CPCCBC4002

Manage work health and safety in the building and construction workplace

Assessment 2 of 3

Short Answer Questions

SWINBURNE OPEN EDUCATION

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Assessment Instructions

Task overview

This assessment task requires you to answer **eight (8)** short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need to access the UP Building and Construction's Intranet (Case Study module: Module 1) – policy documents and procedures:

- Work Health and Safety Policy and Procedures document
- Environmental and Waste Management Policy and Procedures.

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Question 1

Identify the WHS regulation relevant to your state/territory and indicate the regulation number that gives information about your **duty to identify hazards**. If your state/territory does not have a regulation about identifying hazards in general, you may provide a regulation about identifying specific types of hazards.

The student must indicate the relevant state/territory, identify the relevant WHS regulation and indicate the regulation number that gives information about duty to identify hazards. See sample answers for all states/territories.

State/territory	WHS regulations	Regulation number
Australian Capital Territory	*Work Health and Safety Regulation 2011*	Regulation 34
New South Wales	*Work Health and Safety Regulation 2017*	Regulation 34
Northern Territory	*Work Health and Safety (National Uniform Legislation) Regulations 2011*	Regulation 34
Queensland	*Work Health and Safety Regulations 2011*	Regulation 34
South Australia	*Work Health and Safety Regulations 2012*	Regulation 34
Tasmania	*Work Health and Safety Regulations 2012*	Regulation 34
Victoria	*Occupational Health and Safety Regulations 2017*	Regulation 26
Western Australia	*Occupational Safety and Health Regulations 1996*	Regulation 3.1

Question 2

Access and review UP Building and Construction's *Work Health and Safety Policy and Procedures.* In the table below you can see topics that are covered in the policy document. For each topic, provide a brief summary.
Note: You can find the policy document on UP Building and Construction's Intranet (Case Study module: Module 1), under 'Policies and Procedures'.

Student must identify and explain three (3) topics covered in the policy document.

Topics covered	Brief summary (15-20 words)
1. Safety procedures	This describes designated health and safety representative's (HSRs) duty to ensure WHS procedures are carried out.

2. Designated work areas	This explains designated work areas and their purpose.
3. Workplace hazards	This explains common workplace hazards and how to respond to them.
4. Field standard safety clothing and equipment	This explains common PPEs and equipment and their use

Question 3

According to UP Building and Construction's *Work Health and Safety Policy and Procedures*, what information you must include when submitting an incident report to the health and safety representatives (HSRs) on the building and construction project you are currently undertaking? (Approximate word count: 60-65 words)

[Type your response here]

Students must refer to the UP WHS policy to answer this question.

This is an example of a competent response:

- Summary of the incident ('What happened?')
- Date, time, and location of the incident
- Details about the people who were involved in the incident
- Details about the people who witnessed the incident
- Corrective actions, e.g. whether or not first aid was necessary (and if yes, what first aid was provided).
- Who was the incident reported to?

Question 4

In the table below there are construction activities listed that are commonly completed on a construction site. For each activity, identify **two (2)** hazards that could arise from carrying out the activity.

Examples of satisfactory responses are provided below. Students must identify 2 hazards for each construction activity, as listed below. If only two sample answers are listed, students must identify those hazards as no additional competent response is available for that activity:

Construction activity	Potential hazards (1-10 words)
Crane operation	1. Height of the crane (I.e. falling when working at height)
	2. Stability issues, including weight of the crane's load, ground conditions, wind conditions, the way loads are lifted or moved.

	Additional answers: • Falling loads, cause by either operator incompetency, slipping, mechanical failure, two blocking • Electrical hazards involving overhead cranes are a result of a metal part of a crane coming into contact with a power source (i.e a high-voltage power line) • Security when not in use
Dogging work	1. Centre of gravity of the load
	2. Load support
Rigging work	1. Work platforms
	2. Height that the load must be lifted Additional answers: • Electrical hazards, including overhead power cables or pipe-racks • Lifting hazardous material • Security when not in use
Concrete pumping	1. Oscillation due to pumping
	2. Wet cement Additional answers: • Trip hazards • Overhead electrical power lines • Diesel fumes • Noise • Uncontrolled movement
Tilt-up panel construction	1. Support for the panels
	2. Weight of the panels Additional answer: • Risks associated with mobile plant (e.g. cranes and elevating work platforms), including being struck or crushed.
Use of scaffolding	1. Height of the scaffold, including lack of proper access, incorrect erediction
	2. Presence of guard rails on scaffold Additional answers: • Falling materials • Electrocution by nearby electrical hazards
Operation of plant	1. Presence of moving parts in the plant
	2. Sharp parts in the plant Additional answers:

	• Mechanical or other failures (e.g. hydraulic failures, release of hazardous substances) • Plant overturning • The plant colliding or coming into contact with any person or thing (e.g. workers, other vehicles or plant, energised powerlines)
Operation of equipment	1. Presence of moving parts in equipment
	2. Sharp parts in equipment Additional answers: • Machinery and equipment that can eject objects (parts, components, products or waste items) that may strike a person with sufficient force to cause harm • Cable or hose connections • Harmful emissions, contained fluids or gas under pressure, chemicals, electricity, noise, dust
Demolition	1. Vibration and noise during demolition work
	2. Removal of debris from site Additional answers: • The premature collapse of structures • Work at height • Contact with live overheads • Contact with buried services • Hazardous substances from previous use of the building • Biological hazards from vermin or stagnant water
Exposure to noise	1. Volume of noise
	2. Duration of exposure as repeated noise can increase the risk or fatigue and cardiovascular disorders like high blood pressure and heart disease. Additional answer: • Being distracting, including difficulty to hear warnings, instructions or other sounds
Electrical work	1. Live wires
	2. Presence of flammable materials nearby Additional answer: • Wet surroundings • In cramped spaces with earthed metalwork, such as inside a tank or bin • Faulty tools and equipment
Working at heights	1. Elevation from ground
	2. Working conditions, including harness system, poor ground, slopes, obstructions.

	Additional answers: • Duration and frequency. (Long-duration, higher frequency work justifies a higher standard of fall protection, e.g. a tower scaffold rather than a ladder. However, a ladder may be justified for short duration low-risk repetitive work.) • The installation and removal of work equipment
Working in confined spaces	1. Ventilation to eliminate contaminants in the air (e.g. dust) or to avoid suffocation from oxygen suffocation
	2. Available light Additional answers: • Flooding • Fire and explosions • Temperature • Access restrictions

Question 5

Situations that commonly occur during construction are listed the table below. Briefly explain why these situations are considered hazardous.

Students must demonstrate sufficient knowledge of why the following situations that commonly occur during construction are considered hazardous. This is an example of a competent response.

Situation	Why this is considered hazardous (20-25 words)
Asbestos removal	Asbestos removal is considered hazardous because during the process, asbestos fibres may be released into the air. This increases the possibility of exposure.
Exposure to asbestos fibres	Exposure to asbestos fibres may lead to asbestosis, lung cancer and mesothelioma. Greater exposure, both in terms of the amount of fibres and the exposure duration, increases the risk of illness. Symptoms may appear decades after initial exposure to asbestos and individuals may not be aware that they are ill.
Exposure to silica	Exposure to silica may lead to illnesses such as lung cancer or silicosis, or a reduction in oxygen intake because of scar tissue in the lungs. This scar tissue also increases the likelihood of contracting other lung-related illnesses such as tuberculosis.
Exposure to soldering fumes	Exposure to soldering fumes is considered hazardous because it may lead to asthma or worsen existing asthma conditions. The fumes can also irritate the eyes and

	respiratory tract. Depending on the specific type of solder components used, they may also lead to kidney problems.
Exposure to carbon monoxide	Exposure to carbon monoxide is considered hazardous because significant amounts of carbon monoxide may lead to unconsciousness and suffocation. Less severe effects of breathing in carbon monoxide during exposure include nausea, dizziness, and vomiting.

Question 6

Materials and substances that are commonly found on a construction site are listed in the table below. For each material and substance below, briefly explain why they are considered hazardous.

This is an example of a competent response.

Materials and substances	Why it is considered hazardous [20-25 words]
Concrete mixes	When it comes into contact with exposed skin, wet concrete may cause skin irritation. In more severe cases, it may even cause third-degree chemical burns.
Spray foam insulation	The chemicals found in spray foam insulation may irritate the respiratory system, skin, and eyes. Prolonged exposure may also lead to the development of asthma, fevers, and sore throat.
Solvents	Depending on the type of solvent, exposure may lead to damage to a person's nervous system, kidneys, or liver. They may also irritate the skin and can cause cancer in more severe cases.
Lead	Exposure to lead may cause cancer, kidney problems, or nerve damage. If the lead levels in a person's body becomes too high, it may lead to headaches, stomach problems, and fatigue.

Question 7

In accordance with the UP Building and Construction's *Work Health and Safety Policy and Procedures*, outline the emergency response procedure for fires, general first aid and evacuation procedure applicable to construction sites.
The learner must outline the emergency response procedures for fires, first aid and evacuation as it is described in the safety policy.

Students must refer to the UP Safety (WHS) policy to answer this question.
This is an example of a competent response:

Emergency response to fire (45-50 words)	• Inform the chief warden of the fire, providing necessary information • Inform the floor warden of the fire, providing necessary information • Evacuate the area, making sure no one is left behind • If possible, close doors to slow down the spread of fire and smoke • Follow instructions provided by floor or chief warden
First aid procedure (60-65 words)	• Quickly assess the area to see if there are any potential dangers to you or nearby bystanders • Check if the individual has any life-threatening bleeding • Check if the individual is conscious and responsive • Provide the appropriate first aid care depending on the individual's injuries • If necessary, make sure someone has contacted emergency services • Submit a report to the health and safety officer
Evacuation procedure (30-35 words)	If any danger presents at the workplace, HSR may instruct site personnel to evacuate to the site's designated parking lot or an allocated assembly area that is safe from the danger.

Question 8

Access and review UP Building and Construction's *Environmental and Waste Management Policy and Procedures* and briefly describe the waste management and environmental practice followed.

Students must refer to the UP's *Environmental and Waste Management Policy and Procedures* document to answer this question.
This is an example of a competent response:

Waste management practice (45-50 words)	Waste management plans must be prepared and approved before any project is carried out. These plans must cover waste management at every stage of the project's life cycle and have allowance for all the different types of waste that will potentially be generated during the project.
Environmental practice (80-90 words)	Whereas practicable and does not compromise the quality of the work or the relationship with the stakeholders, UP Building and Construction

	is committed to reduce any impact on the environment, including: • Land disturbance, including the design of erosions and sediment control devices, the management of minated stormwater and dust control • Noise and vibration, including operating hours, vehicles and equipment and traffic • Road cleaning • Concrete batching plants • Protecting infrastructure. As much as possible, engage in continuous improvements and conduct analysis of current controls. Upgrade and revise procedures and practices if needed.

Assessment checklist

Students must have completed all **eight (8)** within this assessment before submitting. This includes:

8 short answer questions to be completed in the spaces provided	☐

Congratulations you have reached the end of Assessment 2!