

# 7<sup>TH</sup> INTERMEDIATE SKILLS COMPETITION

## 2009 SKILLS CANADA NEWFOUNDLAND AND LABRADOR



### WORKPLACE SAFETY

#### Scope Document

#### Intermediate Level

Saturday, January 30, 2010 – Mount Pearl Intermediate

**Duration of Contest: 1 hour 15 min per competitor**

#### **PURPOSE OF THE CHALLENGE**

To promote health and safety by increasing students' awareness of and participation in health and safety activities.

#### **SKILLS AND KNOWLEDGE TO BE TESTED**

Participants will be evaluated on their:

- knowledge of health and safety principles
- ability to identify and assess workplace hazards and to recommend corrective action
- ability to communicate health and safety information to others

#### **1.THEORY EXAM (20 MINUTES)**

Participants will complete a multiple-choice exam on general knowledge of health and safety principles, rights and responsibilities.

#### **2. HAZARD IDENTIFICATION AND RISK ASSESSMENT (45 MINUTES)**

Each participant will inspect multiple mock workplaces to identify hazards. The hazards may include areas such as general housekeeping, WHMIS, ergonomics, safety equipment, tools, machinery and electrical hazards. After describing the hazard the participant will then rank each hazard according to the potential severity of injury and the probability that an injury would occur. The participant will recommend a corrective action that will control each hazard.

Additional information about hazard identification and risk assessment is included at the end of this document titled "HAZARD IDENTIFICATION AND RISK ASSESSMENT TOOL"

#### **3.HEALTH AND SAFETY PRESENTATION**

Each participant will present a 5 minute power point presentation, prepared in advance, on a topic related to health and safety. The participant will have 5 minutes prep time for set up prior to presentation. Participants will be evaluated using the criteria included at the end of this document titled "**Judging Criteria for Health and Safety Talk 2009**"

- Content
- Presentation Style
- Presentation Timelines

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Possible topics are provided below:

- Potential hazards in a workplace of your choice (i.e. retail store, construction, auto body shop, etc.)
- Ergonomic considerations when working with specific tools, equipment or when using a computer
- Safe Job Procedures when using specific tools & equipment
- Young Worker safety

### EQUIPMENT, TOOLS, SUPPLIES, CLOTHING

#### Supplied by the committee:

- Flip chart with markers
- Clip board and pencils for exam and hazard assessment.
- Laptop/ PC
- Multitmedia projector
- CSA approved safety glasses, hardhats, reflective vest and safety boots

#### Supplied by the competitor:

- **Participants will need to bring any props or materials required for their safety presentation.**

### SAFETY REQUIREMENTS:

Safety awareness/requirements will be maintained at the minimum industry standards at all times. A participant will not be allowed to compete in the Hazard Identification and Risk Assessment part of the competition without the CSA Approved safety glasses, Hard Hat, Safety Boots (supplied by committee).

### JUDGING CRITERIA /DISTRIBUTION OF MARKS

Marks will be based on the following:

1. Theory Exam 25%
2. Hazard Identification and Risk Assessment Activity 50%
3. Health and Safety presentation 25%
4. In the event of a tie, the tiebreaker will be awarded to the participant who achieved the highest score on the Hazard Identifications/Assessment section. If in the event that there is still a tie, the next ranking will use the highest mark achieved on the test. As a final assessment, in the event of a continued tie, The Panel of Judges will review the comments tabulated in the Presentation section and the panel's decision will be final.

### PROVINCIAL TECHNICAL COMMITTEE

*Vicki Reid, Chair, [thereids@nf.sympatico.ca](mailto:thereids@nf.sympatico.ca) or 744-2533*

*Jennifer Wilson, [jennifer@dmccconsulting.ca](mailto:jennifer@dmccconsulting.ca)*

*Chris Drover, [chdrover@petro-canada.ca](mailto:chdrover@petro-canada.ca)*

*Paul Halleran, [paul.halleran@cna.nl.ca](mailto:paul.halleran@cna.nl.ca)*

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### HAZARD IDENTIFICATION AND RISK ASSESSMENT TOOL

<b>Student Name:</b>	
<b>School:</b>	

#### **Notes for the Student:**

You will be entering a mock workplace area that has various hazards placed both in and around the area. Each competitor will be allowed 15 minutes (per each work area) in order to **identify** the hazard, **assess** the risk and **recommend for corrective action**.

#### **1.0 IDENTIFICATION**

The identification should consist of a brief mention of what the hazard is, where the hazard can be found in relation to the worksite and what harm could result.

#### **Example:**

Identifying of a hazard – an electrical cord that has exposed wiring in numerous spots could be identified as:

“An electrical cord with a damaged insulation leaving exposed wires, on the floor near bench, could shock someone handling it”

#### **2.0 ASSESSMENT:**

Once you have identified the hazards, you will need to **PRIORITIZE** them according to the severity of injury that may occur and the probability of an injury occurring. We will use the National Safety Council categories below:

#### **SEVERITY:**

1. Imminent Danger – causing deaths, widespread occupational illness, loss of facilities
2. Serious – severe injury, serious illness, property and/or equipment damage
3. Minor – non-serious injury, illness or damage
4. Negligible – minor injury, requiring first aid or less
5. Not applicable

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## 2009 SKILLS CANADA NEWFOUNDLAND AND LABRADOR PROBABILITY:

- A. Probable – likely to occur immediately or soon
- B. Reasonably probable – likely to occur eventually
- C. Remote – could occur at some point
- D. Extremely remote – unlikely to occur

### Example:

A partially severed electrical cord from above – could be ranked **1-A**

**Please note that you do not have to memorize the National Safety Council categories, as they will be on your exam sheet where you will write down the hazards as you go.**

### 3.0 CORRECTIVE ACTION

For each of the identified hazards, you will be asked to recommend a corrective action to prevent an incident or injury from occurring.

### Example:

A corrective action from above: Cord should be unplugged, then cut into smaller pieces and disposed of.

As a re-cap, we recommend finishing the 3 steps associated with each hazard before moving on to the next one:

1. Identify the hazard
2. Assess (Prioritize) the hazard
3. Recommend corrective action

If you have any questions, please ask.

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## 2009 SKILLS CANADA NEWFOUNDLAND AND LABRADOR HAZARD IDENTIFICATION AND RISK ASSESSMENT – WORKSITE AREA: \_\_\_\_\_

<b>SEVERITY</b>	<b>PROBABILITY</b>
<ol style="list-style-type: none"> <li>1. Imminent Danger –causing Deaths, widespread occupational illness, loss of facilities</li> <li>2. Serious-severe injury, serious illness, property and equipment damage</li> <li>3. Minor – non-serious injury, illness or damage</li> <li>4. Negligible-minor injury, requiring first aid or less</li> <li>5. Not applicable</li> </ol>	<ol style="list-style-type: none"> <li>A Probable – likely to occur immediately or soon</li> <li>B. Reasonably probable – likely to occur eventually</li> <li>C. Remote – could occur at some point</li> <li>D. Extremely remote – unlikely to occur</li> </ol>

1.	<b>Hazard Description:</b>	<b>Priority Ranking</b>	
		<b>Number:</b>	<b>Letter:</b>
	<b>Corrective Action:</b>		

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### Judging Criteria for Health and Safety Talk 2008

Competitor's Name: \_\_\_\_\_ Competitor's # \_\_\_\_\_

Topic: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

	TEST ON THE FOLLOWING	Potential Score	Score
1	Do they have a <b>specific topic – stated at the beginning?</b>	5	
2	Do they have an <b>objective?</b> What are they trying to accomplish, (i.e. better performance, impart knowledge, telling what skills are needed to do a certain function, change attitudes, etc.)	10	
3	Does the <b>content</b> of the safety talk meet the objective above?	25	
4	Is the speaker's <b>voice</b> clear and easily heard?	10	
5	Is the speaker talking to the <b>audience</b> (i.e. eye contact)?	10	
6	Do they <b>avoid</b> noisy or distracting gestures (i.e. playing with change in pockets or even having hands in pockets, playing with a pen, etc.)?	10	
8	Length of talk – see below: <ul style="list-style-type: none"> <li>• 3 or less - 2 points</li> <li>• 3 to 4 - 6 points</li> <li>• 4 to 4 ½ - 8 points</li> <li>• 4 ½ to 5 ½ - 10 points</li> <li>• 5 ½ to 6 ½ - 6 points</li> <li>• 6 ½ or more - 2 points</li> </ul>	10	
9	Is there a conclusion, which relates to the talk objective?	10	
10	Overall would you consider this presentation a good health and safety talk? <b>On a scale of 1-10 with 1 being very poor and 10 being very well done, rate the safety talk.</b>	10	
<b>TOTAL</b>		<b>100</b>	
Total points divided by 4 = 25% percentage score		----- <b>25 %</b>	