



Government of Western Australia  
Department of Commerce



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# Safety Passport Program

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## Introduction

WorkSafe SmartMove is a work health and safety (WHS) educational resource for senior high school students and new young workers that are entering the workforce on a work placement, work experience or as a school based traineeship/apprenticeship.

WorkSafe SmartMove is designed for students in years ten to twelve, and young workers new to the workforce, to prepare them for what can happen in the workplace. It gives young workers a chance to learn about the potential dangers of the workplace, and makes them aware of their rights and responsibilities.

At WorkSafe, we want YOU to know about WHS. Lack of experience and skills, combined with a desire to work hard and impress people, can make you vulnerable and much more likely to be hurt. The reason we've designed WorkSafe SmartMove is to help stop young people being injured and killed every year at work.

WorkSafe SmartMove will give you the knowledge you need to stay safe in the workplace.

You can work through the activities in WorkSafe SmartMove either on or offline, in class or at home, in preparation for your initial work experiences.

### **WorkSafe SmartMove:**

- Prepares young people for the responsibility of working safely
- Informs young people of the general hazards in the workplace
- Empowers young people to stand up for their safety in the workplace
- Provides young people with a certificate that recognises the knowledge and understanding they have gained by completing WorkSafe SmartMove
- It is linked to the Western Australian Certificate of Education course *Career & Enterprise (level 1A, 1B, 1C & 1D)*
- Is linked to the employability skills within the *Workplace Learning* journal
- Is mapped to the competencies of the nationally recognised WHS unit *BSBWHS201A*

WorkSafe SmartMove encourages students to become self-motivated and confident in their approach to learning. It is particularly relevant for the increasing number of students undertaking courses where learning in the workplace is part of the curriculum.

## Acknowledgements

This booklet and its' content would not have been possible without the valuable contribution of the following individuals. Their work and participation will potentially prevent injuries and save lives. Thank you.

### Educational Working Group

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Ian Ward	WorkSafe Planet ThinkSafe

## **Lesson 1 – Spot the Hazard, Assess the Risk...**

This task is designed to help students to understand what a workplace hazard is, and be able to identify immediate hazards in the workplace and act accordingly. The activity is built around the WorkSafe ethos of S.A.M.;

- Spot the hazard
- Assess the risk
- Make the changes

The top seven occurring hazards at work as defined by WorkSafe;

- Electricity
- Noise
- Slips, Trips & Falls
- Hazardous substances
- Manual tasks
- Mechanical equipment
- Personal safety

Once observed, the risk needs to be assessed on two levels, how immediate the danger is, and how severe the injury can be, (mild, medium, severe, fatal).

The risk then needs to be managed as best as possible, using the following six steps in order, as defined by WorkSafe;

- Eliminate the hazard
- Replace the hazardous item/condition
- Separate the hazard from the workers
- Modify the hazardous item/condition
- Develop rules when handling the hazard
- Use Personal Protective Equipment (PPE) when handling the hazard

### BSBWHS201A Competencies Addressed

- 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 according to workplace procedures
- 3.3 Take actions to eliminate workplace hazards and reduce risks

### WACE Career & Enterprise Scope

- 1A. Lifelong Learning / Rights & Responsibilities
- 1B. Workplace Operations / Efficiency, productivity & sustainability
- 1C. Workplace Operations / Efficiency, productivity & sustainability
- 1D. Workplace Operations

### Suggested Lesson Time/ Resources Required

90 minutes

Pens/Pencils  
Workplace Hazard Assessment Worksheet (provided)  
Computers with internet access  
Online links to virtual worksites (provided)

### Related Video links

The Reaper looks at WHS

<http://www.youtube.com/watch?v=Fcst9n5bgh4>

The 10 commandments of workplace safety

<http://www.youtube.com/watch?v=08yxsNnzwnY&feature=related>

British cartoon (gory but amusing) on workplace safety

[http://www.youtube.com/watch?v=zdOv\\_ad9nfQ](http://www.youtube.com/watch?v=zdOv_ad9nfQ)

WHS video from the 1950s

<http://www.youtube.com/watch?v=bcg53bRktCg>

## Teacher Notes

Define what a hazard is

What is a hazard?

A hazard is any item, condition or situation that can cause injury or illness to someone in the workplace.

A hazard is something that can hurt you or someone else.

A hazard is a source of danger that could result in an accident if undue care is not exercised.

Ask/give some examples of hazards in the workplace

Exposed live wires

Excessive noise

Wet floors

Dangerous chemicals

Lifting heavy items

Welding torch

Working while tired

What can we do to lessen the chance of being injured at work?

Introduce the concept of SAM

Spot the Hazard –

Assess the Risk –

Make the Changes –

Identify hazards in the workplace

How likely is it for a worker to be hurt?

How badly could someone be hurt?

How immediate is the danger?

What can be done to fix the hazard?

How can we minimise the danger?

Who do we tell?

There are six defined ways of making changes to an identified hazard. They are;

Eliminate it – Get rid of the risk if you can

Replace it – Swap toxic glue for a safe one, etc

Separate it – Use barriers or screens to separate the hazard from workers

Modify it – make changes to tools so that they are safer or put guards on machines, or change the system of work like putting two people on a night shift instead of one.

Rules – Have safety rules to help people to avoid hurting themselves or others.

Personal Protective Equipment (PPE or safety gear) - Gloves, glasses and helmets are examples safety gear, but these are only used if all other options have been tried.

Safety gear may also be used with other controls, like guarding and gloves, or barriers and hard hats

These ways of making changes are actually in order, and can be combined together. Sometimes a hazard is necessary in a workplace, such as a welding torch, and cannot be eliminated or replaced, but can be separated and modified, rules can be written for it's use, and PPE worn while using the machinery.

Once students understand the concept of SAM they can put it into practice. Inform students that they will be conducting a hazard assessment of a virtual workplace using a simple *Workplace Hazard Assessment* checklist, which is provided.

#### What Is a Hazard Assessment?

Assessing hazards means taking a careful look at the different things that workers do and asking; what could go wrong? You are trying to find anything that could harm workers at the work site. The purpose of a hazard assessment is to prevent work-related injury or illness to workers.

There are four virtual worksite to choose from; hotel, kitchen, office and supermarket, (the links are below). The students simply use the mouse to point and click on any hazards they spot and record them with a tick on the worksheet. They can then assess the immediate danger of the risk and the how severe an injury could be. Finally, they can suggest one or more ways of reducing the danger of the hazard they have spotted.

The virtual worksites also contain multiple choice suggestions on the best way to lessen the risk of the hazard. These suggestions can greatly help students in choosing the best course of action in dealing with the hazard. Once completed, students hand in their worksheets for marking.

It is up to the teacher if they wish the students to conduct a hazard assessment on more than one workplace. It is dependant on time constraints, student ability and how much practice is needed. The virtual worksite will give students multiple opportunities to spot and correct all the hazards, and an online certificate can be printed out upon completion of each worksite assessment.

A blank *Workplace Hazard Assessment* Worksheet is provided, as well as a completed sample for a teacher's guide.

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/ActivitiesAndTests/VirtualHotel/parts/vhotelframe.htm>

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/ActivitiesAndTests/VirtualKitchen/vkitchenframe.htm>

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/ActivitiesAndTests/VirtualOffice/vofficeframe.htm>

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/ActivitiesAndTests/VirtualSupermarket/vsupermarketframe.htm>



## Workplace Hazard Assessment (Sample)

Assessor	John Doe	Location	Kitchen
Company/Workplace	Yummy Foods	Date	21.12.2012

Hazard Type (Spot the Hazard)	Immediate Danger (Assess the Risk)	Suggested Control (Make the Change)
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<b>Electricity</b>	x	Immediate/Fatal	Replace it
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<b>Noise</b>			
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<b>Slips, Trips &amp; Falls</b>			
- Spills & wet floors	x	Immediate/Mild	Eliminate it
- Working at heights			
- Obstacles			

<b>Hazardous Substances</b>			
- Liquids	x	Immediate/Medium	Separate it
- Dust			
- Fumes			
- Bacteria & Mould			
- Body Fluids			

<b>Manual Tasks</b>			
- Moving heavy loads			
- Repetitive motions			
- Awkward posture			

<b>Mechanical Equipment</b>			
- Vehicles			
- Moving Parts	x	Immediate/Medium	Modify it / Rules
- Pressurised Items			
- Excessive heat or cold			

<b>Personal Safety</b>			
- Stress			
- Fatigue			
- Bullying			
- Violence			

## Workplace Hazard Assessment

Assessor		Location	
Company/Workplace		Date	

Hazard Type (Spot the Hazard)	Immediate Danger (Assess the Risk)	Suggested Control (Make the Change)
----------------------------------	---------------------------------------	--

<b>Electricity</b>		
--------------------	--	--

<b>Noise</b>		
--------------	--	--

<b>Slips, Trips &amp; Falls</b>		
- Spills & wet floors		
- Working at heights		
- Obstacles		

<b>Hazardous Substances</b>		
- Liquids		
- Dust		
- Fumes		
- Bacteria & Mould		
- Body Fluids		

<b>Manual Tasks</b>		
- Moving heavy loads		
- Repetitive motions		
- Awkward posture		

<b>Mechanical Equipment</b>		
- Vehicles		
- Moving Parts		
- Pressurised Items		
- Excessive heat or cold		

<b>Personal Safety</b>		
- Stress		
- Fatigue		
- Bullying		
- Violence		

## **Lesson 2 – SAM in the Workplace**

This activity is designed to help students to understand what a workplace hazard is, and be able to identify immediate hazards in the workplace and act accordingly. The activity is built around the WorkSafe ethos of S.A.M.

This activity uses the skills that students have learned in the previous activity, and has them apply those skills to actual, dynamic workplaces. Alternatively, if the class does not have access to computers with online capabilities, the teacher can run the first section of Activity 1 and supplement the online component with this activity.

The WorkSafe ethos of SAM; spot the hazard, assess the risk and make the changes, are to be reinforced and applied when conducting the hazard assessment of workplace.

Students also learn to assess current workplace hazards that are being managed within a dynamic workplace, and suggest possible improvements

Prior to this activity, the teacher will need to organise permission for the students to access one or more of the different worksites around the school, (classroom, cafeteria, office, gardens, workshops), and observe school employees in the workplace. Students can also use their workplace learning or work experience placement, or a current workplace if they work part-time.

### **BSBWHS 201A Competencies addressed**

- 1.1** Follow provided *safety procedures and instructions* when conducting work
- 1.2** Carry out pre-start systems and equipment checks according to workplace procedures
- 2.2** Identify existing and potential *hazards* in the workplace, report them to designated persons, and record them according to workplace procedures
- 3.3** Take actions to eliminate workplace hazards and reduce risks

### **WACE Career & Enterprise Scope**

- 1A.** Lifelong Learning / Rights & Responsibilities
- 1B.** Workplace Operations / Efficiency, productivity & sustainability
- 1C.** Workplace Operations / Efficiency, productivity & sustainability
- 1D.** Workplace Operations

### **Suggested Lesson Time/ Resources Required**

60 minutes

Pens/Pencils/Clipboards  
Workplace Hazard Assessment Worksheet & Current Hazard Controls Worksheet (provided)  
Access to various workplaces within the school environment (classroom, cafeteria, office, gardens, workshops).

### **Related Video links**

The Reaper looks at WHS

<http://www.youtube.com/watch?v=Fcst9n5bgh4>

The 10 commandments of workplace safety

<http://www.youtube.com/watch?v=08yxsNnzwnY&feature=related>

British cartoon (gory but amusing) on workplace safety

[http://www.youtube.com/watch?v=zdOv\\_ad9nfQ](http://www.youtube.com/watch?v=zdOv_ad9nfQ)

WHS video from the 1950s

<http://www.youtube.com/watch?v=bcg53bRktCg>

### Teacher Notes

Review what was learned during the previous activity through use of questioning.

What is a hazard?

Give an example of a hazard in the workplace?

What can we do to lessen the chance of being injured at work?

What does SAM stand for?

How can we assess risk of a hazard?

What are the six different ways we can deal with a hazard in the workplace?

Using the concepts learned in the last activity, and the practice of using SAM in a virtual workplace, it is now time to assess hazards within an actual workplace.

Students use the same Workplace Hazard Assessment Worksheet that they used in activity one. By now they should be familiar with how it is completed. If possible, students should be allowed to choose which workplace around the school they are to assess, depending on the industry they are the most interested in, (workshops for construction and engineering, gardens for horticulture, offices for business and IT etc).

Students should spend around 30 minutes within the workplace, not only observing from a distance, but also walking through the workplace, observing how employees are going about tasks etc. Students should complete the worksheet as they interact with the workplace, as opposed to going back to class and trying to recall hazards.

Students are also provided with a separate worksheet if they spot any hazards that have already been assessed and managed within the workplace, (such as a poster on an office wall advocating how to lift heavy boxes, PPE available when using certain machinery). Using the *Current Hazard Controls* Worksheet, students can list the controls in place, what changes they can suggest, and who in the workplace is in charge of making those changes.

It is up to the teacher if they wish the students to conduct a hazard assessment on more than one workplace. It is dependant on time constraints, student ability and how much practice is needed. Once completed, students hand in their worksheets for marking.

A blank *Workplace Hazard Assessment* Worksheet is provided in activity one, as well as a completed sample for a teacher's guide. A blank *Current Hazard Controls* Worksheet and sample is provided with this activity.

### Current Hazard Controls (sample)

Identified Hazard	Why is it a Hazard?		Suggestion for Improvement		Person Responsible
	1	2	1	2	
Bandsaw in workshop	Can injure hand and fingers		Rules – poster outlining safe use of machine		Teacher in charge of workshop
Various chemicals in science office	Can cause burns on skin	Fumes are poisonous	Only to be handled under supervision	Lock in a storage cabinet	Science Teacher

## Current Hazard Controls

Identified Hazard	Why is it a Hazard?		Suggestion for Improvement		Person Responsible
	1	2	1	2	

### **Lesson 3 – Employer Responsibilities**

This activity highlights the role and responsibilities employers have in regards to work health and safety.

Students are encouraged to develop a questionnaire targeted to survey a managerial figure, (within the school this can be a principal, deputy principal, year co-ordinator or head of department).

An example is provided for those students that may struggle with create their own questionnaire.

This activity is designed to address any issues that students may have perceived while conducting their workplace hazard assessments, while at the same time teach them the legal responsibility that employers have towards their employees in regards to work health and safety.



### BSBWHS 201A Competencies addressed

- 2.1 Identify *designated persons* for reporting queries and concerns about safety in the workplace
- 2.5 Identify WHS **duty holders** in own work area and their duties
- 3.2 Raise WHS issues with designated persons according to organisational procedures

### WACE Career & Enterprise Scope

- 1A. Efficiency, productivity & sustainability / Rights & responsibilities
- 1B. Workplace operations / Efficiency, productivity & sustainability
- 1C. Workplace operations / Rights & responsibilities
- 1D. Workplace operations / Rights & responsibilities / Organisation of workplace

### Suggested Lesson Time/Resources Required

60 minutes

Pens/Pencils  
Management Survey/Questionnaire (example provided)  
Access to a managerial type figure within the school,  
(principal, deputy principal, year co-ordinator or head of department).

### Related Video links

How not to conduct safety training

[http://www.youtube.com/watch?v=u2TkmxC\\_J0](http://www.youtube.com/watch?v=u2TkmxC_J0)

PPE demo video

<http://www.youtube.com/watch?v=KgkvxUtczLA&feature=related>

Animated video on worker rights

[http://www.youtube.com/watch?feature=endscreen&v=MOTMtB\\_0KKg&NR=1](http://www.youtube.com/watch?feature=endscreen&v=MOTMtB_0KKg&NR=1)

How to refuse unsafe work

<http://www.youtube.com/watch?v=D2VA2gZBWMQ>

Raise Your Hand campaign

<http://www.youtube.com/watch?v=rTVwfu8Bdrk>

<http://www.youtube.com/watch?v=dEAnZKHQ34>

<http://www.youtube.com/watch?v=Km6HVoyVuO4>

## Teacher Notes

### *Employer Responsibility - Survey*

In this activity you will be looking at what an employer is required to do by law to keep their employee safe and healthy.

First and foremost, an employer has a duty of care towards their workers.

What is “duty of care”?

What examples of “duty of care” are apparent in the school environment?

In relation to the workplace, duty of care means that employers, workers, business owners, people in charge of workplaces, designers, builders and suppliers are responsible for making sure that things are safe and looked after properly. An employer's main duty of care is to make sure the workplace is safe for everyone, including visitors to the workplace and members of the public.

Can you think of any examples of what an employer needs to do to show they take their “duty of care” seriously?

Examples can include;

- Making sure machines, work areas and equipment are safe

- Making sure work habits are safe

- Giving workers safety gear to wear and use if needed

- Talking with all workers about health and safety issues and how to keep safe

What responsibilities do you think an employer have towards you when you begin working for them?

Examples can include;

- You need to be told about hazards and how to work safely

- You need to be given training and demonstrations about how to do your job safely

- You need to be told about Personal Protective Equipment (PPE or safety gear) and what to do in an emergency

- You must be supervised to make sure you are working safely

- You need to know who to talk to about any hazards and other problems that might be happening in your job

If an employer does not do these things, they are failing in their duty of care towards you.

To find out if an employer takes their duty of care seriously, or if they are even aware of their duty of care towards their employees, students are to develop a questionnaire aimed at an employer. An example questionnaire is provided as a guide, or if students are struggling with coming up with their own questions, (close ended yes/no questions).

Many students may have limited access to, or be intimidated by, employers or potential employers. If this is the case then the teacher needs to organise access to managers within the school worksites (from Task 2) to be available to participate in the questionnaires.

## Employer Duty of Care Survey (sample)

To determine your commitment to health and safety within the workplace, please answer the following questions	Yes	No
Are you aware of current work health and safety legislation and what you are responsible for?		
Do you have a written work health and safety policy accessible to all staff?		
At meetings, is health and safety frequently discussed?		
Are staff members given the opportunity to express their concern?		
Do you think employees are comfortable about expressing their concerns?		
Do you follow up on the issues raised by your staff?		
Do you have any proactive maintenance of equipment and machinery?		
After an incident investigation, are preventative actions recommended?		
If yes, are these recommendations given high priority?		
Do you enforce proper work procedures, regardless of the work schedule?		
Do you ensure that proper procedures are reviewed before new staff start?		
Do you discourage shortcuts?		
Do you make sure you have enough staff to handle the workload without incident?		
Are health and safety concerns considered in budget planning?		
Do you take an active role in the work health and safety of the workplace?		

If the answer is yes to all these questions, then the employer is probably very committed and involved in the workplace's work health and safety processes.

Employee/Student Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Interviewer \_\_\_\_\_

Interviewee \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 4 – Employee Responsibilities

This activity highlights the role and responsibilities employees have in regards to work health and safety, and their behaviour in the workplace.

This fun classroom activity is designed to address the issue of being responsible for personal safety through the creation of a board game that navigates a student around a dangerous work environment

### BSBWHS 201A Competencies addressed

- 1.1 Follow provided safety procedures and instructions when conducting work
- 1.2 Carry out pre start systems and equipment checks according to workplace procedures
- 2.3 Identify and implement WHS procedures and work instructions
- 3.2 Raise WHS issues with designated persons according to organisational procedures

### WACE Career & Enterprise Scope

- 1A. Efficiency, productivity & sustainability / Rights & responsibilities
- 1B. Workplace operations / Efficiency, productivity & sustainability
- 1C. Workplace operations / Rights & responsibilities
- 1D. Workplace operations / Rights & responsibilities / Organisation of workplace

### Suggested Lesson Time/Resources Required

120 minutes

Pens/Pencils  
Various art supplies (flip chart/"butchers" paper, scissors, markers, glue, construction paper)

### Related Video links

How not to conduct safety training

[http://www.youtube.com/watch?v=u2TkmxC\\_J0](http://www.youtube.com/watch?v=u2TkmxC_J0)

PPE demo video

<http://www.youtube.com/watch?v=KgkvxUtczLA&feature=related>

Animated video on worker rights

[http://www.youtube.com/watch?feature=endscreen&v=M0TMtB\\_0Kkg&NR=1](http://www.youtube.com/watch?feature=endscreen&v=M0TMtB_0Kkg&NR=1)

How to refuse unsafe work

<http://www.youtube.com/watch?v=D2VA2gZBWMQ>

Raise Your Hand campaign

<http://www.youtube.com/watch?v=rTVwfu8Bdrk>

<http://www.youtube.com/watch?v=dEAnZKHxQ34>

<http://www.youtube.com/watch?v=Km6HVoyVuO4>

## Teacher Notes

### *Employee Responsibility – Board Game*

Use the knowledge and skills related to health and safety to negotiate a safe route, on a created board game, through a dangerous workplace environment.

Every job and workplace has unique duties, responsibilities, safety concerns and hazards. The key to job safety is to become familiar with the hazards and the means of controlling them in order to reduce the risk of injury.

The teacher chooses a job and presents to the class a typical working day of that particular job. With the students' input, the teacher reviews the duties of the job, the work environment and all hazards and safety concerns that may be associated with the job.

In pairs, students are assigned (or choose) a workplace. Groups will conduct research (interview, books, computer etc.) on the following themes: job duties, workplace environment, job hazards and safety issues. Step by step, the group will outline a typical working day at their job which will include any safety concerns that may exist.

With their research, students will create a board game depicting a typical working day and safety concerns of the job. The board game will guide the player through the duties of a typical working day. Throughout the game, players will face decisions relating to job safety hazards and will attempt to successfully and safely get through the work day.

While designing their game, groups should consider the following:

- ⇒ flow of game - a start and a finish;
- ⇒ game pieces for players;
- ⇒ instructions that clearly state the objectives and how to play;
- ⇒ accessories to go with game - dice, cards etc.;
- ⇒ when and how the game ends (e.g. all players win when they end the work day safely);
- ⇒ if the game challenging, fun, includes an educational component.

Groups can exchange and play each other's game.

Included is a student brief on the board game project that can be printed and handed to each group.

# Sample Safety Board Game (Disaster Blaster)



## Disaster Blaster Game Cards

<p><b>Q.</b> If you are inside a building and begin to feel the shaking of an earthquake, what should you do?</p> <p><b>A.</b> Get under something heavy or sturdy like a desk or doorframe.</p>	<p><b>Q.</b> If you are in a building and hear a tornado warning, what should you do?</p> <p><b>A.</b> Go to the lowest level of the building; the basement, a storm shelter, or an interior room without windows.</p>	<p><b>Q.</b> If you smell smoke and suspect a fire burning somewhere in the building, what should you do?</p> <p><b>A.</b> Shut the door, get out of the building, and call the fire department from somewhere else.</p>
<p><b>Q.</b> If someone comes into your workplace with a gun, what should you do?</p> <p><b>A.</b> Cooperate fully with the gunman's instructions, Don't try to be a hero.</p>	<p><b>Q.</b> If an unknown chemical spills in your workplace, what should you do?</p> <p><b>A.</b> Leave it alone and get your supervisor.</p>	<p><b>Q.</b> How many exit routes must a workplace have?</p> <p><b>A.</b> Enough to allow for safe evacuation of all employees (and customers) but at least two exits.</p>



<p><b>Q.</b> True or False? If you are caught in a fire you should stay close to the ground.</p> <p><b>A.</b> True.</p>	<p><b>Q.</b> What are the steps for using a fire extinguisher?</p> <p><b>A.</b> Pull the pin; aim the nozzle; squeeze the trigger; sweep the extinguisher back and forth over the fire.</p>	<p><b>Q.</b> What phone number should you call to report an emergency?</p> <p><b>A.</b> 911.</p>
<p><b>Q.</b> What should you do for a severe cut?</p> <p><b>A.</b> Apply pressure to the wound and, if there are no broken bones, elevate the wound above the heart. Seek medical help.</p>	<p><b>Q.</b> What should you do for a very serious second or third degree heat burn?</p> <p><b>A.</b> Call 911. Don't remove clothing if stuck to the burned area.</p>	<p><b>Q.</b> What should be used to put out a grease fire on a stove?</p> <p><b>A.</b> A pan lid or baking soda. Never water or flour.</p>
<p><b>Q.</b> What should you do if you are in a building and the power goes out?</p> <p><b>A.</b> Stay calm. Look for and follow lighted exit signs.</p>	<p><b>Q.</b> You are driving home from work. It is late and you are on a quiet country road. Your car breaks down. What should you do?</p> <p><b>A.</b> Use your cell phone, if you have one, to call for help. Keep windows and doors locked and wait for police to arrive.</p>	<p><b>Q.</b> You are working on a construction site and a co-worker enters a trench and passes out. What do you do?</p> <p><b>A.</b> Tell a supervisor. Don't go after him; you may become a second victim.</p>



<p><b>Q.</b> A co-worker slips on a slippery floor and hits his head, losing consciousness. What do you do?</p> <p><b>A.</b> Don't move him because you may cause more damage. Call for help.</p>	<p><b>Q.</b> If a co-worker falls off a ladder and injures his back, what should you do?</p> <p><b>A.</b> Do not move him yourself (this can cause more damage), and call 911 for an ambulance.</p>	<p><b>Q.</b> If your clothes catch on fire, what should you do?</p> <p><b>A.</b> Stop, drop, and roll; or smother the flames with a blanket. Never run.</p>
<p><b>Q.</b> What is at least one factor that increases your risk of being robbed at work?</p> <p><b>A.</b> Working alone; working at night; access to money.</p>	<p><b>Q.</b> What letters are on the type of fire extinguisher that can be used in any kind of fire?</p> <p><b>A.</b> A-B-C.</p>	<p><b>Q.</b> What are the information sheets called that provide information about chemical products?</p> <p><b>A.</b> Material Safety Data Sheets—MSDSs.</p>
<p><b>Q.</b> What is at least one item that should be included in an emergency kit?</p> <p><b>A.</b> Water; flashlight and batteries; first aid supplies.</p>	<p><b>Q.</b> What does the skull and crossbones symbol mean?</p> <p><b>A.</b> Poison.</p>	<p><b>Q.</b> If a chemical gets into your eye, what should you do?</p> <p><b>A.</b> Flush it with water for at least 15 minutes.</p>

# Game Time!

**Materials:** flip chart/"butchers" paper, scissors, markers, glue, construction paper

## **Plan of Action**

1. A game company has hired your group. Your job is to design a game to teach students your age about safety.
  - A) As a group, discuss the safety issues and concerns that people your age deal with.
  - B) Create a board game depicting safety concerns of a job (chosen by the teacher or yourself). The board game will guide players through the duties of a typical working day. Throughout the game, players will face decisions relating to job safety hazards and will attempt to successfully and safely get through the work day.
  - C) Try to include the following themes: job duties, workplace environment, job hazards and safety issues
  - D) Decide on the type of game you want to create. You may decide to model an existing game or to create something new. Create a game that will teach others about safety concerns and issues
- ♦ Group members can work together on one game OR each group member may wish to design his/her own.
- ♦ Things to keep in mind when creating the board game:
  - ⇒ how you play the game;
  - ⇒ how the game flows (a start and a finish, how to win);
  - ⇒ game pieces that go with the game;
  - ⇒ Make it fun!

## Lesson 5 – Inspecting the Workplace

This activity is designed to help students understand what occurs and what the processes are when a worksite or potential worksite is inspected for hazards that could endanger employees, and can be used in later tasks as a resource tool if required.

The main checklist provided is modified from the existing checklist currently provided by WorkSafe, and is quite comprehensive. The second checklist is simpler and easier for students to use. It is up to the teacher/trainer which checklist is to be used for this activity.

Students will again need to have access to a workplace within the school environment, (it is recommended that they inspect a workplace that they **DID NOT** do their hazard assessment in), as well as access to a supervisor within that workplace to ask questions of in regards to current WHS procedures and inductions.

Please note that if you are unable to access any actual worksites on school grounds, you have the option of a) using the virtual worksites from activity one for this and other activities, b) organising an excursion to a nearby business or workplace, or c) considering the classroom as a workplace (for both teachers and staff).

### **BSBWHS 201A Competencies addressed**

**2.4** Identify and report emergency incidents and injuries to designated persons according to workplace procedures

**3.1** Contribute to workplace meetings, inspections and other WHS consultative activities

### **WACE Career & Enterprise Scope**

**1A.** Lifelong Learning / Organisation of workplace

**1B.** Workplace operations / Efficiency, productivity & sustainability / Organisation of workplace

**1C.** Workplace operations

**1D.** Workplace operations / Efficiency, productivity & sustainability

### **Suggested Lesson Time/ Resources Required**

90 minutes

Access to various workplaces within the school environment (classroom, cafeteria, office, gardens, workshops)

Workplace Inspection Checklist (provided)

Pens/Pencils/Clipboards

### **Related Video links**

What happens during a worksite inspection

<http://www.youtube.com/watch?v=y1O1BqYkX4E>

"Thank God You're Here" Safety Officers

<http://www.youtube.com/watch?NR=1&v=kF9jXZDYCx&feature=endscreen>

### Teacher Notes

Now that we have looked at hazards in the workplace, how to deal with them, and the roles and responsibilities of the people involved, it is time to conduct a workplace inspection of an unfamiliar workplace.

The checklist we will be using is quite comprehensive, and some of it may not relate to the worksite we are inspecting, hence the use of the **N/A** (not applicable) column.

Why conduct a workplace inspection?

A workplace inspection is done for a variety of reasons;

You may be developing an emergency response plan or WHS induction kit, and need to be aware not only of current hazards, but potential hazards also.

You may want to lay the foundation of a health and management system in the new workplace.

You may need to assess whether your workplace, or another, meets the basic standards of health and safety requirements.

You may also need to speak to a manager within the workplace order to complete the inspection.

The more you can complete of the checklist, the easier it is to spot current and future hazards in the workplace, and safer you can make the workplace for current and future employees.

**\*Note:**

Teachers can use the Workplace Inspection Checklist as a whole class example. The larger checklist can also be divided into sections, small class groups assigned to each section, and the results collated into one complete checklist.

For the students who are not in a work placement or do not have part-time work, the **Health Topics – Slips, Trips and Falls** and **Human Factors – Evacuation** checklists will be the easiest to complete within the school environment.

	Workplace Inspection Checklist			
	Item	Yes	No	N/A
<b>1</b>	<b>Fire</b>			
	- Extinguishers are in place			
	- Are clearly marked			
	- Have been serviced in the past 6 months			
	- Area around extinguisher is clear for a 1 meter radius			
	- Fire exit signs are in working order			
	- Exit doors are not blocked			
	- Exit doors can easily be opened			
	- Fire alarm is in working order			
	- Emergency plan is displayed			
	- Date of last fire evacuation drill			
<b>2</b>	<b>Electrical</b>			
	- No broken plugs, sockets or switches			
	- No frayed or damaged leads			
	- Portable power tools in good condition			
	- No temporary leads on the floor			
	- Testing and tagging of electrical items has been completed			
<b>3</b>	<b>General Lighting</b>			
	- There is adequate illumination in working areas			
	- There is good natural lighting			
	- There is no direct or reflected glare			
	- Light fittings are in good working condition and are clean			
	- Emergency lighting is operational			
<b>4</b>	<b>Walkways</b>			
	- No oil or grease			
	- Walkways are clearly marked			
	- Walkways are clear of obstructions			
	- There is unobstructed vision at intersections			
	- Stairs not blocked and are in good condition			
<b>5</b>	<b>Rubbish</b>			
	- Bins are located at suitable points			
	- Bins are not overflowing			
	- Bins are emptied regularly			
<b>6</b>	<b>Work Benches</b>			
	- Clear of clutter			
	- Tools are stored properly			
	- Adequate work height			
	- No sharp edges			
<b>7</b>	<b>Storage</b>			
	- Materials stored in racks in a safe manner			
	- Pallets are in good condition (no broken wood)			
	- Floor around racking is clear of clutter			
	- Racking is in good condition, no damaged uprights, beams etc			
<b>8</b>	<b>Chemicals</b>			
	- SDS for all chemicals			
	- SDS Register is available and up to date			
	- Containers are clearly and accurately labelled			

	- All chemicals are stored in accordance with the SDS			
<b>9</b>	<b>First Aid</b>			
	- First aid kits and contents clean and orderly			
	- First aid kit is adequately stocked			
	- Easy access to kit			
	- All employees are aware of location of first aid kits			
	- At least one employee on site with current Senior First Aid cert			
<b>10</b>	<b>Floors</b>			
	- Even surface with no large cracks, holes or trip hazards			
	- Floors are not cluttered			
	- Floors are free from slip hazards			
<b>11</b>	<b>Office</b>			
	- No exposed leads			
	- Air conditioning working adequately			
	- Filing cabinets are stable and in good order			
	- Office machinery regularly serviced			
<b>12</b>	<b>Machines</b>			
	- Power equipment maintenance carried out			
	- Power equipment clean			
	- All guarding in place			
<b>13</b>	<b>Display Material</b>			
	- WHS policy signed and up to date			
	- WHS policy is displayed			
	- No smoking signs are displayed			
	- Restricted only signs are displayed			
	- PPE signs are displayed			
	- Safety noticeboard is available and up to date			
<b>14</b>	<b>WHS Information</b>			
	- WHS Manual available to employees			
	- Incident report form available			
	- Hazard report forms available			
	- Emergency evacuation plan displayed			
	- Training records up to date			

<b>Additional comments or actions required:</b>		
Signed:	Date:	Copies sent to:

## Checklists for inspecting the workplace

SmartMove has produced checklists to assist you in inspecting your workplace for hazards.

Although the checklists do not cover all the requirements under workplace health and safety laws, they will give you a better idea of whether your workplace meets basic standards of safety.

They will also assist in laying the foundation for a health and safety management system in your workplace.

Most of the checklists included in this document will be relevant across most industries.

In this document you will find:

- Chemicals and harmful substances;
- Electricity
- Health topics
  - Manual tasks - lifting;
  - Slips and trips;
  - Violence, aggression and bullying
- Human factors;
  - Evacuation;
  - New and young workers;
    - New and young workers;
    - Work experience;
  - Managing contract and transient workers;
- Machinery and plant;
  - Guarding;
  - Machinery and plant
- Noise
- Work practices
  - Confined space;
  - Working at heights;
  - Working alone
- WHS system checklist



# Chemicals and harmful substances

Chemicals and harmful substances - safety checklist			
check	yes	no	n/a
Correct use of chemicals and harmful substances is part of induction			
All people who may be exposed to chemicals and harmful substances have been given information, instruction and training			
Records of training include: health effects, controls, safe work methods and personal protective equipment/clothing			
There is a complete easy to find and read list/register of all chemicals used			
There is an up to date SDS for each hazardous substance in the workplace			
SDS are available for workers' reference and included in the hazardous substances register			
Original containers have the manufacturer's label			
Decanted containers are labelled with name, risk and safety instructions			
A risk assessment has been completed for all chemicals and harmful substances stored and used at the workplace			
The risk assessment is recorded in the list/register			
Risk assessment reports are available where risks are significant			
Actions have been taken to control risks.			
The hierarchy of controls has been considered when reducing risk –controls such as eliminating the chemical, choosing a safer one or using ventilation near the work are used where possible			
Controls are inspected and maintained (e.g. air flow checked in ventilation systems)			
There are appropriate first aid and emergency facilities and workers are aware of them			
Where there is a risk from lead, isocyanates, asbestos, organophosphate insecticides and other scheduled chemical, a doctor has been appointed to monitor the health status of workers.			

# Electricity

Electricity safety checklist			
check	yes	no	n/a
Electrical safety is part of induction			
People working with electricity have been given information, instruction and training			
There is a maintenance program in place for electrical installations			
Electrical equipment has been tested			
Residual current devices (RCD) are installed at switchboards or into fixed sockets			
Portable electrical equipment is protected by RCDs			
The RCD device is labelled and has been tested			
Flexible cord connections have either moulded or transparent type plugs			
Plugs, sockets and extension leads are in good condition			
Flexible cords are protected from water, being damaged or cut			
Switchboards are labelled correctly and protected from damage			
Light fittings are suitable for the location and protected from breakage			
Power points are suitable for the location and are positioned safely			
Safety procedures are in place for workers working near overhead power lines			
Machinery has been identified that may expose workers to electrical risk			
Site power been connected when construction site work has reached plate height			
Cords are of suitable length for the intended use			
There are no double adaptors or three-pin plug adaptors in use			
Electrical installations are protected from damage that would increase the risk of electrical shock or fire			
Portable cable stands are used when required			

# Health topics

Manual tasks-lifting safety checklist			
check	yes	no	n/a
Lifting and carrying tasks are eliminated where possible			
Mechanical equipment, conveyors or trolleys are used to reduce manual lifting and carrying where possible			
Manual handling tasks or hazards have been identified and assessed			
Practical control measures have been put in place and maintained to eliminate or reduce the risks as far as possible			
All manual tasks-related incidents have been adequately investigated			
Information, instruction and training in safe lifting has been provided to everyone involved in organising and implementing manual tasks processes; investigating accidents; or performing tasks where manual tasks hazards have been identified			
Workers understand manual tasks risk factors and are aware of risk management procedures			
Workers consultation and participation have taken place during all stages of risk management			

Slips and trips - safety checklist			
check	yes	no	n/a
Significant hazards have been identified and assessed			
The assessments have evaluated all the risk factors that contribute to the hazard			
All control measures been implemented and maintained to eliminate or reduce risk			
All slips, trips and falls-related incidents been adequately investigated and all controls reviewed after incidents occur			
Information, instruction and training on slip, trip and fall hazards has been provided as part of induction and ongoing as required			
Floor surfaces are slip resistant			
Walkways are free of obstruction and trip hazards, such as electrical leads and hoses			
There is a 'clean as you go' policy to ensure spills are attended to immediately			
There are special provisions for drainage and slip resistance in wet areas such as kitchens, bathrooms, hotel/pub bars wet areas			
Floor surfaces are maintained and in good condition			
Warning signs are erected near spills			
Pathway accesses to and from work areas are kept free of obstacles			
Guard rails or other safety guards are provided on ramps and stairs			
There is adequate lighting			
Appropriate personal protective clothing, such as slip resistant footwear, is provided			
There are ramps in areas where the height of floor levels change and trolley access is required or where items are carried regularly			
Unstable and loose floor surfaces are improved			
Walking variation and step delineation and markings are clear			
Ladders and steps in use are designed and used safely			

<b>Violence and aggression -safety checklist</b>			
<b>check</b>	<b>yes</b>	<b>no</b>	<b>n/a</b>
Workers have received information, instruction and training in relation to dealing with violence and aggression (including hold ups, cash handling, difficult customers)			
Systems are in place to identify potentially aggressive customers			
Procedures are in place in relation to violence and aggression			
Workers are trained in recognition of, communication for and management of aggressive behaviour			
Procedures are in place in relation to cash handling			
Procedures are in place in relation to hold-ups (including post-hold up procedures)			
Procedures are in place to ensure timely and appropriate counselling is provided to workers following a violent/ aggressive incident			
An adequate number of security staff is provided (where applicable)			
Security staff are adequately trained			
Staff are escorted to car after evening shifts, where applicable			

<b>Bullying -safety checklist</b>			
<b>check</b>	<b>yes</b>	<b>no</b>	<b>n/a</b>
Workers have received information, instruction and training in relation to responding to unresolved conflict or unreasonable behaviour, including how to report incidents.			
Systems are in place to identify bullying hazards early (including gathering trends on sick leave, turnover, worker's compensation, etc.)			
Systems are in place to investigate claims of bullying or unresolved conflict in a timely manner			
Procedures are in place to assist in conflict resolution and grievance resolution			
Managers have received sufficient training to enable them to resolve conflicts promptly and effectively			

# Human factors

Evacuation safety checklist			
check	yes	no	n/a
An evacuation procedure to be followed in the event of a fire or other emergency is provided			
The evacuation procedure and a diagram of the workplace (showing the exits) are displayed in a prominent location			
Emergency egress enables safe egress in event of an emergency (e.g. doors are not obstructed)			
Exit signs have been provided and are maintained			
Portable fire extinguishers have been provided and maintained			
A fire blanket is available where applicable			
An adequately stocked first aid kit is provided at a central location			
An adequate number of people have been trained in first aid, having regard to the types of hazards and number of people in the workplace			
Procedures are in place for isolated workers (means of communication are available and procedures for regular contact are in place)			

New and young workers safety checklist			
Check	yes	no	n/a
<b>Induction training</b>			
Has the new/young worker been shown around the workplace?			
Has the new/young worker been introduced to key people (supervisor/manager, first aid officer and health and safety representative (if any) etc)?			
Do new/young worker have their duties and responsibilities explained?			
Has the new/young worker been provided with specific WHS information such as policies and procedures on: <ul style="list-style-type: none"> <li>• Safe systems of work relating to specific hazards, e.g.: lifting, slips, trips and falls, operation of machinery or equipment, chemical safety (SDS). etc</li> <li>• Consultation and communication</li> <li>• Hazard and injury reporting including reporting of hazards, injuries and near misses</li> <li>• First aid, fire safety and other emergencies</li> </ul>			
Do you have an 'anti harassment, bullying and workplace violence' policy, and have new/young workers been made aware of it?			
<b>Consultation and communication</b>			
Do the new/young workers know how to report injuries and hazards, including faulty equipment or unsafe working conditions?			
Are the new/young workers involved in hazard identification, risk assessment and control of hazards in the workplace?			
Do new/young workers know who their health and safety representative (if any) is and what their role is?			
<b>On the job training</b>			
Is on the job specific training provided to new/young workers for each new task?			
Is the job explained in detail, including clear instructions for each task?			
Are new and young workers shown/told:			
<ul style="list-style-type: none"> <li>• how to operate equipment/plant?</li> </ul>			
<ul style="list-style-type: none"> <li>• the hazards and control methods?</li> </ul>			
<ul style="list-style-type: none"> <li>• how to use and maintain personal protective equipment?</li> </ul>			
<ul style="list-style-type: none"> <li>• the maintenance requirements and who has responsibility?</li> </ul>			
Is the new/young workers understanding assessed before commencing the task?			
Are the new/young workers provided with opportunities to ask questions?			

Is there a buddy system in place for new / young workers?			
<b>Supervision</b>			
Are managers/supervisors aware of new/young workers vulnerabilities?			
Are supervisors aware of job requirements including risks to new and young workers?			
Are supervisors available to answer questions?			
Are work practices of new/young workers monitored?			
Are unsafe work practices corrected immediately?			



Work experience checklist			
Check	yes	no	n/a
Has someone been appointed to be in overall charge of young workers, including those on work experience placements?			
Where students are on a work experience placement, has effective liaison been established with the placement organisers, including arrangements for regular monitoring and reporting of accidents/incidents/ill health?			
Have 'suitable and sufficient' risk assessments been carried out?			
Have any additional control measures required for young people been clearly identified?			
Have risk assessments taken account of any special health and safety needs which young workers may have as a result, for example, of any physical and learning disabilities, or health issues such as allergies, asthma and respiratory problems, heart disease, diabetes, colour blindness or use of prescription medicines?			
Have work activities which young people should be prohibited from undertaking been clearly identified?			
Have necessary steps been taken to isolate or make safe dangerous tools, plant, equipment or substances?			
Have any necessary arrangements for personal safety and freedom from harassment and bullying been considered?			
Have parents or guardians been informed of risks and control measures?			
Have arrangements been made for appropriate supervision and induction training?			
Have work tasks for young people been properly defined and explained? Do young people understand what is required of them in order to protect their own health and safety and that of others?			
Have young workers been provided with appropriate information about hazards, risks and precautions?			

<b>Managing contractors and transient workers:</b> safety checklist			
<b>check</b>	<b>yes</b>	<b>no</b>	<b>n/a</b>
Does your WHS policy include contractor responsibilities?			
Is health and safety a key criterion in the selection of contractors?			
Do you take steps to ensure contractors are competent in health and safety?			
Do you discuss and agree the job with contractors? Are your requirements and the contractors' responsibilities for health and safety in writing?			
Are contractors made aware of your safe work procedures in advance?			
Do you ask for safe work method statements?			
Do you conduct a risk assessment for the work with the contractor?			
Do contractors sign in and out? Do you always know where they are?			
Are contractors given site information before starting the job?			
Do you go through the job before allowing work to start?			
Do you check on progress with the job and that the contractors are working safely?			
Do you keep the entire workforce informed on health and safety issues?			
Do you take appropriate action if contractors are not working safely?			
Do you check on contractor's arrangements for supervision of their workers?			
Do you tell contractors to report all incidents/accidents?			
If the contractor sends different staff will you know?			
When a job is finished, do you review how it went, including the health and safety performance of the contractor?			

# Plant and machinery

Guarding safety checklist			
check	yes	no	n/a
Are operators and maintenance personnel properly trained, familiar with the operation and set up of machinery and able to demonstrate safety features?			
Where fixed guards are provided, are they of substantial construction, and secured into position while machinery is in operation?			
Where interlocking guards are provided, do they prevent operation of the machinery when open, and are the guards prevented from opening while the machinery is in operation?			
Where a presence sensing system is used, does it operate as intended and stop the machinery when the light beams or sensors are interrupted?			
Do guards protect against hazards to the rear and sides of machinery?			
Are pre-operational checks conducted to ensure safety features are in working order?			
Are appropriate isolation procedures provided for maintenance?			
Are manufacturer's manuals available and understood by operators?			
Are machine controls protected to prevent unintentional operation, clearly marked and within easy reach of the operator?			
Are warning signs and decals clearly visible?			
Where it is not practical to provide guarding and people are required to operate or pass close to dangerous moving parts, is a safe system of work in place to reduce risk?			
Is it practical to provide a higher level of guarding than currently provided?			

<b>Plant and machinery safety checklist</b>			
<b>check</b>	<b>yes</b>	<b>no</b>	<b>n/a</b>
Safe work procedures are provided and documented to use and maintain machinery			
Mobile plant has been maintained e.g. vans and forklifts			
Records are kept of maintenance, alterations and inspections			
Plant is registered where necessary			
Manufacturer's manuals and operator instructions are readily available			
Load chart /rated capacity is provided and legible			
Mobile plant is in good working order (seat, lights, steering, controls, horn, tyres, gas cylinder, warning signals, brakes, mast, chains, hoses, counterweight, control labels, tyres)			
Seatbelt, rollover protection (ROPS) and fall protection (FOPS) are provided where required			
Pre-start safety check of mobile plant is carried out in accordance to manufactures' instructions			
Forklift operators hold a high risk work licence for forklift operation and have reached 18 years of age			
Operators hold proper certification and there is evidence of training and instruction on operating plant.			
Every dangerous part of fixed, mobile or handheld powered plant (machinery) is securely guarded or fenced to prevent injury			
Work area is organised for the safety of the mobile plant operator and pedestrians			
The work area is controlled for hazards <ul style="list-style-type: none"> <li>• ramps</li> <li>• slopes</li> <li>• uneven ground</li> <li>• power lines</li> <li>• excavations</li> <li>• ground/surface loading units</li> </ul>			
People are provided with safe access that is suitable for the work they perform in, on and around machinery and equipment			
Keys are not left behind in unattended mobile plant			
All terrain vehicles helmets are provided and worn			
Other personal protective equipment is provided as necessary i.e. high visibility clothing			
Where applicable, a noise assessment has been conducted and control measures have been implemented			
Steam and hot water pipes are insulated			

# Noise

Noise safety checklist			
Check	yes	no	n/a
<b>Identification of noise hazards</b> Is there a noise hazard at the workplace? e.g. need to raise voice to speak with someone 1m away, very loud impact noises.			
Have there been any workers' compensation claims for hearing loss?			
<b>Noise risk assessment</b> Has a noise risk assessment been carried out by a competent person?			
Any workers exposed above the exposure standard?			
Is the noise risk assessment current? i.e. less than 5 years ago and noise exposure has not substantially changed since.			
<b>Hazard Controls</b> Is the hierarchy of controls used? elimination, substitution ("buy quiet" policy), isolation, engineering (at source where practical or otherwise in noise transmission path), administrative.			
Are noise sources and noise controls maintained so as to minimise noise?			
<b>Personal hearing protectors</b> Are compliant hearing protectors supplied to and correctly worn by workers who may be exposed to a noise hazard?			
Are hearing protector areas signed in accordance with Australian Standard AS1319?			
Are workers trained in fitting, use, selection, maintenance, replacement and storage of hearing protectors?			
<b>Information and training</b> Are information & training on noise hazards, effects and controls provided?			
<b>Hearing tests</b> Is an audiometric testing program made available to workers exposed above the exposure standard?			
Are appropriate actions taken if hearing loss is found to occur?			

## Noise Levels and Exposure Times Equivalent to the Exposure Standard

Noise Level dB(A)	Exposure Time
82	12 hours
85	8 hours
88	4 hours
91	2 hours
94	1 hour
97	30 min
100	15 min
103	7.5 min
106	3.75 min

# Work practices

Confined space checklist			
check	yes	no	n/a
Are people required to enter into a confined space for work purposes?			
Has the confined space entry point been designed to reduce the risk of injury i.e. safe access, entry and exit?			
Is the work being done in the confined space compliant with Australian Standard AS 2865 requirements?			
When people enter a confined space is there another person present in the immediate vicinity outside the confined space?			
<p>Have the people who supervise, enter, work near, purchase or maintain equipment, are likely or could be involved in any rescue or first aid procedure, received training on confined space entry in accordance with Australian Standard AS2865.</p> <p>Confined space training includes:</p> <ul style="list-style-type: none"> <li>• hazards in confined spaces;</li> <li>• assessment procedures;</li> <li>• control measures; emergency procedures; and</li> <li>• selection fit storage, use and maintenance of safety equipment.</li> </ul>			
Is there adequate lighting for the type of work been done and the location?			
Are work practices arranged so that workers are protected from extremes of heat and cold?			
Are confined spaces monitored for hazards such as fumes?			
Has a documented risk assessment been carried out and completed and permit for entry been endorsed?			

Working alone safety checklist			
check	yes	no	n/a
A risk assessment has been undertaken covering issues such as length of time the person is working alone, time of day, location and the nature of the work.			
Identified hazards have been eliminated or adequately controlled			
The person working alone has been provided with adequate information and instruction to be able to work safely.			
There is a system in place for communication with workers working alone			
The system ensures that workers have means of communicating in the event of emergency (e.g. mobile phones, duress alarms)			
If the means of communication is vehicle based, the system covers the person when they are away from the vehicle			
The system requires regular contact to be maintained with workers to ensure safety and supervision			
The employer has knowledge of the location of all workers at all times during work shifts			
The worker is provided with emergency supplies such as adequate drinking water and first aid equipment.			
Machinery and equipment is regularly maintained.			

<b>Working at heights safety checklist</b>			
<b>check</b>	<b>yes</b>	<b>no</b>	<b>n/a</b>
Where relevant, working at heights is part of induction			
People working at heights have been given information, instruction and training			
Workers are supervised to ensure that safe work practices are in place			
Work areas are clear of protruding objects, water, vehicles and people			
Hand rails on stairs are secure and steps are well maintained			
All work areas are free from obstructions			
Walkways, corridors and stairs are free from obstructions			
Ladders are in good condition and are secure and fixed firmly in place			
High ladders have fall-back protection			
Mechanical lifts are safe			
Mezzanine floors have safe access and fall protection, such as handrails			
Fall arrest systems, such as harnesses, are in place			
Safer, alternative ways to do the work have been considered			
Potential existing hazards have been identified			
The risks of anyone falling from heights have been assessed			
Practical steps have been taken to prevent falls			



# WHS system checklist

Do you have			
A WHS policy	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Elected health and safety representatives and/or a WHS committee	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Hazard identification checklists and risk assessment tools	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Hazardous substances register and Safety Data Sheets (SDS) for all chemicals	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Hazard report form	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Accident / incident report form	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Access to the WorkSafe Small Business Assistance program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
An induction program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Emergency and first aid procedures	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
A violence and bullying at work policy and procedures	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
A resolution of issues procedure/grievance procedure	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Ongoing training in WHS and a way to record training undertaken across the organisation	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Processes to manage contractors and labour hire arrangements	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
An ongoing plan to monitor and improve WHS in your workplace	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Access for workers to WHS information	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

## **Lesson 6 – Incident Reports**

Complete an incident report form in relation to an accident that has occurred in the workplace

There are five case studies provided for this task as source material for students to complete the report. The case studies document actual workplace incidents that have occurred, and include the perceived factors and WorkSafe responses to each incident.

This task is fairly straight forward and allows students to focus on the impact a workplace accident actually has on an individual, their family and the workplace itself.

If the teacher wishes to give students a greater challenge, when finished they may have students create their own incident report forms, and have other members of the class complete them, thereby involving the process of proof-reading and editing.

### BSBWHS 201A Competencies addressed

- 1.3** Follow workplace procedures for responding to *emergency incidents*
- 2.4** Identify and report emergency incidents and injuries to designated persons according to workplace procedures

### WACE Career & Enterprise Scope

- 1A.** Lifelong Learning / Organisation of workplace
- 1B.** Efficiency, productivity & sustainability
- 1C.** Workplace operations / Efficiency, productivity & sustainability
- 1D.** Workplace operations / Organisation of workplace / Efficiency, productivity & sustainability

### Suggested Lesson Time/ Resources Required

45 - 90 minutes  
(depending on  
Task complexity)

Pens/Pencils  
Incident Report Form; sample & blank (provided)  
Case studies from Task 8 of example workplace accidents (provided)  
or  
Online access to view virtual workplaces from Task 1 for examples of workplace accidents

### Related Video links

The downside of workplace bullying

<http://www.youtube.com/watch?v=aHlIPBt868E&feature=related>

Today Tonight clip on workplace bullying

<http://www.youtube.com/watch?v=KOB-RdklF9k>

A video on what workplace bullying is

[http://www.youtube.com/watch?v=wz\\_hyeK5fBE&feature=related](http://www.youtube.com/watch?v=wz_hyeK5fBE&feature=related)

Examples of workplace accidents from Canada

<http://www.youtube.com/watch?v=q0gg4c3OJWs>

Workplace bullying examples

[http://www.youtube.com/watch?v=u\\_H99DDscpY&feature=relmfu](http://www.youtube.com/watch?v=u_H99DDscpY&feature=relmfu)

<http://www.youtube.com/watch?v=IBI9KOTbtXy&feature=relmfu>

<http://www.youtube.com/watch?v=qn40fRKgKRU&feature=relmfu>

### Teacher Notes

It is time for us to begin looking at some real life examples of incidents in the workplace, what could have been done to avoid the incident, and also what is the best way to deal with an incident when it occurs, and how to prevent it from happening again.

Incident report forms are important for many reasons, some of which include;

- An official record of a workplace accident
- A document that can be given to a doctor/medical staff to help with injury treatment
- A tool that can highlight a previously unforeseen hazard, or indicate a current hazard that has not been managed correctly
- A document that can help an employee support a worker compensation claim
- Evidence in a court case

There are five scenarios that can be looked at. Each one gives a brief description of a workplace incident. Completing an incident report correctly can be vitally important, so make sure you fill out every field, and give as much detail as possible.

Select one of the case studies provided and fill out a form in relation to the accident as if you were a witness to the accident itself. The more detail, the better. You can list the hazards you perceived led to the incident, or use the WorkSafe recommendations

What recommendations would you make to ensure that an accident like this wouldn't happen again?

Completing this task will help students;

- Understand the reality and danger of workplace accidents
- Identify workplace hazards and preventative measures
- Understand that WorkSafe is governing body that enforces laws and regulations

Optional-

As an additional challenge, you can now develop your own incident report and workplace investigation form.

- What would you include?
- Is there something missing that you would add?
- Is it too confusing or simple?

## Incident Reporting and Investigation Form (sample)

Name of worker injured Stan Smith

Position Office Clerk Department Administration

Location of incident Office, East Perth

Date of incident 01.04.2012 Time: 2pm am/pm

Type of incident (circle): Near-miss Mild Medium Severe

Reported to Patrick Stewart

Nature of injury (if any) Spinal Injury

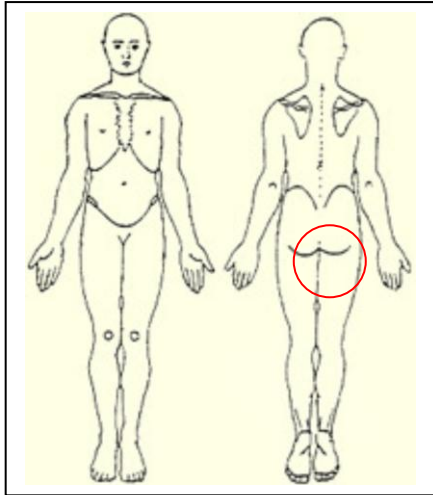
Witnesses Roger

### Description of incident

Stan was trying to show Roger a trick where he would run up and dive onto a chair with castors, making it speed across the tiled office floor. He did this but the chair fell over and he landed heavily on his back, yelling "Oww oww oww"

### Identified causes

Stan's behaviour  
Slippery floor surface  
Chair with small wheels



On the adjacent diagram, please indicate with red circles/shading where the physical injury or injuries occurred.

#### Recommended preventative actions

Resurface the office floor with carpet  
Remove the castors from office chairs  
Discipline Stan

To be completed by Peter Griffin Date 02.04.2012

Follow-up by Patrick Stewart Date of follow-up 09.04.2012

Name of person(s) investigating Peter Griffin

Signature \_\_\_\_\_

## Incident Reporting and Investigation Form

Name of worker injured \_\_\_\_\_

Position \_\_\_\_\_ Department \_\_\_\_\_

Location of incident \_\_\_\_\_

Date of incident \_\_\_\_\_ Time: \_\_\_\_\_ am/pm

Type of incident (circle):    Near-miss    Mild    Medium    Severe

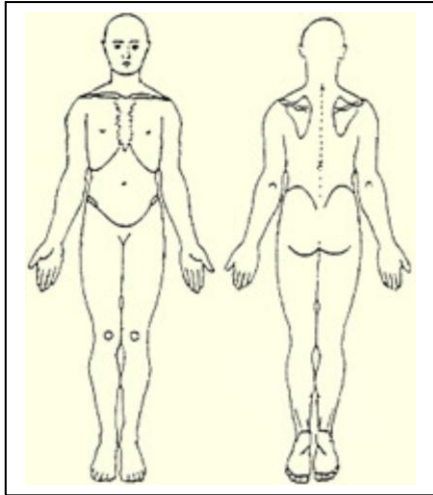
Reported to \_\_\_\_\_

Nature of injury (if any) \_\_\_\_\_

Witnesses \_\_\_\_\_

### Description of incident

### Identified causes



On the adjacent diagram, please indicate with red circles/shading where the physical injury or injuries occurred.

#### Recommended preventative actions

To be completed by\_\_\_\_\_ Date\_\_\_\_\_

Follow-up by\_\_\_\_\_ Date of follow-up\_\_\_\_\_

Name of person(s) investigating\_\_\_\_\_

Signature\_\_\_\_\_



## Case Study 1

### Incident

At 10pm on the 20th of December last year, a young kitchen-hand, Kellie, received crush injuries to the fingers of her right hand while cleaning a pizza dough rolling machine at a fast food outlet located in the suburb of Belmont. The electrical interlock switch located under the rear cover of the machine was inoperative because it had been physically damaged. However, the interlock switch had also been "electrically bridged" out of the circuit. This meant that, even if it had not been damaged, it would not have stopped the rotation of the dough rollers when an employee opened the cover for cleaning.

### Factors

- 1) The employer, who knew the interlock switch was damaged and that the dough feeder chute, had become detached from the top of the machine, failed to have a competent person assess the extent of the damage.
- 2) The employer did not have a lock-out system whereby plant was isolated from all energy sources and locked out using lock-out devices when employees at the workplace were required to clean the plant.
- 3) The employer failed to provide a safe system of work on how to clean the pizza dough rolling machine. Had there been such a system employees could have been trained and supervisors would have known what to watch out for.

### WorkSafe Recommendations

- 1) Employers must ensure that damage to plant that increases the risk of injury or harm to persons at the workplace is assessed by a competent person.  
A person, who at a workplace is an employer, a main contractor, or a self employed person must ensure when plant at a workplace has been damaged to the extent that its function or condition is impaired in a manner that increases the risk of injury or harm to a person at the workplace, that a competent person assesses the damage and advise the first mentioned person of the nature of the damage.
- 2) Employers must conduct risk assessments to ensure that employees are not exposed to hazards associated with the operation of plant at the workplace. Where unacceptable risks are identified from these assessments, controls should be introduced to protect employees.
- 3) If access to plant is required for cleaning, employers must ensure that plant is stopped and all energy sources are isolated using isolation devices and locked out using lock-out devices

## Case Study 2

### Incident

At midday on July the 6<sup>th</sup> this year, Brett, a storeman employed at an Osborne Park warehouse, suffered a fractured skull and internal bleeding when he fell three metres to the ground from a work platform elevated on the tines of a forklift truck. He was off work for two months.

The employee was attempting to remove a sign from an external wall of a building.

The steel-mesh cage was designed for forklift operation but did not conform with the requirements of Section 12.3.2 of Australian Standard 2359.1-1995 for work platforms used to elevate personnel.

Despite training in forklift operation, the driver left the vehicle unattended whilst the cage with the employee inside was elevated. This is contrary to the practice outlined in Section 3.8 of Australian Standard 2359.2-1995 for forklift operation.

During the driver's absence the cage slipped sideways causing the employee to fall out.

### Factors

- 1) Using an inappropriately designed cage for elevating personnel.
- 2) Leaving the forklift unattended while the employee was elevated in the cage.
- 3) Failing to adequately assess a high risk activity.

### WorkSafe Recommendations

- 1) No person should ride on or be elevated by a forklift truck except in elevating platforms that conform with AS 2359.1-1995.
- 2) The operation of forklift trucks should conform with AS 2359.2-1995 at all times. No person should operate a forklift truck without training to this standard.
- 3) The WorkSafe Code of Practice: *Prevention of Falls at Workplaces* should be consulted for any work undertaken where there is a risk of injury from falling.

## Case Study 3

### Incident

On the 3rd of September this year, a sixteen year old shelf stacker, Belinda, working at a supermarket in Rockingham, received an arm injury whilst loading boxes into a hydraulic cardboard baling machine. The metal pressure plate on the machine fell off onto the employee's arms.

### Factors

1. The bolt holding the metal pressure plate on the cardboard baling machine had been loose for some time. No regular maintenance had been carried out on the machine in the nine years since it was purchased. The pressure plate had come loose on other occasions and at a previous time it had been welded to the hydraulic ram. However, the weld had cracked due to the movement of the pressure plate during the crushing process. The new employee had not been informed that the pressure plate and bolt had come loose previously.
2. The injured employee was new to the job and had received no induction or formal training on how to operate the cardboard baling machine and the hazards associated with it.
3. Despite being new to the job the employee was not directly supervised at any time during the use of the cardboard baling machine.

### WorkSafe Recommendations

1. Employers need to introduce a procedure to identify, assess and control hazards associated with plant.
2. Plant such as cardboard baling machines should receive regular routine maintenance in accordance with the manufacturer's manual or the supplier's recommendations.
3. New employees must receive adequate instruction, training and appropriate supervision when using cardboard baling machines.

## Case Study 4

### Incident

A 16-year-old school student, Reece, undergoing a Workplace Learning Program at an engineering workplace in Kwinana, had three fingers on his left hand severely crushed on October the 8<sup>th</sup> last year, (two of these fingers were later amputated). The student had been given the task of cutting off the ends from 50 pre-cut flat metal strips on a metal cutting guillotine. The person supervising the student had shown him what to do and, after observing the student cut the ends off four strips left him to complete the rest of the task on his own. The student had cut 47 strips and was in the process of cutting the 48th strip when he slipped, lost his balance and fell forward, inadvertently placing three fingers into the operational area of the machine. At this time the student accidentally activated the foot control, bringing the machine's clamping device down and crushing his fingers.

### Factors

1. The machine was not suitably guarded to prevent contact with its moving parts
2. The student had no prior experience operating a metal cutting guillotine
3. The supervisor assumed the student had more experience within the industry than was the case

### WorkSafe Recommendations

1. Persons in control of workplaces should ensure hazard identification and risk assessment are carried out within the workplace prior to a student commencing work related activities.
2. Persons in control of workplaces should ensure that moving parts of machinery that may cause injury are adequately guarded.
3. School authorities and persons in control of workplaces should effectively liaise to identify roles and responsibilities prior to starting a student within a workplace on a Workplace

## Case Study 5

### Incident

On the 1st of April this year, a scaffolder, Adam, was dismantling scaffolding on a building construction site in Mirrabooka. He was moving a 6.5m scaffold pole that was leaning against the building to a stacking area adjacent to the roadside. He held the scaffold pole upright with both hands and walked towards the stacking area. The scaffold pole contacted the low voltage overhead power lines and he received a severe electric shock.

### Factors

1. The storage of and stacking of scaffold material and a rubbish bin directly beneath the overhead power lines.
2. Failure to conduct a risk assessment on the site before dismantling or storing the scaffolding.

### WorkSafe Recommendations

1. Persons intending to work in the vicinity of overhead power lines shall comply with the legal requirements.
2. Ensure that an employee or any plant or material used or controlled by an employee does not enter the danger zone of an overhead power line.
3. Make sure there is always a safe clear distance between live overhead power lines and cranes, elevating work platforms, hoists, scaffolds, formwork and portable ladders. Where this is not going to be possible, contact the local electricity supply authority.

## Lesson 7 – Emergency Response Plan

Create an emergency response plan for a given workplace, actual or virtual, that details how various emergencies should be responded to

When completed, this worksheet can be added to the WHS induction kit that students will be working on later.

It is up to the teacher whether the students create their own emergency response plan template, or use the one provided.

### BSBWHS 201A Competencies addressed

**1.3** Follow workplace procedures for responding to *emergency incidents*

**2.4** Identify and report emergency incidents and injuries to designated persons according to workplace procedures

### WACE Career & Enterprise Scope

**1A.** Lifelong learning

**1B.** Efficiency, productivity & sustainability

**1C.** Workplace operations / Constant change

**1D.** Workplace operations / Rights & responsibilities

### Suggested Lesson Time/ Resources Required

60 minutes

Pens/Pencils

Sample Emergency Response Plan Worksheet (provided)

### Related Video links

<http://www.youtube.com/watch?v=YvltDKg9DcM&feature=related>

[http://www.youtube.com/watch?v=-o7a\\_6uO090](http://www.youtube.com/watch?v=-o7a_6uO090)

### Teacher Notes

Under WHS legislation, the person who has responsibility for the workplace has specific obligations for emergency evacuations – including having an evacuation procedure in place to protect anyone at the workplace in the event of an emergency; and a general ‘duty of care’ obligation to prepare for potential emergencies that might occur – including identifying potential hazards that could arise in case of an emergency and ensuring that workers will not be exposed to them.

Procedures need to be developed for emergencies such as, (where reasonable)

- accidents;
- medical emergencies;
- fire, both structural and bush fires;
- cyclones / destructive winds;
- floods

It is best practice to have emergency telephone numbers and call signs readily available as part of the emergency procedures. In addition, the address of the property and easy directions on how to get there are vital for emergency procedures. A list of emergency telephone numbers should include:

- hospital
- doctor
- ambulance
- fire brigade
- police station
- shire office
- Poisons Information Centre 13 1126.

The initial treatment a person receives directly after an injury, accident or when they become ill at work is extremely important.

A first aid kit may be of any size, shape, or type providing it is large enough to contain all the supplies required to suit the property and the types of injuries that may occur. First aid kits need to be provided and located to ensure they are immediately accessible. Access for people working in isolated or remote locations must be taken into account. Additional information on or near the top of a first aid kit should include the name, address and telephone number of the nearest medical or emergency service; and instructions for emergency treatment of injuries that may be specific to the workplace.

The level of training for first aid needs to be determined when first aid facilities and services are being planned. As a general rule, the more remote the property is from professional medical help, the higher the standard of first aid training is required. As an absolute minimum one person who is at the property all the time must hold current first aid qualifications.

## Emergency Response Plan

Company Name \_\_\_\_\_ Location \_\_\_\_\_

Potential Emergencies (based on hazard assessment and workplace inspection)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
--	--

Emergency Procedures	In the event of an emergency occurring within or affecting the work site, the (position and name) _____ makes the following decisions and ensures the appropriate key steps are taken: <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
----------------------	---

Location of Emergency Equipment	Emergency equipment is located at; First Aid Kit _____ Fire Alarm _____ Fire Extinguisher _____ Electricity Kill Switch _____ General Alarm _____ Other _____
---------------------------------	---

Employees Trained in the Use of Emergency Equipment (The names of employees trained in the use of the emergency equipment)	Employee _____ _____ _____ _____ _____	Training _____ _____ _____ _____ _____
---	---	---



Emergency Response Training Requirements	Type of training	Frequency
	_____	_____
	_____	_____
	_____	_____

Location of Nearest Emergency Facilities	Police _____
	Fire Station _____
	Hospital _____
	Local Council _____
	Other _____

Procedures for Evacuation	Information for evacuation procedures are located at
	_____

Designated Evacuation Employees (employees trained in evacuation procedures)	Name _____
	Location _____
	Name _____
	Location _____
	Name _____
	Location _____

Employee Name \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 8 – WHS Inductions

In this final task students are to develop and design a basic WHS induction kit, or safety video, for new young workers. The worksite to be used for their induction kit/safety video can be either a virtual one or one that students have visited within the school, or one that they are currently working in.

The induction kit that students develop is in no way to be regarded as an actual induction kit for a workplace, and is for assessment purposes only. As an alternative, students can script and film an induction video approximately 3-5 minutes in length, dependant on school resources and capabilities.

Work completed and document templates used in previous tasks should be used as part of the student induction kit, such as;

Workplace Inspection  
Emergency Procedure Plan  
Incident Reporting

Students are encouraged to research and look at existing WHS induction processes and documentation, and use their research as a framework for their own documents.

### **BSBWHS 201A Competencies addressed**

- 2.3** Identify and implement WHS procedures and work instructions
- 2.5** Identify WHS ***duty holders*** in own work area and their duties
- 3.1** Contribute to workplace meetings, inspections and other WHS consultative activities

### **WACE Career & Enterprise Scope**

- 1A.** Career building / Lifelong learning / Efficiency, productivity & sustainability / Rights & responsibilities
- 1B.** Lifelong learning / Workplace operations / Efficiency, productivity & sustainability
- 1C.** Workplace operations / Efficiency, productivity & sustainability / Constant change
- 1D.** Lifelong learning / Workplace operations / Efficiency, productivity & sustainability / Rights & responsibilities / Organisation of workplaces

### **Suggested Lesson Time/Resources Required**

120 minutes

Pens/Pencils  
Paper (for drafting if needed)  
Computers with online access  
Access to current WHS induction documents

### **Related Video links**

<http://www.youtube.com/watch?v=DtKZKRAgHew>  
<http://www.youtube.com/watch?v=qfqFkCkGPdY>  
<http://www.youtube.com/watch?v=SRWPpvY2BmQ>

## Teacher Notes

This is the final task for SmartMove course. Now we have to gather up all the research and work we have done, and use that to help us write up a WHS Induction Kit for a workplace of our choice. We can use one of the virtual workplaces from task one, one of the workplaces we've visited in the school, or even a workplace you actually work in.

An induction is when your employer formally informs you of policy and procedures that exist in your workplace, or simply put, how things are done. An work health and safety induction is used by employers to inform new employees what hazards currently exist in the workplace and how they are controlled and contained. Induction kits also state what to do in an emergency, and what an emergency is likely to be. They are also used to give new employees other relevant health and safety information.

After choosing a workplace, you now need to look at what issues and hazards need to be addressed in your induction. The best way of doing this is by first looking at the worksite inspection you completed earlier. If you are developing an induction kit for a workplace that you didn't previously inspect, you can still use the headings and categories to help you kick-start this task.

To make it easy to start, here is a list of things that may need to be addressed in your induction kit, (use these as headings if needed);

- Chemicals and harmful substances;
- Electricity
- Health topics
  - Manual tasks - lifting;
  - Slips and trips;
  - Violence, aggression and bullying
- Human factors;
  - Evacuation;
  - New and young workers;
    - New and young workers;
    - Work experience;
- Machinery and plant;
  - Guarding;
  - Machinery and plant
- Noise
- Work practices
  - Confined space;
  - Working at heights;
  - Working alone
- WHS system checklist

Not all of these topics will need to be addressed, although you will find that most will. Below is an example of how you can begin your induction kit, through focus questions, using chemicals as an example;

What harmful chemicals are used in the workplace?  
How and where are they stored?  
What are they used for?  
What is the procedure for handling them? (PPE etc)

If the workplace was a kitchen or cafeteria, the responses might be;

**What harmful chemicals are used in the workplace?**

Ammonia and bleach

**How and where are they stored?**

In a locked cupboard under the kitchen sink

**What are they used for?**

Cleaning the floors at the end of the workday

**What is the procedure for handling them? (PPE etc)**

No direct contact with skin or eyes, use of latex gloves and a disposable fume mask, diluted with water into a bucket

Above is now some basic WHS information that can be put under the chemicals heading if the workplace you were working in was a kitchen. Following this example of focus questions for each category that needs addressing will quickly help students develop a basic WHS induction kit.

Things that should be included in the induction;

- A map of the workplace with an evacuation plan
- Location of first aid kits and fire extinguishers
- Location of emergency exits and isolating switches
- A list of employees that are first aid trained, safety officers and fire marshals, etc.
- An emergency procedure plan (Task 7).
- An example of how to complete an incident report form (Task 6).
- Information on the responsibility of the employee and employer in regards to health and safety in the workplace (Task 3 & 5).
- Safe operation of machinery
- How to properly wear and use PPE
- How to remove waste
- Drug and alcohol guidelines

Included also is a WHS induction checklist and a sample WHS induction pack. It is generic and “wordy”, and should be used only as a guide and example.

## WHS Induction Checklist

**Name** \_\_\_\_\_ **Site** \_\_\_\_\_

**Employee Number** \_\_\_\_\_ **Date of Induction** \_\_\_\_\_

**Person conducting induction** \_\_\_\_\_

	<b>Please tick</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1.	Introduction			
2.	Organisational overview and site tour			
3.	Outline of site rules (provide copy)			
4.	Discuss WHS manual			
5.	Emergency Procedures			
6.	Incident Reporting			
7.	Hazard Reporting			
8.	First Aid			
9.	Use of PPE			
10.	Security and Access Arrangements			
11.	Copy Qualifications/Licences			
12.	Discuss Training Schedule			
13.				
14.				

This information has been provided to me

Name and Signature of employee

\_\_\_\_\_

Dated

\_\_\_\_\_

Name and Signature of witness

\_\_\_\_\_

Dated

\_\_\_\_\_

## Assessment Tools/Records

The following pages contain the assessment tools for the lessons within the Safety Passport program. Each assessment page has an educator and student section, which contains the relevant ***Safety Passport Certificate*** for students to cut out and insert into their Safety passport, if your school/educational organisation has purchased the Safety Passports.

These assessment records are also included the mapping document for BSBWHS201A in relation to this program, and are also downloadable in the student section of the online version of this program.

## ASSESSMENT RECORD (For Educators) – LESSON 1



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
<b>2.1</b> Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace			
<b>2.2</b> Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons, and record them according to workplace procedures			
<b>3.3</b> Take actions to eliminate workplace hazards and reduce risks			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor _____ Date _____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate _____ Date _____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 1

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right; font-size: small;">PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 1</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p><b>Competencies of Lesson 1</b> (Spot the Hazard, Assess the Risk)</p> <p><b>2.1.</b> Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace</p> <p><b>2.2.</b> Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons, and record them according to workplace procedures</p> <p><b>3.3.</b> Take actions to eliminate workplace hazards and reduce risks</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 2



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
1.1 Follow provided <i>safety procedures and instructions</i> when conducting work			
1.2 Carry out pre-start systems and equipment checks according to workplace procedures			
2.2 Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons, and record them according to workplace procedures			
3.3 Take actions to eliminate workplace hazards and reduce risks			
The candidate has been informed of the assessment result and the reasons for the decision.  Assessor_____Date_____  I have been informed of the assessment result and the reasons for the decision.  Candidate_____Date_____			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 2

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right; font-size: small;">PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 2</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p>Competencies of Lesson 2 (SAM in the Workplace)</p> <p>1.1. Follow provided <i>safety procedures and instructions</i> when conducting work</p> <p>1.2. Carry out prestart systems and equipment checks according to workplace procedures</p> <p>2.2. Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons, and record them according to workplace procedures</p> <p>3.3. Take actions to eliminate workplace hazards and reduce risks</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 3



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
2.1 Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace			
2.5 Identify WHS <i>duty holders</i> in own work area and their duties			
3.2 Raise WHS issues with designated persons according to organisational procedures			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor _____ Date _____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate _____ Date _____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 3

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right; font-size: small;">PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 3</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p><b>Competencies of Lesson 3</b> (Employer Responsibilities)</p> <p>2.1. Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace</p> <p>2.5. Identify WHS <i>duty holders</i> in own work area and their duties</p> <p>3.2. Raise WHS issues with designated persons according to organisational procedures</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 4



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
1.1 Follow provided <i>safety procedures and instructions</i> when conducting work			
1.2 Carry out pre-start systems and equipment checks according to workplace procedures			
2.3 Identify and implement WHS procedures and work instructions			
3.2 Raise WHS issues with designated persons according to organisational procedures			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor _____ Date _____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate _____ Date _____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 4

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

  <p>PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 4</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p>	<p style="text-align: center;"><b>Competencies of Lesson 4 (Employee Responsibilities)</b></p> <p>1.1. Follow provided <i>safety procedures and instructions</i> when conducting work</p> <p>1.2. Carry out prestart systems and equipment checks according to workplace procedures</p> <p>2.3 Identify and implement WHS procedures and work instructions</p> <p>3.2 Raise WHS issues with designated persons according to organisational procedures</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 5



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures			
3.1 Contribute to workplace meetings, inspections and other WHS consultative activities			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor_____Date_____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate_____Date_____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 5

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right;"><small>PTO for more details</small></p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 5</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p><b>Competencies of Lesson 5 (Worksite Inspections)</b></p> <p>2.4. Identify and report emergency incidents and injuries to designated persons according to workplace procedures</p> <p>3.1. Contribute to workplace meetings, inspections and other WHS consultative activities</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 6



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
1.3 Follow workplace procedures for responding to <i>emergency incidents</i>			
2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor _____ Date _____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate _____ Date _____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 6

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right; font-size: small;">PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 6</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p><b>Competencies of Lesson 6</b> (Incident Reports)</p> <p>1.3. Follow workplace procedures for responding to <i>emergency incidents</i></p> <p>2.4. Identify and report emergency incidents and injuries to designated persons according to workplace procedures</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 7



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
1.3 Follow workplace procedures for responding to <i>emergency incidents</i>			
2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor_____Date_____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate_____Date_____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 7

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

  <p>PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 7</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p>	<p><b>Competencies of Lesson 7</b> <b>(Emergency Response Plan)</b></p> <p>1.3. Follow workplace procedures for responding to <i>emergency incidents</i></p> <p>2.4. Identify and report emergency incidents and injuries to designated persons according to workplace procedures</p>
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## ASSESSMENT RECORD (For Educators) – LESSON 8



Candidate Name \_\_\_\_\_

Date \_\_\_\_\_



Record the results of the assessment in the boxes below, with additional comments as required. Indicate whether the student has been assessed as “Competent” (C) or “Not Yet Competent” (NYC). Multiple attempts can be permitted.

BSBWHS201A Elements	C	NYC	Comments
2.3 Identify and implement WHS procedures and work instructions			
2.5 Identify WHS <b>duty holders</b> in own work area and their duties			
3.1 Contribute to workplace meetings, inspections and other WHS consultative activities			
<p>The candidate has been informed of the assessment result and the reasons for the decision.</p> <p>Assessor _____ Date _____</p> <p>I have been informed of the assessment result and the reasons for the decision.</p> <p>Candidate _____ Date _____</p>			



## SAFETY PASSPORT CERTIFICATE (For Students) – LESSON 8

Once **all the competencies** have been met for this lesson, students can have their teacher/trainer sign the certificate below, then cut out and insert the certificate into their personal Safety Passport.

 <p style="text-align: right; font-size: small;">PTO for more details</p> <p>This card is evidence that _____ from _____ has successfully completed <b>Lesson 8</b> of the SmartMove Safety Passport program</p> <p>Date _____</p> <p>Educator Signature _____</p> 	<p><b>Competencies of Lesson 8</b> (WHS Induction)</p> <p>2.3. Identify and implement WHS procedures and work instructions</p> <p>2.5. Identify WHS <b>duty holders</b> in own work area and their duties</p> <p>3.1. Contribute to workplace meetings, inspections and other WHS consultative activities</p>
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# SmartMove Safety Passport Workplace Evidence Checklist



Student Name\_\_\_\_\_

Supervisor Name\_\_\_\_\_

School Name\_\_\_\_\_

Company Name\_\_\_\_\_

Workplace Evidence & BSBWHS201A Related Competencies	Supervisor Signature	Date
Acknowledging and reading safety posters/checklists - 1.1		
Applying safe work practices and precautions to eliminate injury or damage to self or others - 1.1 / 2.3 / 3.3		
Wearing appropriate clothing - 1.1		
Correctly using personal protective clothing and equipment - 1.2 / 2.3 / 3.3		
Using equipment safely following verbal or written instruction - 1.2 / 3.3		
Selecting the appropriate equipment for a work task - 1.2		
Follow evacuation procedures - 1.3		
Identify and explain procedures for reporting emergency situations - 1.3 / 2.4		
Demonstrate correct use of emergency equipment - 1.3		
Report any incidents to appropriate WHS officer/workplace supervisor - 2.1 / 2.2 / 2.5 / 3.2		
Identify and explain procedures for reporting hazardous situations - 2.1 / 2.2 / 2.5 / 3.2		
Participate in WHS workplace meetings - 2.1 / 3.1		
Complete appropriate workplace documentation such as worksite inspection checklist - 2.2 / 3.1 / 3.2		
Follow recommended procedures when handling waste products - 2.3		
Report any emergency incidents to appropriate WHS officer/workplace supervisor - 2.4		
Follow recommended procedures when dealing with an emergency situation - 2.4		
Observe the safety precautions that must be followed as demonstrated by a supervisor - 2.5		
Participate in emergency evacuation drills - 3.1		

Checked By (Teacher/Trainer)\_\_\_\_\_

Date\_\_\_\_\_