Training Package | Retail WRR02
---|---
Title: | Apply Safe Working Practices
Unit Code | Unit Descriptor
WRRLP1B | This unit incorporates the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the skills, knowledge and attitudes to maintain a safe work environment for staff, customers and others. It involved observing basic safety and emergency procedures.

<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observe basic safety procedures</td>
<td>1.1 Procedures to achieve a safe working environment followed and maintained in accordance with all relevant occupational health and safety legislation, including codes of practice, relating to particular hazards in the workplace or industry.</td>
<td>Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below: Knowledge of: - Store policies and procedures, in regard to: - occupational health and safety and emergency procedures, which will take into account where applicable, State and Territory legislation and regulations - rights and responsibilities of designated personnel responsible for health and safety in the workplace - Relevant industry codes of practice - Management of occupational health and safety in the workplace including: - communication and consultation processes</td>
<td>The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program. Critical Aspects of Evidence Competency in this unit requires evidence that the candidate: - Consistently applies safe work practices, in all areas of the store, according to occupational health and safety legislation, regulations and codes of practice. - Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person, department or committee. - Identifies hazardous situations and rectifies them where appropriate, or reports to the relevant personnel according to store policy and procedures. - Reads, accurately interprets and</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to: - legal requirements of the Occupational Health and Safety Act – general aims and objectives - the safety rights and responsibilities of employers and employees in the workplace including OH &amp; S committees - a range of potential hazards and unsafe practices - precautions to reduce risks – safety audits, reporting procedures, manual handling and lifting - emergency evacuation procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Unsafe work practices, including faulty equipment and plant are followed and reported according to store policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Dangerous goods and substances managed in accordance with store policy and relevant State and Territory legislation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Tasks identified for potential manual risks and managed according to store policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Reporting of work related incidents and accidents to designated personnel observed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Consultative processes for occupational health and safety demonstrated and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>2 Observe basic emergency procedures</td>
<td>2.1 Fire and emergency procedures, including store evacuation, are followed in accordance with store policy and relevant State and Territory legislation.</td>
<td>• First aid procedures</td>
<td>consistently applies manufacturers’ instructions for storage and use of hazardous goods.</td>
<td>• Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.</td>
</tr>
<tr>
<td></td>
<td>2.2 Designated personnel responsible for first aid and evacuation procedures identified correctly.</td>
<td>• Identification of what hazards exist in the workplace including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Safety alarms identified accurately.</td>
<td>• managing broken or faulty equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• storage of dangerous goods and hazardous substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• fire/chemical/electrical hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• spills/leakage of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• appropriate waste disposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• slips/trips/falls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Controlling risks through the ‘hierarchy of control’ including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• eliminating hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• isolating hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of engineering controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of administrative controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• appropriate use of personal protective clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Locating and using safety alarms/ fire extinguishers/ emergency exits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying hazardous goods and substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interpreting symbols used for occupational health and safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

- Storing and using chemicals and hazardous substances
- Handling broken or damaged equipment
- Manual handling procedures
- Using personal protective gear/equipment
- Appropriate waste disposal
- Literacy skills in regard to:
  - reading and interpreting instructions
- Numeracy skills in regard to:
  - estimating weights, size, quantities and mixtures
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- **Store policies and procedures in regard to:**
  - observing basic safety procedures
  - observing emergency procedures

- **Safety procedures may include:**
  - hazard identification eg workplace inspections
  - fire or store evacuation involving staff or customers
  - emergency, fire and accident procedures
  - personal safety procedures
  - procedures for the use of personal protective clothing and equipment
  - issue resolution procedures
  - reporting incidents and accidents in the workplace

- **Occupational health and safety procedures may deal with:**
  - safe manual handling and lifting
  - dangerous goods
  - customers
  - staff
  - equipment/tools
  - premises
  - stock

- **Emergency procedures may include:**
  - sickness
  - accidents
  - fire
  - storms/cyclones
  - store evacuation
  - armed hold up

- **Designated personnel may include:**
  - safety representative
  - supervisor/team leader
  - manager

- **Checking plant and equipment may include:**
  - guarding of machinery
  - sharp cutting tools and instruments
  - broken or damaged equipment
  - damaged packing material or containers

- **Safe manual handling practices may include:**
  - lifting practices
  - use of equipment such as ladders, trolleys
  - job procedures

- **Communication and consultation processes may include:**
  - minutes from staff meetings, occupational health and safety meetings
  - identification of health and safety representatives
  - suggestions from staff for improving existing tasks and procedures

- **Unsafe situations may deal with but are not restricted to:**
  - sharp cutting tools and instruments
  - electricity and water
  - damaged packing material or containers
  - toxic substances
  - inflammable materials and fire hazards
  - lifting practices
  - spillages
  - waste and debris
  - ladders
  - trolleys
  - broken or damaged equipment
  - glue guns/burns
Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP1B can be assessed with the following units:
- WRRCS1B Communicate in the workplace
- WRRER1B Work effectively in a retail environment
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
- observation of the person in the workplace
- a simulated role play
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Related learning for the HSC
Delivery of this unit may be integrated with other units including:
- WRRER1B Work effectively in a retail environment
- WRRCS1B Communicate in the workplace
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment.

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
- Legal Studies
- Other HSC VET courses
- Mathematics
- Work Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
### Resources Required
- A real or simulated work environment
- Suitable equipment and materials for lifting
- Relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer’s instructions/operation manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

### Resources that may be used in training and assessment for this unit:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
- Module RET 005 – Apply Safe Work Practices
- National Retail Training Materials – Learners Guide – Apply Safe Work Practices
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Various commercially produced materials
Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Reporting unsafe situations requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on fire and safety hazards needs to be collected, analysed and organized.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying evacuation procedures requires planning and organization.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when maintaining a safe work environment for staff, customers and others.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be applied when estimating weights, size, quantities and mixtures.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when identifying correct procedures for accidents or illness.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be applied in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>