



Australian Government

MSFFL3002 Establish and maintain a safe flooring technology work environment

Release: 1

MSFFL3002 Establish and maintain a safe flooring technology work environment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers conducting a systematic risk assessment of the work and work area to establish and maintain a safe work environment throughout the conduct of flooring technology operations.

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

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Identify and interpret operational and environmental information | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the establishment and maintenance of a safe work environment are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify the process which will be undertaken to complete work tasks |
| | | 1.3 | Tools and equipment to be used are identified and their operating characteristics are analysed |
| | | 1.4 | The flooring materials to be used, including adhesives, are identified and their characteristics analysed |

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| 2 | Identify hazards | 2.1 | Work area conditions are analysed to identify/recognise potential hazards |
| | | 2.2 | Relevant safety systems information is accessed and analysed to eliminate situations covered by existing and adequate procedures |
| | | 2.3 | The type and scope of unresolved hazards and their likely impact are recognised |
| 3 | Assess risk | 3.1 | Likelihood of the event happening is considered and determined |
| | | 3.2 | Consequence if the event should occur is evaluated and determined |
| | | 3.3 | Risk level (likelihood and consequence combined) is considered and determined |
| 4 | Identify and decide on risk treatment | 4.1 | Range of treatments which may eliminate or minimise the risk are identified |
| | | 4.2 | All possible options for resolution of the problem/dealing with the risk are identified and considered |
| | | 4.3 | Feasible options are subject to detailed analysis, including the identification of resource requirements |
| | | 4.4 | Most appropriate treatment for dealing with the situation is selected |
| 5 | Implement the risk treatment | 5.1 | The course of action/treatment is planned and prepared in detail |
| | | 5.2 | Resources required for the treatment are acquired or obtained |
| | | 5.3 | Safety information and procedures are accessed and applied throughout the operations |
| | | 5.4 | The treatment is implemented |
| | | 5.5 | Information on the treatment and implementation is communicated to the relevant people |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Tools and equipment include:

- knives
- angle grinder
- scrapers
- saws
- hammers
- mallets and chisels
- staple gun
- bolsters
- hand brush and brooms
- vacuum cleaners
- trowels
- scribes
- rollers
- spatulas
- gauging tools
- laser levels
- sealers
- drills

	• mixing paddles • gas bottle and gun • hot air welding gun • drop saw • nail gun • buckets • moisture meters • material pumps • grinders • demolition equipment • scarifiers • shot blasters • cutting equipment
Materials include:	• soft underlays • carpet gripper strips • metal mouldings • tapes • adhesives • nails • plugs • staples • primers
Adhesives include:	• solvent and water-based contact • construction adhesive • latex/resin/acrylic
Hazards and risks include:	• dust inhalation • power sources and leads • flying debris • fume inhalation • trips • falls • lack of control during pouring • machine safety • vibration (direct and indirect consequences)
Treatments include:	• dust and fumes extraction systems • isolation through testing, distance, barriers, entry limits and signage • power source protection, such as earth leakage and coded leads • debris protection, such as machine guards, skirts, distance and access controls • pour protection through area sealing and plugs

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3002A Establish and maintain a safe flooring technology work environment

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>