One example per table · Safe People, Safe Planet

Example only, to get you thinking. Choose a task from your own area. Illustrative, not operational safety instruction.

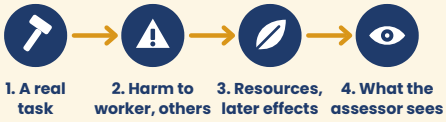
EXAMPLE

Table 1

Construction and building services: safe work, energy and material waste

EXAMPLE ONLY

Installing a heat pump in an occupied home



2a. Worker controls

Lifting heavy units, work on ladders, electrical and refrigerant connections; lifting aids, isolation and checks by a competent person control them.

2b. Others affected

Residents and neighbours: noise, blocked routes, a unit left half-installed overnight.

3a. Resources used

The unit, pipes, refrigerant, cable, packaging and offcuts.

3b. Longer effects

Energy use for years ahead, access for servicing, refrigerant recovered at end of life.

4. What an assessor could see

The learner plans the lift, isolates before connecting, keeps routes clear for residents, and sorts packaging and offcuts.

Now choose a task from YOUR area. Don't copy this example.

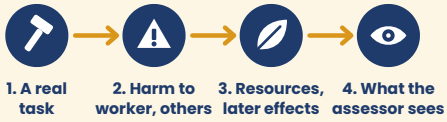
EXAMPLE

Table 2

Agriculture, food and land-based: machinery, chemicals and natural resources

EXAMPLE ONLY

Preparing and applying a plant protection product with a sprayer



2a. Worker controls

Skin and breathing contact while mixing and spraying; the label, protective gear and closed handling control it.

2b. Others affected

Neighbours, passers-by, bees and livestock near the field; spray drift on a windy day.

3a. Resources used

The product, water for mixing and rinsing, fuel, empty containers.

3b. Longer effects

Residues in soil and water, containers returned for safe disposal, fewer sprays through better timing.

4. What an assessor could see

The learner reads the label first, wears the right gear, checks the wind, and rinses and returns empty containers.

Now choose a task from YOUR area. Don't copy this example.

Table 3

Energy and technical trades: live systems and clean power

EXAMPLE

EXAMPLE ONLY

Isolating and testing a solar PV string before maintenance



2a. Worker controls

Panels stay live in daylight, work at height, heat; isolation, testing before touching and fall protection control them.

2b. Others affected

Building occupants, and colleagues who could switch the system back on.

3a. Resources used

Replacement parts, travel to site, test equipment.

3b. Longer effects

Output of the system over its life, clear labels for the next technician, panel recycling at end of life.

4. What an assessor could see

The learner isolates and tests before touching, sets up fall protection, and labels the system clearly.

Now choose a task from YOUR area. Don't copy this example.

Table 4

Automotive and mechanical: workshop hazards, fluids and reuse

EXAMPLE

EXAMPLE ONLY

Draining and changing engine oil and filter



2a. Worker controls

Hot oil, working under a raised vehicle, skin contact; the lift, gloves and letting the engine cool control them.

2b. Others affected

Colleagues who could slip on a spill; the customer if the drain plug is not tightened.

3a. Resources used

New oil and filter, absorbent material, rags.

3b. Longer effects

Used oil and filters collected for recycling; spills kept out of drains.

4. What an assessor could see

The learner lets the engine cool, uses the lift correctly, contains spills, and puts used oil and filter in the right containers.

Now choose a task from YOUR area. Don't copy this example.

Table 5

Welding and metalwork: fumes, sparks and offcuts

EXAMPLE

EXAMPLE ONLY

Welding a metal frame in the training workshop



2a. Worker controls

Arc light, hot sparks and fumes; screens, extraction and protective gear control them.

2b. Others affected

Classmates near the bench: hot workpieces and fumes.

3a. Resources used

Energy, metal and electrodes; offcuts and used electrodes become waste.

3b. Longer effects

Fumes that leave the workshop if extraction is not used well; offcuts sorted for reuse.

4. What an assessor could see

The learner sets up extraction and screens first, plans cuts, sorts offcuts for reuse and marks hot metal.

Now choose a task from YOUR area. Don't copy this example.

Table 6

Hospitality and kitchens: heat, hygiene and food waste

EXAMPLE

EXAMPLE ONLY

Deep-frying and changing the fryer oil



2a. Worker controls

Burns and splashes from hot oil, slippery floors; letting the oil cool, the right container and a dry floor control them.

2b. Others affected

Colleagues passing the fryer; guests with allergies if oil is shared.

3a. Resources used

Oil, energy, cleaning products.

3b. Longer effects

Used oil collected for recycling, never poured down the drain.

4. What an assessor could see

The learner lets the oil cool, uses the right container, keeps the floor dry, and sends used oil for recycling.

Now choose a task from YOUR area. Don't copy this example.

Table 7

Tourism and events: guest safety and responsible travel

EXAMPLE

EXAMPLE ONLY

Setting up an outdoor event area



2a. Worker controls

Lifting and carrying, weather, cables and temporary structures; team lifts and checks before opening control them.

2b. Others affected

Guests and the public: trip hazards, crowd routes, access for emergency services.

3a. Resources used

Power, water, transport, single-use items.

3b. Longer effects

Waste left on site, damage to the ground, reusable kit for the next event.

4. What an assessor could see

The learner checks cables, routes and emergency access before opening, and separates waste from reusable kit.

Now choose a task from YOUR area. Don't copy this example.

Table 8

Health, medical care and pharmacy: patients, staff and environment

EXAMPLE

EXAMPLE ONLY

Handling and disposing of sharps and unused medicines on a ward



2a. Worker controls

Needlestick injuries and contact with medicines; sharps containers at the point of use and safe habits control them.

2b. Others affected

Patients, visitors, and cleaners and porters who handle the waste.

3a. Resources used

Single-use items, packaging, sharps containers.

3b. Longer effects

Medicines in water if poured away; clinical and pharmaceutical waste collected and treated separately.

4. What an assessor could see

The learner uses the sharps container at the point of use and sorts clinical and medicine waste correctly.

Now choose a task from YOUR area. Don't copy this example.

Table 9

Open table: IT, logistics, non-medical labs, personal services, woodwork or any other sector

EXAMPLE

EXAMPLE ONLY

Any task: pick one your learners do every week



2a. Worker controls

What could harm the person doing it, and what controls it?

2b. Others affected

Who else is nearby, or relies on the result?

3a. Resources used

What materials, energy or water does it use, and what waste does it create?

3b. Longer effects

What is left over, and what happens to it later?

4. What an assessor could see

What could an assessor see that shows the learner handles both safety and resources?

Now choose a task from YOUR area. Don't copy this example.