way out of the building and off the site (a ‘no-brainer’ on a house site but maybe not so simple in a large office building or on a multistorey site).
3. If the office or site has fire equipment (eg extinguishers) know where it is and make sure you know how to use it.
4. Know who your supervisor is and where he or she is likely to be at all times.
5. Obey instructions given by emergency services officers (eg firefighters). They are professionals and know what’s best in the situation.
6. Don’t panic!
National emergency services

The national telephone number for all emergency services in Australia including ambulance, fire, and police is 000. These calls are answered by an operator who will ask which service you require – police, fire or ambulance.

The operator will ask relevant questions, and arrange an appropriate response from the local emergency service. Listen carefully, answer as many of their questions as you can and follow any instructions they give you.

Emergency calls are free on all phones, including mobiles. Contact can even be made if your mobile has been blocked or your security settings have been activated.

Go to the Australian Emergency Management website at www.triplezero.gov.au and click on ‘How to call Triple Zero (000)’ to read about what to expect when make an emergency call.
ICE

Emergency authorities encourage people to have an ‘ICE’ number in their mobile phone. ICE stands for ‘in case of emergency’.

The idea is to put a copy of the phone number of your next of kin into your mobile phone under the name ‘ICE’. To increase the chances of contact being made, you can have more than one contact listed, ‘ICE Mum’ and ‘ICE Dad’ for instance.

If you are in an accident and are unable to talk, the emergency workers can phone the person you have nominated under your ICE listing.

Activity 4.3 In case of emergency (ICE)

When choosing an ICE contact, it should be your next of kin: that is, somebody who is able to make decisions about your medical care and knows about your medical preferences, insurance details and other personal information.

Who would you choose to have as your emergency contact?

If you have a mobile phone, program your ICE contact into it right now, if you wish.
Section 5 – Site management

Introduction

‘Site management’ in this context refers to the general amenities that make for a safe and healthy workplace. This includes signs for information; fences and paths for the safe movement of people; keeping the workplace reasonably free of clutter and rubbish; and the provision of drinking water, toilets and washing-up facilities.

In an office environment, many of these things are built into the structure of the building, but on a construction site they need to be provided separately.

As a paraprofessional, you probably won’t spend all your time on construction sites, but you may visit them or be responsible for some parts of them. There are rules and regulations that relate to site management and you should be aware of some of the important ones.

Performance criteria

1.1 Follow established safety procedures when conducting work
2.3 Identify and implement workplace procedures and work instructions for controlling risks

Signage

There are dozens of different safety signs but they all fall into just a few categories.

Prohibition signs

These tell you not to do something.
Colours: Black on white with red bar.

Mandatory signs

These tell you that you must do something.
Colours: White on blue.
Instruction signs
These tell you some important information.
Colours: Black on white.

Hazard warning signs
These warn you of a hazard in the area.
Colours: Black on yellow.

Emergency equipment signs
These tell you the location of emergency equipment.
First aid colours: White on green.
Fire extinguisher colours: White on red.
### Activity 5.1 Emergency signs

Try to decide what each of the following signs means and what type of sign it is. Choose from prohibition sign, mandatory sign, instruction sign and hazard warning sign.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Meaning</th>
<th>Type of sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATES SHUT AT 6PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="No Smoking Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Hearing Protection Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Caution Sign" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Barricades and hoardings

**Barricades** are temporary ‘fences’ that restrict entry to an area. They send the message that people should not go past but they will not actually stop somebody entering if they want to. They may be put across a footpath where a trench has been dug, for example.

![Barricade Image](image)

Sometimes a sign will be used as a barricade, but if a whole area needs to be cordoned off, then gates or fences may also be used.

**Hoardings** are more restrictive. They not only send the message that people should keep out, but make it very difficult for people to get in. Most building sites have a hoarding across the front.

They are usually at least 1.8 m high and covered with plywood, metal sheeting or wire mesh.

Hoardings keep unauthorised people out of the hazardous area during operations but also secure the site against entry after hours.

![Hoardings Image](image)
Housekeeping

This is the term for keeping a workplace clean and tidy and, therefore, safer.

The WA OSH Regulations state that a workplace must be kept ‘in such clean condition as is necessary to avoid hazards to persons at the workplace’.

This is a very broad statement – it doesn’t say how often it must be swept or how neatly things must be stacked. So it’s up to the person in charge of the workplace – the supervisor, manager, etc – to make sure that enough tidying and cleaning up is done to minimise hazards.

Most of it is common sense of course. Materials or equipment should never be left in stairways or passages, storerooms should be kept tidy, nothing should be put where it could fall on someone and nothing should be put where someone could trip over it. Always make sure your own workspace area is kept neat and tidy.

The Act also says that rubbish and debris must be removed and that, as far as is practicable, dust should be prevented from being released into the atmosphere.

Amenities

The Regulations also specify standards for some basic living conditions that should be maintained in a workplace, for example:

- lighting must be adequate for the nature of the work being done
- workers must be protected from extremes of heat and cold
- there must be access to a supply of clean, cool, drinking water (other than in a place where the toilet is located)
- ‘reasonable sanitary facilities’, for example, toilets, sanitary disposals and wash basins, must be provided.
Participate in OHS processes

BSBOHS201A
Section 6 – Electrical safety

Introduction

There are rules and Australian Standards® for electrical installations in houses, shops, factories and other permanent structures. When you’re in an office environment, you are protected by them.

However, there is a separate Australian Standard® that covers electrical installations on construction sites. This recognises their temporary nature and sets out some rules for using electrical equipment under such conditions.

Performance criteria

1.1 Follow established safety procedures when conducting work
1.2 Carry out pre-start systems and equipment checks in accordance with workplace procedures
2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures
2.3 Identify and implement workplace procedures and work instructions for controlling risks

The standards

Standards covering electrical installations at construction sites apply to various workplaces including those that have:

• building work, including structural alterations, extensions, etc being carried out
• temporary site offices, toilets, lunch rooms and other structures on-site.

Most of the standards are quite technical and written for the electricians who carry out the installations. However, some of the ‘rules’ should be known by anyone who works on-site.
Connections

Extension leads

There are a number of rules about electrical extension leads:

- They must have an earth wire.
- Their maximum length depends on the 'rating' of the lead (how many amps it can handle). This is the maximum total length and includes short leads joined together.
- They must be placed so that they won’t get mechanical damage or damage by liquids or high temperatures, or they must be protected against such damage.
- They must be supported off the ground if:
  - they’re more than 10 metres long
  - they’re not in view of the person using the appliance
  - they cross passageways or access ways.
  - They must not be used while coiled up.

In multistorey construction, extension leads must only be used on the floor where the switchboard is (ie where they are plugged in). Exceptions to this rule are stairwells, lift shafts and formwork.

Double adaptors

Double adaptors and piggyback adaptors are not permitted on building sites.

Figure 6.1: A double adaptor (A) and piggyback adaptor (B).
Plugs and sockets

Plugs and sockets are permitted if they are either:

- the factory-fitted moulded type
- the clear plastic see-through type.

Plugs and sockets must not be the snap-on, replacement type that you can’t see through.

![Figure 6.2: A factory-fitted moulded type (A) and a clear plastic see-through (B) plug. Note that snap-on plugs (C) are not permitted on building sites.](image)

Testing and tagging

Portable electrical appliances (that is, any device which is plugged into an electricity supply by a cord or connector; for example, an electric drill or toaster), extension leads and portable outlet devices must be tested and tagged regularly.

The rules are slightly different for construction sites and office environments. On a construction site, testing must be carried out by a licensed electrician at intervals not exceeding three months and equipment must be tagged. In an office, any person who has undergone appropriate training can do the inspection and the equipment does not need to be tagged, so long as evidence of a regular maintenance program can be provided if requested.

Tags must have:

- the name of the person or company who performed the test
- the test or retest date.
Tag colours

The tags are colour-coded. This shows at a glance when the tool or lead was last tested. The colours are:

- January to March – red
- April to June – green
- July to September – blue
- October to December – yellow.

You should try to remember the colours in order. Some people find it easier to remember the order if they visualise:

RuGBY

Residual-current devices

Residual-current devices (RCDs) contain a safety switch mechanism to prevent electrocution. Portable RCDs should have an in-built (push button) test function so that you can test them easily. Testing should be carried out:

- immediately after connection to the socket outlet
- every day if the device is in use.

What do you think you should do if you discover that the tag on a piece of equipment is the wrong colour for safe use? Discuss who you should tell, when, and under what circumstances you can continue to use the piece of equipment.
Section 7 – Plant and equipment

Introduction

Plant and equipment covers many things in the construction industry and the paraprofessional workplace, for example:

- office equipment – telephones, computers, photocopiers, printers
- hand tools – shovels, picks, brooms, sledgehammers
- portable power tools – saws, planers, drills, jackhammers
- wheelbarrows, concrete vibrators, cement mixers, power generators and air compressors
- equipment hoists, water pumps, concrete pumps, scissor lifts
- ladders, stepladders, scaffolding, saw stools
- surveying equipment – theodolites, dumpy levels
- amenities – kettles, urns, toasters, refrigerators
- vehicles.

The safe and efficient running of a workplace requires that all these things work as intended, when they are needed. In this section, you will learn about the instructions and maintenance required to keep plant and equipment in good operating condition.

Performance criteria

1.1 Follow established safety procedures when conducting work
1.2 Carry out pre-start systems and equipment checks in accordance with workplace procedures
2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures
2.3 Identify and implement workplace procedures and work instructions for controlling risks
3.2 Raise OHS issues with designated persons in accordance with organisational procedures
Safety instructions

The most important thing regarding the safe use of any piece of plant or machinery is that the operator must know how to use it correctly.

Many accidents are caused by a worker attempting to operate a potentially hazardous machine without having received any instruction. This is actually against the law!

The WA OSH Act states that an employer must provide information, instruction, training and supervision of workers so that they can work without being exposed to hazards.

Don’t be tempted to try out with a piece of unfamiliar machinery ‘to see what it does’.

Don’t be afraid to ask. Most people you’ll work with will remember when they were new to the job and won’t mind you asking for advice or instruction. They would rather do that than have to help load you into an ambulance after something’s gone wrong!

Make sure you tell your supervisor if you have not been shown how to use a piece of plant or equipment.

Manufacturers’ instructions

All but the most minor pieces of equipment are supplied with operating instructions, the originals of which should be kept in a safe place (the main office perhaps) and a photocopy should be kept on-site. Manufacturers’ instructions not only say how equipment should be used, they give advice on safety aspects, maintenance and also provide specifications which are useful for making adjustments during maintenance.

Systems and equipment pre-start checks

Before you use any office or workplace systems or equipment, you must always carry out a pre-start check to ensure that it’s in fully safe operating condition.

A pre-start check may involve looking at things such as:

• electrical and power outlets on the wall
• whether equipment has a current electrical safety tag attached to it
• checking plugs and power cords to ensure they’re in good repair
• toner and paper levels in equipment such as printers and fax machines.

Always check the manufacturer’s instructions – usually they will provide you with guidelines for carrying out a pre-start check.
Maintenance

Some plant and equipment should be regularly inspected for faults and be serviced according to the particular manufacturer’s instructions.

Maintenance includes things such as:

- checking that all guards are on and working properly
- periodically servicing cars and machinery engines – oil changes, filter replacements, etc
- periodically testing warning alarms, such as fire alarms
- replacing worn parts
- making sure that overload and cut-out switches work
- inspecting and tagging electrical equipment.

Some things should be done more frequently than others. Any equipment that has a trip switch (RCDs, for instance) should have their test button pressed at the start of each day’s work. Petrol and diesel motors should have their fuel, oil and water checked at least daily.

Some organisations will have procedures for keeping track of maintenance – a service log book with a machine, a checklist for inspections, incident forms for breakdowns and so on. The keeping of maintenance records and supervision of schedules may be among your duties as a paraprofessional.

Hired plant

Any plant that is hired for use in the workplace will have been cleaned, serviced and tested by the hire company before being sent out.

However, unless it’s hired for only a day, the plant will need to be checked by the hirer in the same way, and for the same things, that the workplace plant and equipment should be checked for. If it isn’t, and the machine causes an accident or is damaged, the hirer will be liable to pay for the damage and may be prosecuted over the accident.
Participate in OHS processes
Section 8 – Hazardous materials

Introduction

At times workplaces are likely to contain some extremely toxic substances. On a construction site, this could include things such as acids, vermin treatments, glues, treatments and paint thinners. In an office, this could include toners, inks and various cleaning products.

Even apparently innocuous materials such as bricks and mortar can, in the course of the building process, produce hazardous dust and fumes.

Though it’s unlikely that during your work experience (and later as a paraprofessional) you’ll be using any of the extremely hazardous substances yourself, being in a workplace, and in close proximity to them, means you should know some of the harmful effects they can produce.

This section examines some of the common hazardous substances you may encounter at work and how to avoid being exposed to them.

Performance criteria

1.1 Follow established safety procedures when conducting work

2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures

2.3 Identify and implement workplace procedures and work instructions for controlling risks
Hazardous substances

Regardless of whether you or someone else is using it, a hazardous substance is one that has the potential for harm if you:

- eat it (ingestion)
- absorb it through your skin or eyes (absorption)
- breathe it in (inhalation).

Personal protective equipment (PPE) is often used to prevent hazardous substances entering your body in one of these three ways.

Hazardous substances can be loosely divided into three groups: solids, liquids and gases. Let’s look at some substances commonly used in the construction industry and the hazards that they present.

Solids

Solid hazardous substances include both solid materials and dusts.

Figure 8.1: Workers can be protected from solid hazardous substances in a workplace in a variety of ways. They can wear gloves when mixing cement (A) and handling treated timber (B); use gloves, a mask, eye protection, and long sleeves to prevent skin contacting the glass fibres in insulation (C); or use a full protection suit when dealing with asbestos – this requires handling by a qualified person (D).
Silica dust

Silica is the main ingredient of sand, so materials such as bricks, mortar and concrete contain a lot of it. When these materials are sawn, drilled, ground or otherwise worked, (cutting paving bricks, chasing brickwork, drilling masonry, etc) silica dust is produced and very small particles are released into the air which can cause lung diseases such as silicosis.

Avoiding it
If you are involved in any task that might produce silica dust, use wet saws and face masks.
If you are not involved in a task, avoid being in the presence of the airborne particles.

Treated timber

There are several treatments used to preserve timber. The most powerful and, therefore, the most hazardous is CCA – a mixture of chromium, copper and arsenic. All three chemicals are harmful to humans and can cause nausea, skin and eye irritation, and festering in wounds. CCA preserves timber from wood-decay fungus and protects against insects that attack wood, such as wood-boring beetles and termites.

Avoiding it
If you are involved in any task using treated timber wear gloves, cover any open wounds or scratches and wash your hands thoroughly after contact. Never use off-cuts as firewood or on barbecues, as the smoke from burning treated timber contains toxic gas.
If you are not involved in a task, don’t touch any timber and avoid being close to it or any dust created when it’s being cut or machined.

Glass fibre

In the building industry glass fibres are most commonly found in insulation and, although they are not regarded as hazardous, they can cause skin, eye and respiratory irritation.

Avoiding it
If you are involved in any task that includes glass fibre insulation, wear gloves, a mask, eye protection and long-sleeved shirts and trousers with tight wristbands and cuffs.
If you are not involved in the task, avoid being in the presence of glass fibres.
Asbestos

Asbestos is a mineral that is strong, fibrous and fire retardant. Up until the 1980s, some building products such as wall cladding, roof insulation, corrugated roof sheeting and lagging for hot water pipes contained asbestos and, although it is now banned, it is occasionally encountered in renovation or demolition work.

Products containing asbestos are relatively harmless if left undisturbed. However, if they’re broken up during demolition operations, asbestos fibres can be released into the air. These are very, very hazardous. If inhaled, they can cause asbestosis, lung cancer and mesothelioma – all fatal diseases.

Avoiding it

If you are involved in any task to do with asbestos, you must have completed special safety training. All workers involved in the removal or handling of asbestos products must undertake safety training.

Removal, handling and disposal must all be carried out in accordance with a code of practice which specifies such things as:

- safety signs and barriers
- power tools are not to be used
- special protective clothing
- wrapping and disposal of the materials after removal.

If you’re not involved in the task, avoid the area. Unless you are properly trained, you shouldn’t be anywhere near asbestos removal.

Cement and lime

Cement is an ingredient in mortar and concrete. Mortar also includes lime. These materials are extremely fine powders and can be inhaled if present in the air.

Both can cause dermatitis (i.e. rashes). Next time you are near a building site watch the bricklayer or concreter – they will avoid putting their hands in mortar or concrete.

Avoiding them

If you are involved in any task using cement, lime, concrete or mortar wear gloves and avoid breathing in any dust.

If you are not involved in a task, avoid breathing in any dust.
Liquids

Liquid hazardous substances also include fine mists.

![Images of hazardous substances in liquid form]

**Figure 8.2:** Hazardous substances in liquid form can include fuels (A), common cleaning chemicals (B), construction finishing chemicals (C) and construction cleaning agents (D).

Vermin treatment

Most building sites use liquid vermin treatments; for example, they are often sprayed on the sand before a concrete floor slab is poured.

Chemicals used in vermin treatments are harmful to humans. They can cause nausea and headaches if inhaled and can contaminate you if you touch them.

**Avoiding them**

If you are involved in any task using vermin treatments, avoid contact with the chemicals or the treated soil. Wear protective gloves if contact is unavoidable and wash your hands thoroughly afterwards.

If you are not involved in a task, avoid the area. The chemicals will be present for a long time after treatment so you will need to continue to avoid the treated area. Wear gloves if you must touch it and wash your hands thoroughly afterwards.
Petrol and diesel

Petrol and diesel are commonly used as fuels in the construction industry and although they come in a liquid state, they create hazardous gases which are extremely flammable.

Great care must be taken when refuelling machinery, as the vapour can ignite and cause an explosion. Vapours can also cause nausea, headaches and even asphyxiation in unventilated areas. As liquids, they can cause skin and eye irritation.

Avoiding them

If you are involved in any task using petrol or diesel, avoid skin contact and avoid inhaling fumes. Don’t smoke when refuelling machinery or vehicles. Don’t handle petrol or diesel in enclosed spaces. Wash thoroughly if you splash any on your skin.

If you are not involved in a task, avoid the area. Don’t smoke around people who are handling petrol or diesel.

Solvents

Various liquid compounds, such as turpentine (turps), kerosene, acetone and methylated spirits are used as thinners and cleaning agents in the construction industry. You will also find some of them in cleaning products in the office environment. All are toxic (to varying degrees), and all of them give off harmful fumes.

Avoiding them

If you are involved in any task using solvents, avoid skin contact and inhaling fumes. Use gloves, eye protection and a face mask as required. Do not smoke around solvents. Do not use them in enclosed spaces. Wash thoroughly if you splash any on your skin.

If you are not involved in a task, avoid the area. Do not smoke around people using solvents.

Hydrochloric acid

Hydrochloric acid is also known as ‘muriatic acid’ and ‘spirits of salts’. When diluted with water it is used to clean brickwork (it dissolves the mortar splashes).

In its concentrated form, hydrochloric acid is extremely corrosive and exceptional care should be used when handling it. Even when diluted, it can cause skin irritation and eye damage. The fumes are an irritant if inhaled.

Avoiding it

If you are involved in any task using hydrochloric acid, avoid getting splashed. Be very careful to avoid splashes, wear protective clothing, gloves, eye wear and face protection. Keep containers in a well-ventilated place.

If you are not involved in a task, stay away from any area where it is used (eg where brickwork is being cleaned).
Sodium hypochlorite

Sodium hypochlorite is a component found in most bleaching and sanitising liquids used in kitchens and bathrooms. It is corrosive to eyes, skin, stomach and is an irritant to lungs. If ingested, it can cause vomiting, nausea, diarrhoea, abdominal pain and even internal chemical burns.

Avoiding it

If you are involved in any task using cleaning products, avoid skin contact and avoid inhaling fumes. Don't smoke around them, or handle them in enclosed spaces. Wash thoroughly if you splash any on your skin.

If you are not involved in a task, avoid the area.

Gases

Gas hazardous substances include gases (fumes) and vapours.

Figure 8.3: Hazardous gases can be produced by welders (A), photocopiers (B), and internal combustion engines such as those found in cars (C) and generators (D).

Ozone

Ozone is a gas which is produced during photocopying and printing. It can irritate the throat, lungs, nose and eyes if present in large quantities. Although it’s generally only produced in small quantities, it can build up in an unventilated area.

Avoiding it

If you are involved in photocopying or printing, avoid prolonged exposure to ozone by making sure the area where the machine is running is well ventilated.

If you are not involved in a task, avoid the area.
Carbon monoxide

Carbon monoxide is one of the gases present in the exhaust from internal combustion engines such as those used in cement mixers, generators, compressors and motor vehicles. Breathing it in can result in nausea, asphyxiation, headaches, convulsions and even death.

Avoiding it

If you are involved in any task that produces carbon monoxide, such as using machines with internal combustion engines, make sure they are operated in the open air and avoid prolonged exposure to any fumes.

If you are not involved in a task, avoid prolonged exposure to any fumes and make sure the area you’re in is well ventilated if a machine is running nearby.

Industrial gases

Gases such as acetylene and liquid petroleum (LPG) are used by welders and plumbers. They are flammable and explosive and if inhaled can cause nausea and asphyxiation.

Avoiding them

If you are involved in a task producing industrial gases, make sure you do it in open areas where possible. If you are in enclosed areas, they should be well ventilated.

If you are not involved in a task, try to avoid being in an area where these gases are being produced.
Material safety data sheets

Manufacturers of hazardous materials are required by law to produce material safety data sheets (MSDS). These are available from the manufacturer or supplier, as well as the internet. WA OSH Regulations state that the relevant MSDS should be available in any workplace where a hazardous material is being used.

By law, you are able to look at the MSDS for any substance you are using. If you have any trouble understanding it, you can also ask your supervisor or OHS rep to explain it to you. If you have any concerns after reading the information, you should discuss them with your OHS rep or supervisor.

A material safety data sheet contains information about a substance such as:

- its name and any other names it is known by
- its physical appearance – what it looks and smells like its colour, whether it is a liquid, solid, or gas and under which conditions it is in these states
- its physical properties – for example, whether it is corrosive, flammable or explosive and under what circumstances
- its reaction with other substances – advice about which other substances to avoid contact with
- its toxicity – how it affects humans if swallowed, inhaled, or contacted with skin or eyes
- safety precautions when handling or using it
- first aid measures in case of accident
- storage, handling and disposal.
### Activity 8.1 Reading an MSDS

Use the example MSDS on the following page to answer the following questions.

- **What's the product's official name?**
  
- **What is its flash point?**
  
- **What does it look like?**
  
- **What are some of the effects if it's swallowed?**
  
- **What first aid would you give someone who's swallowed some?**
  
- **What does the MSDS say about ventilation when the product is being used?**
  
- **What PPE should be used when concentrations do not exceed the exposure limits?**
  
- **What should you do if you get some in your eye?**
  
- **Where should it be stored?**
  
- **How would you dispose of an amount that was left over?**
MATERIAL SAFETY DATA SHEET

SECTION 1 IDENTIFICATION OF THE MATERIAL AND SUPPLIER

Product Name: HYDROCHLORIC ACID

Company: Recochem Inc. ABN: 69 010 485 999
Address: 1809 Lytton Road, Lytton, Queensland 4178
Phone: (07) 3308 5200 Fax: (07) 3308 5201
Emergency Telephone Number: (07) 3308 5200 Day, After Hours 1300 131 001

Other Names: Muriatic Acid, Hydrogen Chloride solution
Manufacturer’s Product Code: 16409
Recommended Use: General Chemical – Acid

SECTION 2 HAZARDS IDENTIFICATION

CLASSIFIED AS HAZARDOUS ACCORDING TO CRITERIA OF WORKSAFE AUSTRALIA
A DANGEROUS GOODS ACCORDING TO THE CRITERIA OF THE ADG CODE

Symbols:

- C - Corrosive

Risk Phrases:

- R34 - Causes burns
- R37 - Irritating to respiratory system

Safety Phrases:

- S1/2 - Keep locked up and out of reach of children
- S26 - In case of contact with eyes, rinse immediately with plenty of water and seek medical advice.
- S45 - In case of accident or if you feel unwell seek medical advice immediately (show label where possible).

SECTION 3 COMPOSITION / INFORMATION ON INGREDIENTS

Hazardous Ingredients

<table>
<thead>
<tr>
<th>Chemical Entity</th>
<th>CAS Number</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydrochloric Acid</td>
<td>7647-01-0</td>
<td>&lt; 30</td>
</tr>
</tbody>
</table>

SECTION 4 FIRST AID MEASURES

FIRST AID TREATMENT

Swallowed:
Immediately rinse mouth with water. If swallowed, do NOT induce vomiting. Give a glass of water. Seek immediate medical assistance.

Eye:
If in eyes, hold eyes open, flood with water for at least 15 minutes or until advised by the Poisons Information Centre or a doctor.

Skin:
If spilt on large area of skin of hair, immediately drench with running water and remove contaminated clothing. Continue to wash skin and hair with plenty of water until advised to stop by the Poisons Information Centre of a doctor. For skin burns, cover with a clean, dry dressing until medical help is available.

Inhaled:
Remove victim from exposure if safe to do so. If rapid recovery does not occur, transport to nearest medical facility for additional treatment. Remove contaminated clothing. Seek immediate medical advice.

First Aid facilities: Potable water should be available to rinse eyes or skin. Provide eye baths and safety showers.
Advice to Doctor: Treat symptomatically.
Additional Information: None available.

SECTION 5 FIRE FIGHTING MEASURES

Specific Hazards: Non-combustible material.
Product: HYDROCHLORIC ACID

Suitable Extinguishing Media: Not combustible, however, if material is involved in a fire use: water fog (or if unavailable fine water spray), foam, dry chemical powder, carbon dioxide.

Hazards from combustion products: Contact with metals may liberate hydrogen gas.

Precautions for Fire Fighters and Special Protective Equipment: Wear full protective clothing and self-contained breathing apparatus.

Additional Information: Hazchem code 2R.

SECTION 6 ACCIDENTAL RELEASE MEASURES

Observe all local and national regulations.

Spills and Disposal: Clear area of all unprotected personnel. Wear protective equipment to prevent skin and eye contact and inhalation of vapours. Work upwind or increase ventilation. Cover with absorbent (inert material, sand or soil). Neutralise with lime or soda ash. Sweep or vacuum up, but avoid generating dust. Collect and seal in properly labelled containers or drums for disposal. Caution - heat may be evolved on contact with water. If contamination of sewers or waterways has occurred advise local emergency services.

SECTION 7 HANDLING AND STORAGE

Precautions for Safe Handling and Storage: Avoid skin and eye contact and breathing vapour. Store in a cool, dry, well ventilated place out of direct sunlight. Store away from incompatible materials (section 10). Keep containers closed when not in use – check regularly for spills. Do not eat, drink or smoke in contaminated areas. Before eating, drinking or smoking, remove contaminated clothing and wash hands.

Flammability: Non-combustible material.

SECTION 8 EXPOSURE CONTROLS / PERSONAL PROTECTION

Exposure Standards: National Occupational Health & Safety Commission (NOHSC) Worksafe Australia has set an exposure standard 7.5mg/m³ (5ppm) TWA.

Biological Limit Value: No biological limit allocated.

Personal Protective Equipment:

Respiratory Protection: In instances where concentrations are likely to exceed the exposure limits, an approved inorganic vapour respirator (AS/NZS 1715 and 1716) should be worn.

Hand Protection: Use impervious gloves.

Eye Protection: Wear safety goggles.

Engineering Control: Use chemical resistant glove/gauntlet, boots and overalls.

SECTION 9 PHYSICAL AND CHEMICAL PROPERTIES

PHYSICAL DESCRIPTION / CHEMICAL PROPERTIES

Appearance Clear, colourless to yellow fuming liquid
Odour Hydrogen Chloride gas
pH < 1
Vapour Pressure (mmHg @ 20°C): 11 - 115
Vapour Density (air = 1): 1.26
Boiling Point (°C): 91 - 98
Freezing/Melting Point (°C): -63 to -27
Solubility in Water Miscible with water
Specific Gravity (g/ml @ 20°C): 1.18
Flashpoint (°C): Not applicable
Flammability Limits (%): Not applicable
Auto Ignition Temperature (°C): Not applicable
Percent Volatiles No data

SECTION 10 STABILITY AND REACTIVITY

Chemical Stability: Incompatible with alkalis, aluminium, tin, zinc and organic materials. Will absorb moisture from the atmosphere. Reacts exothermally with water.
Product: HYDROCHLORIC ACID

SECTION 11 TOXICOLOGICAL INFORMATION

HEALTH EFFECTS

Acute:

Swallowed: Swallowing can result in nausea, vomiting, diarrhoea, abdominal pain and chemical burns to the gastrointestinal tract.

Eye: Highly corrosive to eyes; contact can cause corneal burns. Contamination of eyes can result in permanent injury.

Skin: Highly corrosive to skin – may cause burns.

Inhaled: Breathing in mists or aerosols may result in respiratory irritation.

Chronic: No information for product.

Toxicity: Oral LD50 Rat 900mg/kg, Inhalation LC 50 (rat) 3124ppm/1h, Inhalation LC50 (mouse) 1108 ppm/1h.

SECTION 12 ECOLOGICAL INFORMATION

Ecotoxicity: Avoid contaminating waterways. This product is highly acidic. If large spills occur a water pH drop could be responsible for an environmental effect on aquatic organisms.

LC50 Mosquito fish (female) 282 mg/L/24hr
LC50 Shore Crab 240mg/L/48hr
LC50 Sand shrimp 260mg/L/48hr.

Mobility: Miscible with water.

SECTION 13 DISPOSAL CONSIDERATIONS

Disposal Methods: Ensure waste disposal conforms to local waste disposal regulations.

SECTION 14 TRANSPORT INFORMATION

UN Number: 1789 Proper Shipping Name: HYDROCHLORIC ACID
Class: 8 Subsidiary Risk:
Packing Group: II Hazchem Code: 2R
Special Precautions for User: None

SECTION 15 REGULATORY INFORMATION

Poisons Schedule: 6 AICS: Listed

SECTION 16 OTHER INFORMATION

Further Information may be obtained by contacting Recochem on (07) 3308 5200

The information sourced for the preparation of this document was correct and complete at the time or writing to the best of the writer’s knowledge. The document represents the commitment to the company’s responsibilities surrounding the supply of this product, undertaken in good faith. This document should be taken as a safety guide for the product and its recommended uses but is in no way an absolute authority. Please consult the relevant legislation and regulations governing the use and storage of this type of product.
Participate in OHS processes
Section 9 – Fire emergency

Introduction

According to the current WA OSH Regulations:

- if there is a risk of fire in a workplace, regularly maintained portable fire extinguishers must be located and distributed in accordance with the relevant Australian Standard®
- if there are goods or materials which, in the event of a fire, are likely to burn with extreme rapidity, emit poisonous fumes or cause explosions, then no person should smoke or introduce a naked flame into that part of the workplace.

If your workplace has fire hoses or portable extinguishers, you should:

- note where they are
- make sure you understand the types of fires they are designed for
- learn how to operate them – you won’t have time to read instructions if a fire breaks out!

This section covers different types of fire and what to do if a fire starts in your workplace.

Performance criteria

2.3 Identify and implement workplace procedures and work instructions for controlling risks
4.1 Identify and report emergency incidents
4.2 Follow organisational procedures for responding to emergency incidents
Fire

Fire needs three things:

- fuel (something to burn)
- heat (a source of ignition)
- oxygen (air).

If any one of these is removed from a fire, it will go out. This is the basis of all firefighting methods.

Brainstorm different firefighting methods, for example:

- back-burning
- using a fire blanket
- ‘drop and roll’.

Identify which of the three things required by the fire is being removed with each method.

Types of fire

Fires are classified by the material that is burning.

<table>
<thead>
<tr>
<th>Class of fire</th>
<th>Fuel</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A</td>
<td>Solids</td>
<td>wood, paper</td>
</tr>
<tr>
<td>Class B</td>
<td>Liquids</td>
<td>petrol, turps, methylated spirits</td>
</tr>
<tr>
<td>Class C</td>
<td>Gases</td>
<td>acetylene, LPG</td>
</tr>
<tr>
<td>Class D</td>
<td>Electrical</td>
<td>live switchboards, power tools, computers</td>
</tr>
<tr>
<td>Class E</td>
<td>Oil</td>
<td>cooking fats and oils</td>
</tr>
</tbody>
</table>

Table 9.1: Classes of fire, ignition sources and examples.
Responding to fire

If a workplace fire is small and you can put it out with an extinguisher or fire blanket, then do so. However, do not put yourself in danger. Fire extinguishers and blankets are intended for first response only.

If you don’t think that you can do anything to fight the fire or you are possibly in danger, then get out. Your priority must be your own safety.

Make sure that your supervisor and workmates know about the fire immediately. Don’t leave without alerting others.

Ring for the fire brigade, and make sure you give them sufficient details to find the fire.

Fire extinguishers

There are different types of portable extinguishers, designed for use with different types of fire. They contain different extinguishing materials for each type of fire, and are colour-coded to distinguish them from each other.

The table below shows the common extinguishers and their uses.

<table>
<thead>
<tr>
<th>Two colour schemes for fire extinguishers exist.</th>
<th>EXTINGUISHANT</th>
<th>CLASS A</th>
<th>CLASS B</th>
<th>CLASS C</th>
<th>CLASS E</th>
<th>CLASS F</th>
<th>CLASS D</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE 1999</td>
<td>WATER</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Dangerous if used on flammable liquid, energised electrical equipment and cooking oils/fat fires.</td>
</tr>
<tr>
<td>FROM 1999</td>
<td>FOAM</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>LIMITED</td>
<td>Dangerous if used on energised electrical equipment.</td>
</tr>
<tr>
<td></td>
<td>POWDER</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>Look carefully at the extinguisher to determine if it is a BE or ABE unit as the capability is different.</td>
</tr>
<tr>
<td></td>
<td>CARBON DIOXIDE</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td>YES</td>
<td>LIMITED</td>
<td>Limited outdoor use.</td>
</tr>
<tr>
<td></td>
<td>VAPORISING LIQUID</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td>YES</td>
<td>LIMITED</td>
<td>Check the characteristics of the specific extinguishing agent.</td>
</tr>
<tr>
<td></td>
<td>WET CHEMICAL</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>Dangerous if used on energised electrical equipment.</td>
</tr>
</tbody>
</table>

LIMITED indicates that the extinguisher is not the agent choice for the class of fire, but that it may have a limited extinguishing capability. Solvents and alcohol mix with water and therefore require special foam.

Table reproduced with the permission of FESA.
Activity 9.1 Fire! Right here!

What would you do if a fire broke out in the room you are currently in? Your lecturer will choose a location in the room for a fire and give a simple description. Answer the following questions, based on the description.

What class of fire is it?

_____________________________________________________________________________________

What would be the best way to fight this fire?

_____________________________________________________________________________________

_____________________________________________________________________________________

What sort of fire extinguisher would be best?

_____________________________________________________________________________________

_____________________________________________________________________________________

Where is the nearest extinguisher and what type is it?

_____________________________________________________________________________________

_____________________________________________________________________________________
Section 10 – Noise

Introduction

Deep inside the human ear are some very delicate mechanisms that turn the sounds transmitted through the air into vibrations and then nerve impulses that travel to the brain. This is how you hear.

Excessive noise damages these mechanisms and reduces their ability to process sounds.

Too much excessive noise can destroy their effectiveness completely, resulting in deafness. If this is caused by noise in the workplace, the condition is called ‘noise-induced hearing loss’ (NIHL) or more commonly ‘industrial deafness’. NIHL cannot be lessened or cured.

People suffering from NIHL often have difficulty with communicating which can affect their personal relationships with family and friends. This can lead to social isolation and reduce their quality of life.

Performance criteria

1.1 Follow established safety procedures when conducting work

2.1 Identify designated persons for reporting queries and concerns about safety in the workplace

2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures

2.3 Identify and implement workplace procedures and work instructions for controlling risks
Noise levels

Noise (or ‘loudness’) levels are measured in decibels (dB). Noise levels increase more rapidly than one would expect. In fact, an increase of only 3 dB means that the noise is approximately twice as loud.

Some (approximate) examples of measured noise are:

- inside a quiet room = 30 dB
- conversational speech = 60–70 dB
- traffic on a street corner = 75–85 dB
- angle grinder = 95–105 dB
- jet aircraft taking off = 110 dB
- pneumatic drill = 120 dB

The louder a noise is, the more damage it will do and the effects are cumulative. This means that damage to hearing is also caused by how long the person is exposed to the noise.

As an example, if one noise is twice as loud as another, the worker should be exposed to it for only half the time.

Legal limits

The WA OSH Regulations state that workers must not be subjected to more than:

- a daily (ie 8 hours) average noise exposure level, of 85 dB, or
- a peak noise level of 140 dB.

This means that the actual noise energy experienced by a person over the working day should be no more than the equivalent of eight hours exposure to a constant noise level of 85 dB.

Peak noise levels above 140 dB can cause immediate hearing damage from a single event and must therefore be avoided.
High-frequency noise

The ear is more sensitive to high-frequency sounds than low-frequency sounds. So a high-pitched whining noise will be more annoying and have a more harmful effect on you than a low-pitched rumbling.

Avoiding unhealthy noise levels

Ideally, employers will use the hierarchy of control to find a solution to any noises, such as purchasing quieter equipment or isolating the area from workers. However, sometimes the only practicable solution is to use PPE.

If you have to be in an environment where the noise level could cause you injury, you must wear the appropriate PPE. Remember that OSH legislation states that if a worker is provided with PPE, he or she must use it.

Although it may seem that your ears become ‘used to’ a noise, this is in fact due to temporary hearing loss.
Case study – Susan

Susan and her supervisor have been working on a building site for a few days. Several of the tradespeople working on site are using noisy tools near where she is working, and she’s starting to wonder if she should be using ear protection.

During a break Susan asks one of the tradespeople whether she should wear ear protection and he answers ‘Nah, you only need them if you’re using the machine. It seems a bit noisy at first if you’re right next to it, but you soon toughen up.’

Do you think Susan should be worried? Should she take his word about the noise, or ask someone else? Who should she talk to? Note your answers below.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Section 11 – Personal protective equipment (PPE)

Introduction

In an ideal world, no-one would need to wear PPE because all risks would be eliminated or reduced to the point where it wasn’t needed.

We saw in Section 2 that in the hierarchy of risk control, personal protective equipment (PPE) is lowest on the list and, therefore, the least desirable method of risk reduction.

Unfortunately, sometimes there is no other reasonable way to control risks and there are many situations where PPE is required.

The current WA OSH Act says that where hazards in the workplace can't be avoided in any other way, workers must be provided with personal protective clothing and equipment so that they’re protected against the hazards – without any cost to the worker. The Act also says that where a worker has been provided with PPE, he or she must wear it.

As a paraprofessional, you may be a visitor to construction sites more often than you will be doing any manual tasks on them; however, you will still need to wear the appropriate PPE. If you are issued it, or it is a required item on-site, you may need to wear it just to go in. Always check the safety signs on a construction site, before you enter.

In this section, we'll look at some of the more common PPE you’re likely to need on-site.

Performance criteria

1.1 Follow established safety procedures when conducting work

2.1 Identify designated persons for reporting queries and concerns about safety in the workplace

2.3 Identify and implement workplace procedures and work instructions for controlling risks
Types of PPE

Depending on site conditions and what your on-site duties are, you will be provided with a range of PPE. You can get information about what you should be using from your supervisor and the safe work method statement that you learned about in Section 4. Safety signs on-site may also indicate what PPE you require.

Head protection

The WA OSH Regulations state that where there’s a risk of a person being struck on the head by a falling object at work, then a safety helmet must be worn.

On sites where this hazard exists, a ‘mandatory’ safety sign will be visible to tell you that you must wear a helmet.
Eye protection

Where there’s a risk of getting dust, grit, sparks, irritating liquids or the like in your eyes, you must wear eye protection. Safety glasses are suitable for most situations you’re likely to encounter, but full-face masks are available for workers who need them.

Sun damage is also considered a hazard in Australia. Note that eye protection must comply with the relevant Australian Standard® so your everyday sunglasses won’t be adequate.

Hearing protection

We saw in Section 10 that excessive noise can damage hearing. Construction sites are very often noisy environments so there are many situations where you’ll need hearing protection.

Ear muffs and/or ear plugs/buds should be worn in any situation where you have to shout so that a person a metre away can hear you.
Foot protection

Most construction sites require all personnel to wear safety footwear. There are numerous styles of steel-cap boots and shoes available.

High-visibility clothing

Also known as ‘hi-vis’, these bright fluorescent-coloured vests and jackets are required on most large sites, especially where vehicles are moving about.
Sun protection

Protection against harmful radiation from the sun is a normal part of PPE. Hats, long-sleeved shirts, full-length pants, snap brims for hard hats, sunglasses and sunscreen are all part of being sun safe.

Other PPE

Depending on site conditions and what your on-site duties are, you may be required to wear other PPE, such as breathing protection, rubber boots and gloves.

Your responsibilities

Remember, the WA OSH Act says that when you are provided with PPE, you are required by law to wear it. PPE is part of the hierarchy of control that keeps you safe from hazards.

Sometimes the PPE provided is uncomfortable or makes the job more difficult to do. However, you have to wear it. What can you do, if you think that the PPE provided isn’t helping you?
Section 12 – Prevention of falls

Introduction

Some of the most frequently occurring and serious accidents on construction sites are due to falls. Buildings, by their very nature, are 'tall'. The roof of even the lowest single-storey house, for instance, will still be around three metres above the ground.

In the office environment you will generally find that buildings have been designed to prevent you from falls. Things such as handrails, guard rails on stairs and the height of windows and barriers all contribute to keeping you safe. You will still need to be careful, for example, using a stepladder to get to something stored at a height. However, when visiting building sites you need to be extra aware of the many hazards associated with falls.

You could possibly deliberately jump on to a soft surface from such a height and be okay, although you shouldn’t. On the other hand, falling three metres on to your back, or on to a pile of bricks or a protruding steel rod, could have very serious results.

You won’t be surprised to find that the WA OSH Regulations have quite a bit to say about working at height. There are also many safety devices that have been developed to reduce the risk of falling on construction sites.

This section won’t try to cover every aspect of fall prevention but it aims to make you aware of the main fall hazards on construction sites and the regulations aimed at keeping you safe from them.

Performance criteria

1.1 Follow established safety procedures when conducting work

2.3 Identify and implement workplace procedures and work instructions for controlling risks
Edge protection

Edge protection is the term used to describe safety railing placed near the edge of a working surface (e.g., roof or floor slab) to prevent workers from falling off. It might be around the perimeter, the floor slabs of a multistorey building for example – or inside, around a stairwell or lift shaft.

Edge protection must be fitted wherever a worker could fall two or more metres from a scaffold, stairway, landing, formwork or suspended slab. In the case of roofs, it must be fitted wherever a worker could fall three or more metres.

Details are provided in the WA OSH Regulations, which is supported by a code of practice.

Figure 12.1: A diagram of edge protection shows the location of the mid and top rails and toe board. The top rails must be between 900 mm and 1100 mm above the working surface and a mid rail and toe board must be fitted. Wire mesh panelling can be used instead of a mid rail.

Ladders

Ladders must be manufactured to the relevant Australian Standard®, whether in the office or on a construction site – for example, home-made ladders consisting of battens tacked to a couple of upright timbers would not qualify.

Ladders must be in good condition. Broken or loose rungs, splintered edges and splits are not acceptable.
Figure 12.2: A diagram of a ladder with the slope indicated. The slope of a ladder must be between 1 in 4 and 1 in 6. The base of the ladder should be at least one metre from the wall and extend 900 mm above the top.

Ladders should be sitting on firm, stable ground and the top of the ladder should be secured (tied) to prevent it sliding sideways.

Figure 12.3: Close-up showing the top of a ladder projecting 900 mm above the landing it is resting on.

You should always face the ladder when climbing up or down, and use both hands. Tools or equipment should be lowered with a rope, not carried.

There should only ever be one person on a ladder at a time.
Restraint and fall arrest systems

Personal fall arrest systems are designed to prevent people from falling very far. A typical harness is shown here.

They consist of:

- an anchorage – a secure connector fixed to the roof or platform being worked on
- a harness (similar to a parachute harness) that’s worn by the worker
- a connector – a strap or cable connecting the harness to the anchorage.

They are a specialised piece of safety equipment and a wearer must receive training in their proper use.

These aren’t worn in general construction, but where there’s a high risk of falling and other fall prevention measures (such as guard rails) are impracticable, this type of harness would be used.

In certain phases of construction (such as erecting steel framing), safety nets may be suspended beneath the workers in case of falls (just like those beneath trapeze artists at the circus).
Scaffolding

Scaffolding is required for all but the smallest construction projects. These days it's usually erected by specialist subcontractors who supply the scaffolding, erect the scaffold, then dismantle it when the job is finished.

Scaffolding components can be hired; but to erect scaffold where the working platform is four metres or more above the ground, a person must have the appropriate scaffolding licence.

Regulations similar to those for edge protection apply to scaffolds.

Figure 12.4: A diagram of a scaffold showing a typical design including edge protection.
Protection of holes and openings

In multistorey buildings, holes are sometimes left in floors for services (air conditioning ducts, plumbing pipes, etc) to pass through and until the ducts or pipes are installed, the holes must be covered so that no one can fall through them.

This applies to any hole bigger than 200 mm × 200 mm and smaller than 2.0 m × 2.0 m.

If the floor is concrete, the reinforcing mesh in the floor is not cut out before the floor is poured which means the mesh is across the hole when the formwork is removed.

Unprotected holes are a severe hazard and must be covered.

Wire mesh (4 mm) embedded in a concrete floor. The mesh must also be covered to prevent things falling through.

Where the floor is other than concrete, a cover made of board, plywood or other material must be placed over holes and fixed to the floor.
Section 13 – Excavation and site works

Introduction

In the early construction stages of a project there will likely be earthworking machines on-site and trenches will be dug.

Where a house is being built, works are usually of a minor nature. On larger projects, several machines could be working at once and trenches may be several metres deep.

Many hazards exist on such a site and this section outlines a few of them.

Performance criteria

1.1 Follow established safety procedures when conducting work
2.3 Identify and implement workplace procedures and work instructions for controlling risks

Excavations

There is a code of practice that sets out the safety measures to be adopted when excavation work is taking place. The following are some that you should be aware of and may observe on-site.

Barriers and signs

Where someone is at risk from falling into an open excavation, a barrier must be placed around it and warning signs erected. The barrier may be just some reflective tape or it may be a substantial fence. If a deep excavation is going to be open for some time, it may need a fully sheeted hoarding.
The extent of the barriers and signs depends on how great the risk is considered to be, and the nature of the excavation.

**Underground services**

Things such as electric, telephone and broadband cables; and water, sewer, stormwater and gas pipes are called underground services.

Damage to them is not only potentially hazardous, it is disruptive and costly; so before any excavation begins, underground services must be considered.

Existing services are almost certain to be beneath road verges and under sites where buildings have previously stood. Drawings are sometimes available showing the location.

If no information is available that is able to indicate the exact location of services which are suspected, excavation must be done very carefully and by hand.
Shoring and shields

The WA OSH Act states that where anyone is working in an excavation that’s more than 1.5 m deep, and there is a risk of the edges collapsing, measures have to be taken to prevent that from happening. In trenches, this can be done in one of two ways; using a shield, or shoring.

A shield can be lowered into the trench by crane (see Figure 13.1). Workers can operate inside the shield and if the sides of the trench do collapse, they are protected by it.

![Figure 13.1: A shield – a strong steel box with no top or bottom and with open ends – is one way of protecting workers from being trapped in a trench if it collapses.](image)

Shoring is a construction of steel and/or timber that is built in the trench as it’s dug, with cross pieces jammed against the sides, preventing collapse. Shoring is slower to install and remove than a shield but may be the better option if a trench is to be open for a long time.

Superimposed loads

This is the fancy term for anything that’s put on the ground near an excavation. It could be the soil that’s been dug out or it could be machinery, bricks or other materials. If it’s too close or too heavy it will increase the risk of an excavation collapsing.
Daily inspections

An excavation that has been left open for more than a day should be inspected at least daily, perhaps more, depending on soil conditions.

Signs that something is wrong may be cracks appearing in the ground near the trench; heavy loads near the edge of the trench; water seeping into the trench; and soil dropping from the sides of the trench. Soil dropping from the sides of the trench may be due to vibrations caused by nearby machinery.

Plant and machinery

On sites where one or more machines (sometimes known as ‘plant’) are operating, great care must be taken to ensure you don’t get run over.

In addition to trucks and cars, machinery typically found on a building site include backhoes, front end loaders and rollers.

The nature of their work means they are often going to and fro, much of the time in reverse. Although plant operators are trained to be constantly alert for people working near them, most machines have a ‘blind spot’, a position near the machine (especially behind it) where the operator won’t be able to see you.

It is extremely important to keep out of this blind spot. If you want to talk to a plant operator, stand to one side until he or she sees and acknowledges you. You must be constantly alert too. As sites where plant is operating are noisy places, watch for machinery, especially to what is behind you. Wearing high-vis clothing helps make you easier to see on-site, so remember to wear it at work.
Section 14 – Tilt-up construction

Introduction

Tilt-up (or tilt-slab) has become a very common method of construction and most warehouses, shopping malls and factories are now built this way.

The method is also being used in the residential sector, especially for multi-residential buildings such as flats, apartments and town houses.

Most traditional construction calls for the walls of a building to be built from the ground up, often piece by piece – brick walls are a good example. In tilt-up construction, the walls are built flat on the ground and then raised into position and fixed together.

Traditional timber-framed walls are done this way too – but a concrete wall weighs a lot more than a timber one. For this reason, the WA OSH Regulations have some special rules that relate to tilt-up construction. In this section, we will look at some of the safety aspects of this type of construction.

Performance criteria

1.1 Follow established safety procedures when conducting work
2.3 Identify and implement workplace procedures and work instructions for controlling risks

Tilt-up method

On a tilt-up construction project, the concrete floor slab is poured first to give a large, flat working area.

The tilt-up walls are made from concrete too. They are ‘formed up’ on top of the floor slab. (Formwork is the temporary mould that concrete is poured into). Any openings (doors and windows) are ‘blocked out’ at the formwork stage so that there are holes left in the wall panel after it’s raised.

Reinforcing steel is placed, on the ground then concrete is poured onto it, with the top being trowelled to a smooth finish.

Usually there isn’t enough room on the floor for all the walls to be poured side by side so they’re often poured one on top of another, as shown in Figure 14.1.
Figure 14.1: Wall panels are poured one on top of another, with the biggest ones first. Connectors are cast into the panels to assist with lifting.

When the last wall panels have gained enough strength (cured), slings are attached to connectors that have been cast into the panels and a large crane lifts each one into place.

Figure 14.2: Once a crane has lifted the wall panels into place, temporary braces are fixed to the panels (other connectors have been cast in for this) and the bottom ends of the braces are bolted to the floor.

When all the walls are up, the steel roof frame is bolted or welded to the tops of the panels (there are connectors for these too).
Tilt-up safety issues

Apart from the normal construction site hazards, the biggest risk on a tilt-up job is of the wall panels falling over. As you probably know, concrete is very heavy (dry concrete weighs about 2.4 tonnes per cubic metre). This means that a large tilt-up panel can weigh twenty to thirty tonnes.

Accidents

There have been accidents where panels have fallen over, sometimes killing workers who happen to be nearby (in one accident, three workers were killed when a wall fell on to them while they were having lunch in its shade). Some of the reasons for walls collapsing have been:

- temporary braces being removed before all the permanent supporting structure was complete
- connectors in panels not being positioned correctly so that stress on them wasn’t transferred to the reinforcing steel (they pulled out of the wall)
- connectors holding the temporary bracing to the floor were of the wrong sort and broke or pulled out.
WA OSH Regulations

The WA OSH Regulations have strict instructions about the safety procedures that must be in place at a tilt-up site. These are summarised below.

WorkSafe must be notified at least ten working days before any work on the panels commences.

- All manufacturing and design of materials, equipment and components used must all be to the relevant Australian Standard®.
- Someone not involved in constructing the formwork and placing the reinforcing steel must inspect the formwork and steel before the concrete is poured and make a written report on it.
- Cranage and erection must be to the standard.
- Temporary bracing and fixings must be to the standard.
- All documentation (engineers drawings, inspection reports, etc) must be kept on-site.
- People not involved in the manufacture and erection of the panels must be kept away from the site when that work is going on.
- Everyone involved in the design, manufacture, erection and fixing of the panels must have done the prescribed training course.
- Any person supervising the tilt-up work must have done the additional prescribed training course.

Read through the summary of safety procedures above. As a group, discuss what you think the purpose of each one is.

As a paraprofessional starting out, it’s unlikely that you will be responsible for the safety aspects of a tilt-up job. However, it is important that you understand some of the hazards involved and the legislation that’s in place to protect you and your workmates.
Section 15 – Summary

You have now completed BSBOHS201A Participate in OHS processes, which has aimed at giving you a grounding in current workplace legislation and practices that apply to the environments you will most often be working in as a paraprofessional – residential construction sites and office environments. It has described some of the common hazards you may encounter at work and what laws and safeguards are in place to protect you from them.

Activity 15.1 Reflection on progress

Make a note of the knowledge that you now feel more confident about and also any areas that you feel you would like to (or need to) find out more about – along with your strategy for how you will do that.

I feel confident about …

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

I would like to know more about …

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

I can learn more about (the above) by …

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Participate in OHS processes
BSBOHS201A
Annex A – Unit details

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Participate in OHS processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</td>
</tr>
<tr>
<td>National code</td>
<td>BSBOHS201A</td>
</tr>
<tr>
<td>Employability skills</td>
<td>This unit contains employability skills.</td>
</tr>
<tr>
<td>Pre/co-requisite units</td>
<td>Nil</td>
</tr>
<tr>
<td>Application</td>
<td>This unit applies to individuals who require a fundamental knowledge of OHS to carry out their own work which may be in a defined context under direct supervision or with some individual responsibility. This unit has broad applicability across industries and workplace contexts.</td>
</tr>
</tbody>
</table>

**Element 1 Work safely**

1.1 Follow established *safety procedures* when conducting work

1.2 Carry out pre-start systems and equipment checks in accordance with workplace procedures

**Element 2 Implement workplace safety requirements**

2.1 Identify *designated persons* for reporting queries and concerns about safety in the workplace

2.2 Identify existing and potential *hazards* in the workplace, report them to designated persons and record them in accordance with workplace procedures

2.3 Identify and implement workplace procedures and work instructions for controlling risks

2.4 Report *emergency incidents* and injuries to designated persons
Element 3 Participate in OHS consultative processes

<table>
<thead>
<tr>
<th>Element 3</th>
<th>Participate in OHS consultative processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Contribute to workplace meetings, inspections or other consultative activities</td>
</tr>
<tr>
<td>3.2</td>
<td>Raise OHS issues with designated persons in accordance with organisational procedures</td>
</tr>
<tr>
<td>3.3</td>
<td>Take actions to eliminate workplace hazards or to reduce <strong>risks</strong></td>
</tr>
</tbody>
</table>

Element 4 Follow safety procedures

<table>
<thead>
<tr>
<th>Element 4</th>
<th>Follow safety procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Identify and report emergency incidents</td>
</tr>
<tr>
<td>4.2</td>
<td>Follow organisational procedures for responding to emergency incidents</td>
</tr>
</tbody>
</table>

**Required skills and knowledge**

**Required skills**

- literacy skills to interpret safety signs, symbols and notices
- problem-solving skills to analyse options in an emergency situation.

**Required knowledge**

- responsibilities of employers and employees under relevant health and safety legislation
- emergency procedures including procedures for fires and accidents
- commonly used hazard signs and safety symbols.
Evidence guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• accurately following all relevant safety procedures</td>
</tr>
<tr>
<td></td>
<td>• identifying and reporting hazards to designated personnel</td>
</tr>
<tr>
<td></td>
<td>• knowledge of relevant health and safety legislation</td>
</tr>
<tr>
<td></td>
<td>• knowledge of relevant materials, equipment and work processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• safety processes, hazards and risk are relevant to the area of work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• analysis of responses to case studies and scenarios</td>
</tr>
<tr>
<td></td>
<td>• demonstration of techniques</td>
</tr>
<tr>
<td></td>
<td>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</td>
</tr>
<tr>
<td></td>
<td>• review of documentation identifying and reporting emergency incidents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
<th>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• other units related to the work environment</td>
</tr>
</tbody>
</table>
Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Safety procedures may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>completing required documentation</td>
</tr>
<tr>
<td>local, state and federal legislation</td>
</tr>
<tr>
<td>Materials Safety Data Sheets (MSDSs)</td>
</tr>
<tr>
<td>National Health and Medical Research Council guidelines</td>
</tr>
<tr>
<td>following OH&amp;S guidelines relevant to workplace</td>
</tr>
<tr>
<td>maintenance and use of cleaning apparatus in a work environment, such as:</td>
</tr>
<tr>
<td>- disposing of spilled substances, dangerous products, ‘sharps’ and waste correctly</td>
</tr>
<tr>
<td>- maintaining stocks of cleaning equipment (eg. disposable gloves, liquid repellent aprons, disinfectant)</td>
</tr>
<tr>
<td>- sterilising and/or disposing of cleaning equipment</td>
</tr>
<tr>
<td>- using appropriate cleaning equipment to clean spillages and breakages</td>
</tr>
<tr>
<td>- wearing protective clothing, protective eye wear when in contact with body fluids or chemicals that may splash</td>
</tr>
<tr>
<td>- using and storing toxic and hazardous materials correctly</td>
</tr>
<tr>
<td>- keeping workplace clean and tidy</td>
</tr>
<tr>
<td>- office practice manual</td>
</tr>
<tr>
<td>- displaying health and safety brochures, magazines and other material</td>
</tr>
<tr>
<td>- undergoing operator training when using new equipment or processes</td>
</tr>
<tr>
<td>- special guidelines in a medical setting:</td>
</tr>
<tr>
<td>- RACGP Code of Practice for the Management of Health Information in General Practice</td>
</tr>
<tr>
<td>- RACGP Entry Standards for General Practices</td>
</tr>
<tr>
<td>- RACGP Sterilisation/Disinfection guidelines for General Practice</td>
</tr>
</tbody>
</table>
**Designated persons** may include

- designated health and safety officers
- health and safety representatives
- supervisors
- managers
- team leaders
- other persons authorised or nominated by the enterprise or industry

**Hazards** may include anything which is a source of:

- potential harm in terms of human injury or ill health
- damage to property
- damage to the environment
- potential harm in terms of human injury or ill health including:
  - toxic or hazardous materials
  - hazardous work processes
  - unsafe work practices
  - hazardous equipment
  - unstable personnel
- potential harm in a medical setting:
  - blood
  - breakage / spillage
  - drug hold-ups
  - needle sticks
  - medical emergencies (eg. Falls, bleeding, seizures, fainting, collapses, panic attack, psychosis)
  - spread of infection
- potential sources of infection:
  - breakages
  - contaminated waste
  - patients with colds, flu and other infectious diseases
  - sharps (eg. needles, scalpel blades)
  - spillage
  - used dressings, bandages and equipment
  - unsterilised/poorly sterilised equipment and work surfaces
  - unwashed hands
### Risk is:
- the chance of something occurring that will result in injury or damage

### Emergency incidents may include:
- accidents
- emergency situations
- fire
- flood
- sudden illness
- incidents
- external threats
# Annex B – Learning plan

## Learning plan

**Note:** Sessions are nominally two hours.

<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1       | 1.1 2.3 3.2          | Section 1 – Legislation and WorkSafe Legislation  
  • Activity 1.1  
  • Activity 1.2  
  WorkSafe  
  • Activity 1.3 | Learner’s guide  
  Computer and internet access |
| 2       | 2.1, 2.3 3.1, 3.2, 3.3 | Revision of previous session  
  Section 2 – Hazards, risks and controls  
  The difference between hazard and risk  
  Spot, assess, make  
  • Activity 2.1  
  • Activity 2.2  
  The hierarchy of control  
  • Activity 2.3  
  Hazard reduction and elimination  
  Section 3 – Health and safety personnel  
  OHS representatives  
  OHS committees  
  First aid  
  • Activity 3.1 | Learner’s guide |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1.1 2.2, 2.3, 2.4 4.1, 4.2</td>
<td>Revision of previous session Section 4 – Emergency and safety procedures Accident reporting and investigation Notifiable accidents • Activity 4.1 Safe work method statements and job safety analyses • Activity 4.2 Emergencies • Activity 4.3 Section 5 – Site management Signage • Activity 5.1 Barricades and hoardings Housekeeping Amenities</td>
<td>Learner’s guide</td>
</tr>
<tr>
<td>Session</td>
<td>Performance criteria</td>
<td>Topic</td>
<td>Resources</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 4       | 1.1, 1.2  
          2.2, 2.3, 3.2 | Revision of previous session  
          Section 6 – Electrical safety  
          The Standards  
          Connections  
          Testing and tagging  
          Section 7 – Plant and equipment  
          Safety instructions  
          Manufacturers’ instructions  
          Maintenance  
          Hired plant  
          Section 8 – Hazardous materials  
          Hazardous substances  
          Material safety data sheets  
          • Activity 8.1 | Learner’s guide |
| 5       | 1.1  
          2.1, 2.2, 2.3  
          4.1, 4.2 | Revision of previous session  
          Section 9 – Fire emergency  
          Fire  
          Responding to fire  
          • Activity 9.1  
          Section 10 – Noise  
          Noise levels  
          Avoiding unhealthy noise levels  
          Section 11 – Personal protective equipment (PPE)  
          Types of PPE  
          Your responsibilities | Learner’s guide |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1.1 2.3</td>
<td>Revision of previous session Section 12 – Prevention of falls Edge protection Ladders Restraint and fall arrest systems Scaffolding Protection of holes and openings Section 13 – Excavation and site works Excavations Plant and machinery</td>
<td>Learner’s guide</td>
</tr>
<tr>
<td>7</td>
<td>1.1 2.3</td>
<td>Revision of previous session Section 14 – Tilt-up construction Tilt-up method Tilt-up safety issues Section 15 – Summary</td>
<td>Learner’s guide</td>
</tr>
<tr>
<td>8</td>
<td>All</td>
<td>Assessment – Portfolio submission</td>
<td></td>
</tr>
</tbody>
</table>
Annex C – Assessment plan

You are required to demonstrate your competence in the elements of BSBOHS201A *Participate in OHS processes* as listed in the unit details in Annex A by completing the final assessment. This will be due in Session 8.

<table>
<thead>
<tr>
<th>Due</th>
<th>Assessment</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 8</td>
<td>Assessment – Portfolio of activities</td>
<td>All</td>
</tr>
</tbody>
</table>

**Individual learning and assessment needs**

Everyone has different learning styles and needs. Please let your lecturer know if there is anything that may have an effect on your learning.

**Results and appeals**

There is a process to be followed should you wish to appeal the result of your assessment. Please ask your lecturer for more information about this.
Participate in OHS processes

BSBOHS201A

Annex C
Annex D – Assessment
Portfolio of activities

Introduction
This assessment is designed to assess your ability to:

- understand the basics of OHS legislation
- know the main personnel and organisation that are key to OHS safety
- understand what the hazards and risks are and the basics of risk reduction
- locate and follow safe workplace procedures
- know how to respond to incidents and emergency situations.

Requirements and format
This assessment has different formats including written work and tasks such as conducting a safety inspection. Your lecturer will provide you with any additional information required.

Please ensure that the safety of yourself and your colleagues is your first priority when conducting any of these activities.

Materials and equipment
To attempt this assessment you will need:

- a pen
- your learner’s guide.
Participate in OHS processes
BSBOHS201A
Annex D
BSBOHS201A

Participate in OHS processes

Assessment – Portfolio of activities

Name ____________________________ Date ____________

I have received feedback on this assessment.

Signature ________________________ Date ____________

Assessor’s initials
Participate in OHS processes

BSBOHS201A

Annex D
Assessment – Portfolio of activities

This assessment comprises a series of activities to complete, to form a portfolio of evidence for submission. Activities include written tasks and other tasks that will be observed.

Activity 1 – Working procedures

Locate two different procedures for working safely at the location where this unit is being conducted. These procedures may be things such as workstation set-up, evacuation procedures, or an OHS checklist. You need to find at least two, but no more than three. An example of a work procedure is provided for you.

Use the Activity 1 worksheet to make a list of the working procedures you have located, and then note which you feel is most important and explain why. This will be based on your opinion, from what you have learned about workplace safety – you may need to justify your selection.

Activity 2 – Pre-start check

You are required to carry out a pre-start check of equipment at your workstation or office space. Take your assessor to your computer workstation, the office multifunction device/plan printer/or similar equipment and carry out the pre-start check that you would conduct to make sure it is safe to operate, in accordance with workplace procedures. A copy of the observation checklist your lecturer will use is provided for you.

You may need to locate a pre-start checklist to use for this activity, or your lecturer will provide one for you

Activity 3 – Responsibility for safety

Use the Activity 3 worksheet to record your responses to the following questions.

1. Who has responsibility for safety in your workplace?
2. What are the two main documents that define the OHS laws in your state or territory?
3. What are two responsibilities that a worker has under the OHS Act in your state or territory?
4. What is the difference between a hazard and a risk?

If you are unable to do this activity in a workplace, your lecturer will suggest an alternative.
Activity 4 – Workplace hazards

Use the Activity 4 worksheet to complete a table listing the tasks and equipment that are (or could be) a hazard in your workplace – you need to find at least three things. For each task and/or piece of equipment in your list, describe the possible hazardous effects – ie; why you feel it is, or could be, a hazard. Finally, suggest control measures that could be used to minimise the risk for each item in your list.

If you are unable to do this activity in a workplace, your lecturer will suggest an alternative.

Activity 5 – Following workplace procedures

Locate the workplace procedures for setting up the computer workstation or equipment (for example; a printer or plotter) and perform the task of setting it up. This is an observation activity.

Activity 6 – Emergency procedures and reporting

This activity has two parts.

Firstly, locate the person who knows the emergency procedures at your workplace. Using the Activity 6 worksheet, ask them a series of questions and make notes of their answers.

For the second part of this activity, you will be observed responding to an emergency situation. The ‘Emergency procedure checklist’ will be used for the purpose of observation – your lecturer will tell you more about this.

Activity 7 – Workplace inspection

Using the Workplace Inspection Form, conduct an inspection of your workplace (or an alternative location as advised by your lecturer).

Upon discovery of an OHS issue, you must raise it with the nominated safety representative.

Once you have raised the issue, you can then take the required action(s) to eliminate or reduce the risk (follow the instructions from your safety representative or lecturer).

During your workplace inspection, identify at least three different workplace safety signs, symbols, or notices. Use the Activity 7 worksheet to record details of these items.
Activity 8 – Observation: following safety procedures

You will be observed responding to an emergency incident. Your lecturer will notify you and provide more details at the appropriate time.

Once you have responded to the situation, you must complete the Incident/Accident Report Form and record all the details.
Participate in OHS processes
Activity 1 – example work procedures

Workstation work procedures

Purpose

The purpose of these work place procedures is to minimise the effect of OOS or Occupational Overuse Syndrome and other physical issues that can be common complaints in office environments.

Scope

This workstation work procedure applies to all employees who use an office workstation and sit for long periods of time doing the same task.

Procedures

When using a computer workstation, a variety of issues including wrist, neck and back problems can arise due to poor posture. Following these procedures can minimise the risk of these issues occurring.

1. **Keyboard position** – should be tilted towards the user. Correct posture suggests there should be a 90° angle through the upper/lower arms and hands at the keyboard.

2. **Breaks** – take frequent breaks so as not to type in the same position for long periods of time.

3. **Screen** – position the screen at eye level in front of you at a comfortable angle. Ideally the screen should be approximately at arm’s length from your seated position, and level with your eyes.

4. **Work chair** – an ergonomic chair with adjustable height and a back rest should be used. Correct posture requires that the person has a 90° angle through the upper/lower legs and feet.

5. **Footrests** – Your feet must be able to touch the ground when you are using the workstation. In the event your feet are unable to touch the floor, you will need to use a footrest.

6. **Wrist rests** – If you experience pain in your wrist when typing or using the mouse, you may need to use a wrist rest.

7. **Lighting** – is the light sufficient to read documents easily

If you are unsure of what to do, speak with your supervisor about receiving training in how to set up and correctly operate your computer workstation.
# Activity 1 worksheet

Locate two different procedures for working safely – these may be things such as workstation set-up, evacuation procedures, or an OHS checklist. You need to find at least two, but no more than three.

In the table below, make a list of the working procedures you have located, and their purpose.

<table>
<thead>
<tr>
<th>Working procedure 1</th>
<th>Use/purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working procedure 2</th>
<th>Use/purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of these two do you feel is most important, and why?

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
## Activity 2 – Pre-start check

The following checklist will be used by your lecturer during the observation of your pre-start check.

### Observation checklist

<table>
<thead>
<tr>
<th>Did the student:</th>
<th>Yes</th>
<th>No</th>
<th>Comments/Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Follow established safety procedures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Carry out the pre-start systems and equipment checks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Identify any hazard or potential hazard to the designated person?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student name: ____________________________  Assessor signature: ____________________________

Signature: ____________________________  Date: / / 

Date: / /  Successfully completed: Yes / No

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Annex D 13
## Activity 3 worksheet

1. Who has responsibility for safety in your workplace?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. What are the two main documents that define the OHS laws in your state or territory?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. What are two responsibilities that a worker has under the OHS Act in your state or territory?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. What is the difference between a hazard and a risk?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Activity 4 worksheet

In the table below, list the tasks and equipment that are (or could be) a hazard in your workplace. For each task and/or piece of equipment in your list, describe the possible hazardous effects – ie; why you feel it is, or could be, a hazard.

Finally, suggest control measures that could be used to minimise the risk for each item in your list.

<table>
<thead>
<tr>
<th>Task/equipment</th>
<th>Reason(s) for hazard</th>
<th>Control measure(s) to minimise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## Activity 6 worksheet

Locate the person who knows the emergency procedures. Ask them a series of questions as written below, and make notes of their answers.

What types of emergency situations does the workplace have plans for?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If an emergency were to occur, what would I do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If I discover or became aware of an emergency in the workplace, to whom would I report it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Activity 6 – Responding to an emergency (observation)

#### Emergency procedure checklist

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Was the student involved in the evacuation briefing process?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did the student ask any clarification questions on procedure?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is the student aware of the procedures for handling evacuees with special needs (e.g., wheelchair-bound people or those with broken legs)?</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Procedures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did the student evacuate to the workplace assembly area according to the procedures?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did the student bring their personal belongings when evacuating?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Was the student observed putting others at risk by not following instructions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did the student help others who may have been in need?</td>
<td></td>
</tr>
<tr>
<td><strong>Debrief</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Was the student involved in a debriefing session?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did the student identify any issues with the procedures?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Could the student state any lessons learnt from the event?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Assessor signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Successfully completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
## Activity 7 – Workplace inspection

### Workplace Inspection Checklist

(a tick in the yes column means the item is in place and appears functional)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 OHS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fire alarm is in working order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fire extinguishers are in place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Clearly marked as to type and location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are not beyond their servicing date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are easily accessible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exit signs are working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exit doors are not blocked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evacuation plan is prominently displayed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Safety signs are prominently displayed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First aid cabinets are clearly marked and visible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First aid room is clean and in good order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 General lighting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lighting is in working areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is no reflection or glare in the work area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Light fittings are clean and look in good order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Emergency lighting is operational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Rubbish</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bins are not overflowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bins have liners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bin are located in suitable positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Electrical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Switches, plugs and sockets are not broken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Power leads do not have damaged insulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Power leads do not have exposed conductors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All equipment has a current testing and tagging tag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Double adaptors are not in use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No power cord crosses through a wall or boundary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 Walkways</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Walkways are clear of obstructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Walkways have floor coverings in good condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 Floors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Floors have coverings in good condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Floors are free from trip or slip hazards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Floors are not cluttered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7 Office</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No items are stored on top of tall bookcases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chairs are in good working order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Desks are in good working order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment is in good working order</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature: ___________________________ Date: ___________________________
# Activity 7 worksheet

Identify at least three different workplace safety signs, symbols, or notices in your workplace. Use the table below to describe each one, and its purpose. You can use drawings if you like, to show what signs or symbols look like.

<table>
<thead>
<tr>
<th>Item and description</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item and description</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item and description</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Activity 8 – Incident/Accident Report Form

**Workplace incident/accident report**

<table>
<thead>
<tr>
<th>Details of person reporting the incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname:</td>
</tr>
<tr>
<td>Telephone no:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of injury/incident:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Details of injury/incident: (draw a diagram to assist with distances/location/orientation)</td>
</tr>
<tr>
<td>Describe the circumstances of the accident/incident:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Witness(es):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of accident/incident by witness(es):</td>
</tr>
<tr>
<td>Name(s) of witness(es):</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>When was the injury/incident reported?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Who was the injury/incident reported to?</td>
</tr>
</tbody>
</table>

**Action**

Details of preventative measures suggested:

| Signature: | Date: |
PARTICIPATE IN OHS PROCESSES
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)
BSBOHS201A

LEARNER’S GUIDE

DESCRIPTION
This learner’s guide will help you to participate in workplace occupational health and safety (OHS) processes to protect the health and safety of yourself and others. It contains a mix of content and hands-on activities that support the unit BSBOHS201A Participate in OHS processes from Certificate II in Building and Construction (Pathway – Paraprofessional). The course, and this guide, focus on the skills and knowledge required to get your career started as a paraprofessional in the residential building industry.

The topics covered in this guide include:
• workplace hazards and risks
• OHS regulations and legislation
• incident reporting
• procedures and processes for dealing with safety risks
• risk-management strategies.

You will also learn about personal protective equipment and how to stay safe on the worksite or in the office. Assessment activities are also included.

EDITION
Edition 1, 2012

TRAINING PACKAGE
Construction, Plumbing and Services – CPC08
Business Services – BSB07

COURSE/QUALIFICATION
Certificate II in Building and Construction (Pathway – Paraprofessional)

UNIT
BSBOHS201A Participate in OHS processes

RELATED PRODUCTS
This resource is one of a series that covers all 12 units of the Certificate II in Building and Construction (Pathway – Paraprofessional) qualification. Please refer to our product catalogue for more information.