

- Step 1:** List the job, position or task to be assessed and the State where the position exists
- Step 2:** List the person/s conducting the assessment and the date of the assessment
- Step 3:** For each of the demands listed within the checklist, list whether the demand occurs occasionally, frequently, constantly or repetitively during the course of performing the position or task
- Step 4:** Forward completed Checklist to your Area Manager and Regional HSEQ for review and uploading onto Intranet site

JOB DETAILS

Job Role/Position assessed:

State:

Assessed by:

Date assessed:

FREQUENCY DEFINITIONS

O - Occasional	Activity occurs from 0 – 1 hour during the course of the normal working day
F - Frequent	Activity occurs from 1 – 3 hours during the course of the normal working day
C - Constant	Activity occurs from 3 – 6 hours during the course of the normal working day
R - Repetitive	Activity occurs > 6 hours during the course of the normal working day
N/A - Not applicable	Activity does not relate to the job/position being assessed

PHYSICAL DEMANDS

FREQUENCY

		O	F	C	R	N/A
KNEELING/ SQUATTING	Flexion/bending at the knees and ankle and possibly at the waist in order to work at low levels					
LEG/FOOT MOVEMENT	Use of the leg/s and or foot to operate machinery					
HAND/ARM MOVEMENT	Use of hands/arms i.e. Stacking, reaching, typing, mopping, sweeping, sorting, inspecting					
BENDING/TWISTING	Forward or backward bending/twisting at the waist					
STANDING	Standing in an upright position without moving about					
DRIVING	Operating any motor powered vehicle					
SITTING	Remaining in a seated position during task performance					
REACHING	Reaching overhead with arms raised above shoulder height or forward reaching with arms extended					
	Walking or running on even surfaces					
WALKING/RUNNING	Walking on uneven surfaces					
	Walking up/down steep slopes					
	Walking whilst pushing/pulling objects					
CLIMBING	Climbing up or down stairs, ladders, scaffolding, platforms, trees etc.					
WORKING AT HEIGHTS	Making use of ladders, foot stools, scaffolding, etc (anything where the person stands on an object other than the ground)					
	Raising/lowering or moving objects from one level/position to another, usually holding an object within the hands. Maximum weight generally required to lift/carry:					
LIFTING/CARRYING	1) Light lifting/carrying 0-9 kg					
	2) Moderate lifting/carrying 10-15 kg					
	3) Heavy lifting/carrying 16 - 23 kg					
	4) Very heavy lifting/carrying 23+ kg					
RESTRAINING	Physically restraining persons					
PUSHING/PULLING	Pushing/pulling objects away from or towards the body					
GRASPING	Gripping, holding, clasping with fingers or hands					
MANUAL DEXTERITY	Fine finger movements i.e. keyboard operation/writing					

SENSORY DEMANDS		FREQUENCY				
		O	F	C	R	N/A
SIGHT	Use of eyes (sight) as an integral part of task performance i.e. looking at screen/keyboard in computer operation					
HEARING	Use of ears (hearing) as an integral part of the task performance					
SMELL	Use of the smell senses as an integral part of the task performance					
TASTE	Use of taste as an integral part of task performance					
TOUCH	Use of touch as an integral part of task performance					
PSYCHOSOCIAL DEMANDS		FREQUENCY				
		O	F	C	R	N/A
Tasks involve interacting with distressed people.						
Tasks involve interacting with people who may be aggressive or uninhibited.						
EXPOSURE TO SUBSTANCES		FREQUENCY				
		O	F	C	R	N/A
DUST	Working in the vicinity of dust					
GASES	Working in areas affected by gas or working directly with gases					
FUMES	Working with fumes which may cause problems to health if inhaled					
LIQUIDS	Working with liquids which may cause skin irritations if contact is made					
HAZARDOUS SUBSTANCES	Handling of hazardous substances including storage or transportation					
BIOLOGICAL HAZARDS	Working with blood/body substances					
WORKING ENVIRONMENT		FREQUENCY				
		O	F	C	R	N/A
LIGHTING	Working in lighting that is consider inadequate in relation to task performance (e.g. glare, not enough natural light)					
COLOUR	Differentiation of colour					
SUNLIGHT	Exposure to sunlight					
TEMPERATURE	Working in temperature extremes (e.g. working in a cool room, working outdoors and boiler rooms)					
CONFINED SPACES	Working in confined spaces					
SURFACES	Working on slippery or uneven surfaces					
HOUSEKEEPING	Working with obstacles within the area					
HEIGHTS	Working at heights					
MANUAL HANDLING	Manual handling tasks					
NOISE	Working in a noisy environment					
RADIATION	Exposure to radiation					
ELECTRICITY	Working with electrical apparatus and currents					
MACHINERY	Use of machinery and equipment that is light					
	Use of machinery and equipment that is heavy					
	Use of machinery and equipment that is portable					
OTHER		FREQUENCY				
		O	F	C	R	N/A
WORKPLACE ACCESS	Difficult access or movement from site to site (absence of pathways/ even surfaces e.g. construction site)					
PERSONAL PROTECTIVE EQUIPMENT	Use of Personal Protective Equipment					
SAFETY CRITICAL ISSUES	Responsibility for safety of others					

PSYCHOLOGICAL/MENTAL DEMANDS						
In each category below are examples of possible psychological/mental demands for a position/tasks essential function. The scale is by degree of complexity, not frequency of the task.						
COMPREHEND AND FOLLOW ORAL/VERBAL OR WRITTEN INSTRUCTIONS						
E.g. Must understand and follow a set of clear oral or written procedures without deviation	1	2	3	4	5	E.g. Works with little need for guidance or reliance on oral or written instructions
PERFORM ASSIGNED TASKS						
E.g. Performs repetitive routine tasks	1	2	3	4	5	E.g. Performs a wide range of tasks as dictated by variable demands and changing conditions
PERFORM COMPLEX OR VARIED TASKS						
E.g. Performs simple tasks that vary little from day to day	1	2	3	4	5	E.g. Performs a wide range of complex tasks with little predictability as to their occurrence
RELATE TO OTHERS						
E.g. Has little interaction with co-workers.	1	2	3	4	5	E.g. Relates sensitive information to diverse groups.
INFLUENCE PEOPLE						
E.g. Does not need to obtain cooperation from co-workers to accomplish assigned tasks.	1	2	3	4	5	E.g. Must work with diverse groups to obtain consensus on complex issues.
MAKE DECISIONS						
E.g. Implements others decisions/procedures with little judgement required.	1	2	3	4	5	E.g. Must independently apply abstract principles to solve complex conceptual issues.
DIRECT, CONTROL AND PLAN						
E.g. Does not manage or supervise projects or staff.	1	2	3	4	5	E.g. Must independently manage a large group performing varied tasks.
INTERACT WITH PUBLIC OR CO-WORKERS IN WRITTEN FORM						
E.g. May write simple memos to co-workers.	1	2	3	4	5	E.g. Must write letters to explain complex issues or persuade staff, contractors or the public.
COMMUNICATE ORALLY						
E.g. Must relay simple information orally.	1	2	3	4	5	E.g. Persuade or explain complex issues in person or by phone.

SIGNATURE: _____

DATE: ____ / ____ / ____

