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Glossary

**Accident:** See incident.

**Contractor:** A person who, or partnership or group of persons that, directs the activities of one or more employers or self-employed persons, or retains an employer or self-employed person to perform work at a place of employment, and knows or ought reasonably know the provisions of the SEA and regulations applying to the workplace at the time of retaining the person.

**Controlled product:** A controlled product within the meaning of the [Hazardous Products Act](https://canada.courthousedirect.ca/laws/en Act) (Canada).

**Direct cause:** What directly led to the incident, such as an unsafe work practice or an equipment failure.

**Dangerous occurrence:** Occurrences explained in regulation 9.

**Due diligence:** A person has a legal duty to take every precaution reasonable given the circumstances to avoid both harm and an offence against the law. It is a very high standard to take reasonable care. In context of the OHS legislation, the following principles encompass due diligence:

- **General duties:** The SEA imposes a duty on everyone in the workplace to take reasonable care of their health and safety and that of others, to the degree that they have the authority and ability to do so. This general duty is in addition to and goes far beyond complying with the law.

- **Regulatory compliance:** If someone is charged with contravening the legislation, they cannot defend themselves successfully by claiming that they did not intend to break the law or comply. To defend themselves adequately, a person must be able to show that they took every reasonable practicable action to ensure compliance.

- **Reasonably practicable:** A person must show that they took every possible precaution, unless they can show the benefits of taking the precaution are greatly exceeded by the cost in time, trouble and money. The greater the risk, the greater the health and safety measures required.

- **Proactive:** Due diligence requires a proactive and systematic approach to health and safety. Implement a health and safety program that:
  - Identifies hazards;
  - Assesses the risks associated with those hazards;
  - Implements measures to eliminate or minimize those risks; and
  - Monitors each part of the program to ensure it is adequate and efficient.
Employers must develop and implement this plan in consultation with their workers. Workers must comply with the program to the extent that they have the knowledge, authority and ability to do so.

**Employer**: A person, firm, association or body that has one or more workers in connection with the operation of a place of employment.

**Employees**: Managers, supervisors and workers.

**Equipment**: Any mechanical or non-mechanical article or device, including any machine, tool, appliance, apparatus, implement, service or utility. It does not include the personal property owned by an individual unless that property is used in the occupation.

**Exposure**: Harmful contact through inhalation, ingestion or absorption through the skin.

**Hazard**: Any activity, situation or substance that could harm a worker. Occupational hazards are divided into two broad categories: health hazards and safety hazards. Generally, health hazards cause occupation illnesses, such as noise induced hearing loss (NIHL). Safety hazards cause immediate physical harm, such as cuts and broken bones. Hazards exist in all workplaces.

**Hazardous**: Likely to cause harm or injury in certain circumstances.

**Incident**: Any unplanned, unwanted event that may or may not cause injury, illness or damage. The terms accident and incident are often used interchangeably, but the preferred term is incident. It is Mission: Zero’s campaign that all incidents are predictable and as such preventable. Therefore, there is no such thing as accidents, only incidents.

**Indirect causes**: The working conditions that set the stage for an incident, such as inadequate training or detailed procedures.

**Infectious material or organism**: An infectious material or organism set out in Table 14 or the Appendix to the regulations.

**Inspection**: An examination of a workplace, selected work area or particular hazards, machinery, tools, equipment and work practices. Findings are compared to applicable standards and best practices.

**SDS**: Safety data sheet.

**Occupational health and safety representative**: (Representative) Occupational health and safety representative designated pursuant to SEA 3-24.

**Occupational health committee**: (OHC or committee) Occupational health committee established pursuant to SEA 3-22, 3-23 or the regulations.

**Occupational health officer**: (OHO) A person appointed as an occupational health officer pursuant to SEA 3-6.
Owner: A trustee, receiver, mortgagee in possession, tenant, lessee or occupier of any lands or premises used or to be used as a place of employer. An person who acts as an agent or delegate for or on behalf of one of these people is considered an owner.

Plant: Any premises, site, land, mine, water, structure, fixture or equipment employed or used in the carrying on of an occupation.

Regulations: The Occupational Health and Safety Regulations, 1996 (regulations or regs).

Root causes: The fundamental flaws that created the working conditions leading to an incident (like inadequate training) that may indicate defects in the employer’s health and safety management system.


Self-employed person: A person who is engaged in an occupation but is not in the service of an employer. Examples: Self-employed trades people and consultants under contract.

Supervisor: An individual who is authorized by an employer to oversee or direct the work of workers.

Supplier: A person who supplies, sells, offers or exposes for sale, leases, distributes or installs any plant, biological or chemical substance used at the place of employment.

Train: To give information and explanation to a worker in a particular subject matter and require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter.

WCB: The Saskatchewan Workers’ Compensation Board.
Preface

*Level 2 Occupational Health Committee Training* instructs OHC members on their roles in conducting inspections under regulation 28 and incident investigations under regulations 8, 9, 29, 30 and 31 (combined two-day course).

*Level 1 Occupational Health Committee Training* is a two-day basic course that helps employers meet regulatory requirements for training OHC members.

Also available is a one-day course on *Supervision and Safety* and the role of OHCs under the Workplace Hazardous Information System (WHMIS).

Purpose of this workshop

The workplace inspections workshop is Day 1 of a two-day course. It introduces OHC members, worker health and safety representatives, supervisors and employers to planning effective inspections.

Workshop goals

Help students understand:

- The role of workplace inspections in helping to maintain a healthy and safe work environment
- How to plan and conduct effective inspections that identify and help correct problems before they cause harm
- Requirements for conducting inspections under The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 1996.
Introduction

• Inspections are important
• How the OHC can help the employer
• The purpose of inspections conducted by the OHC
• The role of the employer

Inspections are important

An inspection is a well thought out, purposeful examination that identifies and helps correct threats to the health and safety of workers. The experience of OHS Division suggests that workplaces with effective inspection systems are more likely to avoid incidents. Employers who encourage effective inspections (i.e., by OHCs, representatives, workers, supervisors and managers) often make their workplaces safer, healthier and happier. These employers also avoid many of the costs associated with undetected health and safety problems.

Incidents and illnesses are rarely random acts of nature. They can be prevented. Investigations of workplace injuries, illnesses and incidents often find that problems in management systems, tools, equipment, machinery, work practices, etc., existed long before anyone was hurt. Witnesses to a mishap often say, “We saw it coming a long time ago.” Subsequent investigations often find hazards that workers and the employer have become used to and no longer recognize. In many cases, these mishaps could have been prevented by an effective inspection system.

This is why The Occupational Health and Safety Regulations, 1996 requires the employer to perform a regular examination of the plant, workplace tools and technologies and to help OHCs and representatives regularly inspect the workplace. The purpose of inspections by OHCs and representatives is to monitor the effectiveness of the employer’s health and safety management system and recommend improvements.

In many workplaces, ergonomic hazards (e.g., back injuries, repetitive motion conditions, computer-related issues, etc.) are more common than what are considered traditional industrial hazards. Inspections are one of the most effective tools that employers and workers have in identifying and correcting these problems.

How the OHC can help the employer

Effective OHCs and representatives help the employer to maintain healthy and safe working conditions. They:

• Check the effectiveness of the employer’s health and safety system (i.e., policies, procedures, plans, programs, etc.);
• Assist employees to get their health and safety concerns addressed;
• Hold regular meetings to discuss health and safety concerns and send recommendations for corrective action to the employer (representatives meet with the employer);
• Investigate mishaps (OHCs also investigate refusals to work under SEA 3-31);
• Help the employer to promote health and safety; and
• Inspect the workplace.

**The purpose of inspections conducted by the OHC**

The employer must conduct regular inspections of the workplace, its tools and technologies and correct defects. The OHC is not expected to perform these inspections for the employer. OHC inspections:

• Check the effectiveness of the employer’s health and safety system;
• Identify concerns that the employer’s inspections may have missed; and
• Provide OHC members with an opportunity to discuss health and safety concerns with workers and supervisors.

**The role of the employer**

The employer is expected to:

• Make sure that effective workplace inspections are conducted by supervisors, workers, OHC members and representatives;
• Make sure that supervisors, workers, OHC members and representatives are trained in their inspection responsibilities and receive adequate inspection time and resources; and
• Take effective corrective action to resolve concerns.
How this course is designed

It uses a project-driven group work format

Students form OHCs (e.g., working groups/tables) established at the start of the course complete the workshop’s project (i.e., identifying hazards/concerns in his or her workplace) during the day. Group work involves students and encourages them to work collaboratively and share experiences.

It uses a workbook to drive the project

Students use the Level 2 OHC Inspections and Investigations workbook to take lecture notes and complete each step in planning and conducting an inspection. They can take this workbook back to their workplace and the information can help them plan an inspection.

The workbook contains the key material you will present, including images of the overheads you will use.

Lectures present key material and link course components

Short (i.e., 15-20 minute) lectures present core material, set up each step in the project and link each step to the course.

Learning moves from the simple to the complex

Each section builds on the previous one. Example: The course begins with basic regulatory and background information students must know how to carry out OHC responsibilities and to identify:

- Inspections performed by the employer (regulation 23);
- Three types of inspections performed by OHCs and representatives;
- The purpose of inspections conducted by OHCs or representatives (regulation 28); and
- Basic types of hazards to look for during inspections.

It follows the steps in an inspection

Once background information is covered, the workbook reviews each step that an OHC should take to conduct an inspection under regulation 28. The following four steps are a simplified version of the process covered in the Workplace Inspections Guide.

1. Decide what to inspect.
2. Develop checklists and inspection recording forms.
3. Conduct your inspection and record what you find.

4. Meet to discuss what was found and complete an OHC minutes form recommending corrective action the employer can take to resolve concerns. The employer decides what corrective action they will take.

*It can be adapted to suit the needs of your client*

You can develop your own industry-specific inspection project workbook and supporting resources that meet the requirements for balanced instruction set out in the instructor application.

*It can be co-delivered*

When qualified instructors return to their workplace, they can co-deliver this course to their staff by the qualified instructor worker and employer representatives.

**How to use the inspections projects effectively**

The project asks students to plan an inspection using their workplace to identify occupational health and safety hazards or concerns.

**How to teach the project**

- Have students form groups/tables (OHCs) at the start of the class.
- Set the stage by providing an overview of what an inspection is, how to plan and conduct one, etc.
- Have each OHC use their workbooks to work through each step in the inspection process.
- Introduce each step in the project with an explanatory lecture. Then, use the project to give students a chance to apply what they’ve learned. Example: Each working group will use the information from the lectures to answer the questions in each step of the specific project, etc.
- Don’t try to cover everything. Assign, or let each table select, two or three issues only during each component of the project.
How to ensure students get the most out of Level 2

**Issues**

1. Decide if you want the students to find applicable regulations for the issues that they come up with during the standards component of the project. If you do, at the beginning of the class spend time to show students how to use the legislation. Finding information in the legislation is covered in Level 1, but students may need a refresher. During the projects, help the students find the regulatory information they need for the inspection items/concerns they’ve selected.

2. Respect those with poor reading skills. Quickly read the instructions and case study material to the students. Make sure everyone knows what is expected.

3. If time is tight:
   
   (a) Reduce the number of concerns each group could cover during the inspection stages of the project. Have groups orally report their answers rather than posting them on flipchart paper. Assign the steps in the project as question and answer sessions.

   (b) Cut the minutes form section and simply have the groups draw up short-term and long-term recommendations.
How this course is organized

The following structure provides a systematic overview of how to teach the Level 1 course. Here is how to use each column.

- **Item**: This column lists the project or block of lecture content to present.
  - A lecture introduces each project and links its sections together.
- **Description**: This summarizes what each block of content includes and what to do as you cover each block.
- **What to use**: This lists the resources you will use with each section.
  - Some resources are used throughout the class are only printed once in the top row of the table.

The times quoted in the left column are rough estimates. How much time you will need to cover each item will vary from class to class.

Expect your first courses to go slowly. You will be able to speed things up or slow things down as you gain experience.
## Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Description</th>
<th>What to use</th>
</tr>
</thead>
</table>
| **8:30** (Times may vary class to class) | Welcome and course overview (Day 1) | • Introduce instructor(s)  
• Provide overview of course:  
  • Welcome the students, cover introductions and review class administration (i.e., fire exists, washrooms, emergency procedures, breaks, lunch, ending times, no smoking and cell phone policies)  
  • Review contents of the students’ kits and texts (explain how the workbook works)  
  • Review course materials in the workbook  
• Learning objectives | (Items used all day are not repeated)  
• This guide  
• Workbook and course kit  
• PowerPoint  
• Flipchart sheets, tape, pens/markers |
| 9:00 | Icebreaker project | • Get students to form OHCs, talk about their workplaces, identify what they want from course  
• Circulate and collect registration form | Registration form |
| 9:20 | Objective 1: Purpose of inspections  
**Project:** Benefits of inspections | • What is an inspection?  
• Purpose and benefits of inspections  
• The employer's duties and employer inspections  
• Inspections by the OHCs, reps and subcontractors  
• Purpose of inspections conducted by OHCs or reps  
• How employer can help OHC inspections  
• OHC training (general & workplace specific) | Legislation |
| 9:50 | **Project:** How inspections make OHCs effective | List three ways inspections can make your OHC more effective? |
| **15-minute break at appropriate time** | | |
| 10:15 | Objective 2: How to plan an inspection | • How often must OHC inspect and how much detail?  
• Which OHC members should conduct the inspection?  
• Planning your OHC inspection | |
| 10:30 | Video: Inspecting for Hazardous Conditions | • Types of hazardous conditions in the workplace  
• How to develop and maintain an area-specific inspection program | DVD |
| 11:00 | Workplace hazards | • Workplace hazards  
• Types of health hazards and safety hazards  
• Risk, assessing risk and risk management  
• Decide what to inspect, creating lists  
• Housekeeping and items inventory form | |
| 11:25 | **Group activity:** What to inspect? | • Select three items from inspections project to find OHS regulations and share with class | |
| Lunch | | | |
| 1:00 | **Project:** Inspections | • Frequency, severity and probability  
• Establish inspection priorities | |
### Identify standards and develop inspection documents

- What standards are used to measure workplace conditions
- Inspection documents
- Checklists, checklist advantages
- Develop a checklist
- Organize checklists
- Example checklists

### Project: Checklists

- Create checklist questions from group hazards
- Shortcomings of checklists
- Inspection recording forms

### Objective 3: How to conduct an inspection

- How to plan for an inspection
- Use floor plans and work flow diagrams
- Resources needed during the inspection
- What to do if something wrong found
- Talk with workers
- Subcontractors and inspections

### Project: Hazard identification

- Use the inspection recording form
- Assign a picture to each group/table
- Determine standard for hazards in picture

### 15-minute break at appropriate time

### Objective 4: How to handle inspection results

- OHC responsibilities
- Recommendations for corrective action for employer
- Employer responsibilities
- How does OHC handle items that can’t be solved immediately by employer?

### Group activity: Develop recommendations

- Use the blank OHC minutes form in the workbook
- What if OHC doesn’t find anything wrong?

### Objective 5: How to review inspection system

- Why should the OHC evaluate inspections
- Questions to ask
- Keep improving
- How the employer helps

### Wrap up

- Sum up learning objectives
- Resources and websites
- Answer questions and outline Day 2
Course map and objectives

Start

Welcome and course overview
8:30 – 9:00 a.m.

Icebreaker project
9:00 – 9:20 a.m.

Objective 1: Purpose of inspections
9:20 - 10:00 a.m.

Project: Benefits of inspections
Project: How inspections make OHCs effective

Objective 2: Plan an inspection
10:15 a.m. – 1:30 p.m.

Group activity: What to inspect
Project: Inspections
Project: Checklists

Objective 3: Conduct an inspection
2:00 – 2:30 p.m.

Project: Hazard identification

Objective 4: Inspection results
2:30 – 3:20 p.m.

Group activity: Develop recommendations

Objective 5: Review inspection system
3:20 - 3:45 p.m.

Approximate end-of-day
Summary, questions, outline Day 2
(will vary from class-to-class)

- What is an inspection? Benefits and purpose
- Employer inspections and duties
- OHC inspections, purpose, training

- How often OHC inspects/How much detail
- Workplace hazards, risks
- Decide what to inspect/OHS standards
- Inspection documents, checklists, inspection recording forms

- Plan for inspection, floor plans and resources
- During inspection: What if we find something wrong?
- Talk with workers/Deal with subcontractors

- OHC responsibilities
- Create recommendations for corrective action
- Employer’s responsibilities
- What to do if OHC finds nothing wrong

- OHC evaluation of inspection
- Questions to ask
- Good evaluation, present improvements, employer helps
Resources

Student course kit
- OHC Training Level 2 - Workplace Inspections and Incident Investigations Workbook
- Tent card or name tag
- Self-check*
- Evaluation
- Folder to hold materials

Instructor package
- Lecture PowerPoint overheads
- Student attendance certificates (prepare in advance and hand out at end of course)
- Registration form

Instructor resources
- Flipchart or white board, paper pads and pens
- Tent cards (number and place on tables to help students find where to sit during icebreaker project)
- Masking tape, silly putty or sticky tac to post flipchart paper to walls
- Felt pens (put one felt pen at each table for students)
- Multimedia projector and screen (overhead projector recommended as a backup)
- Computer overheads and course files
- Extension cords and power cord covers (to prevent falls)

Publications for students
- OHC Training Level 2 - Workplace Inspections Guide
- OHC Training Level 2 - Incident Investigations Guide
- The Occupational Health and Safety Regulations, 1996

Instructor publications
- As per student package
- OHC Training Level 2 - Workplace Inspections Instructor’s Guide
- OHC Training Level 2 - Incident Investigations Instructor’s Guide

Optional publications
- Technical publications and resources of your choice
- Photograph enlargements of photos in the workbook
- Inspection video or DVD of your choice

* This evaluation and quiz must be administered by qualified instructors and approved training agencies (regulation 46(4)) and kept on file for three years. OHS Division may request copies. The evaluation asks students to contact OHS Division if they have concerns about the instruction provided. Contact OHS Division for more information.

Make a list of additional resources (e.g., books, websites) that you wish to use. If you have internet access at the course location, consider showing students how to use the LRWS and WorkSafe Saskatchewan websites: www.saskatchewan.ca or www.worksafeask.ca.
Sample objective

The course uses an objective, core message and minimum content format.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Each objective introduces the content it covers. Use the Notes page to make your own notes on how to teach each objective to your clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core message(s)</td>
<td>These summarize the key points to make. They are listed after each objective.</td>
</tr>
<tr>
<td>Minimum content</td>
<td>You must use this material. \nIt usually includes a lecture and project.</td>
</tr>
</tbody>
</table>
How the instructor’s guide is set up

*Instructions and teaching points*

General instructions, teaching points and suggestions in black type.

Each slide or topic is introduced in **RED TEXT**.

**REVIEW THE COURSE TEXTS**

**WHAT YOU ARE EXPECTED TO SAY**

Script, or an outline of what you would say, is in **blue text**.

Don’t stick slavishly to the script or simply read material to the class. Adapt the content to your audience and use examples from your experience to illustrate key points.

*Helpful notes and reminders will look like this.*

**HELPFUL NOTES, TIPS AND REMINDERS**

You’ll find helpful notes and reminders in the margins of the guide.

**PROJECT WORKBOOK NUMBERS**

Page X in the workbook. For reference, workbook page numbers are referenced.
**POWERPOINT SLIDES**

Thumbnails of the presentation are in the margins of the guide.

You can add slides of your own. All the slides you will use are in this guide (unless you have made your own changes). Any slide changes you make will affect slide numbers and page numbers in guide and workbook.

Review the slides before your first presentation to become familiar with the content and sequence. For example: The answer slides for each step in the project usually follow the instructions. You will not want to reveal the answer slides before the students complete the assignment.

You may not need to use all of the slides assigned to each section. For example: You may find it easier to simply discuss the answers to each step in the class project with the students rather than going through the answer slides.

**STOP SIGN**

When students are involved in activities such as the hazard and risk projects, moving through the slide show in the appropriate manner is very important. The stop sign will warn you not to advance to the next slide until students have had the opportunity to complete group discussion.

Do not advance to the next slide until all the groups have discussed the project questions. Give each group or spokesperson an opportunity to share their discussion with the class.

Then the following slide will reinforce the responses from the group discussion, as well as add ideas that were not discussed.
Teaching tips

- Know your stuff.
- Know the facility.
- Organize the classroom.
- Greet students.

Know your stuff

Prepare thoroughly and know the content, this guide and the workbook. If possible, obtain some backup copies of crucial items. Gather everything you need before leaving the office. Be prepared in the event that your electronic equipment does not work.

Building your own lectures

Most of the material in the course comes from situations encountered by occupational health officers. But it’s only bare bones. Elaborate on the information and make it relevant to your audience. Prepare stories from your experience to illustrate key points. Use question and answer techniques.

Using the audiovisuals

- Know how to use the audiovisual equipment and software.
- All of the PowerPoint slides you will use are in the project workbooks.
- Prepare any additional slides you need.

Know the facility

- Research (inspect if possible) the classroom before the course and make sure it’s adequate. Get a classroom that allows you to dim the lights in front of the screen if you can. Find out if there is a loading dock near the classroom for you to unload your vehicle.
- Check the fire exits. Find out what to do if there is an emergency.
- Check heat, lighting, noise and ventilation.
- Check washrooms, parking arrangements and outside areas where smoking is allowed.
- Check arrangements (if any) for coffee. Find out where the nearest restaurants are (to advise students for lunch break), etc.
Organize the classroom

- Arrange the tables for group work and set up and secure the A/V equipment the night before, if possible.

- Make sure the students at the back of the room will be able to see the screen and read the text in the overheads. Projected images should fill the screen.

- Make sure power cords won’t become a tripping hazard. Tape them down with gaffer tape or use cord covers.

- Put course packages at each student’s place and numbered post-it notes or cards on each table to help students know which table/group they are in for the projects.

- Put flipchart paper and small pieces of masking tape on each table.

- Have extra course packages, flipchart paper, notepaper, pens, rolls of masking tape and felt markers available.

- Place a welcome sign up in the room identifying the course. Alternatively, simply project the course’s title slide about forty-five minutes before the class starts. If necessary, put signs in the hall to help students find the room.

The illustration on the next page shows a commonly used room arrangement.

Greet students

Greet students as they arrive. Allow time for latecomers. Have students sign the course registration sheet during the first group project or when it is appropriate for you.
Commonly asked questions

Here are a few commonly asked questions.

What is an occupational health officer?

Some of your clients may not know what an occupational health officer (OHO) is or what powers an OHO has. They may also mistakenly believe that an OHC has some of the authority given to an OHO, such as the right to issue notices of contravention (SEA, Part III, Division 6).

An occupational health officer refers to workplace health and safety inspectors, hygienists, toxicologists and others appointed by the SEA. Each officer carries identification documents issued by OHS Division. OHOs help administer the SEA and regulations. Duties include:

• Provide education, information and advice;
• Help employers, contractors, workers, OHCs and others to create and maintain healthy and safe working conditions; and
• Investigate incidents, dangerous occurrences and refusals to work.

See SEA 3-63 for a description of the powers of OHOs.

What core messages and minimum course content must I use?

The lectures in the guide contain the core messages and minimum course content that you are expected to deliver. You do not have to use the exact wording in the guide or slavishly follow the script. However, you must convey the correct messages to your clients.

Elaborate on the material as required and illustrate your teaching points with examples from the field. Make the material relevant to your audience.

How should I deal with questions requiring interpretation of regulatory requirements?

Many of your clients expect you to help them understand regulatory requirements. Generally, interpret regulatory requirements where you:

• Are familiar with the legislation and have discussed related issues; and
• Know something about the technical/industrial issues involved.

Refer clients to OHS Division (protect yourself) where you are not familiar with requirements or the circumstances surrounding a question. Examples:

• The question relates to a compliance undertaking or notice of contravention issued by an occupational health officer.
• You are uncertain of the appropriate interpretation of the sections of the SEA or regulations.

• You are not familiar with the issue, such as the actions of an occupational health officer at a client’s work site.

Simply put, don’t answer a question if you are not sure of the answer. Don’t address hypothetical situations. Encourage clients to contact OHS Division and discuss their concerns with the OHO assigned to their area.

**Can I develop projects to suit the needs of my clients?**

You may develop your own projects and add material to the course to make it client-friendly or industry specific. Your material must meet requirements for balanced instruction as set out in your instructor application.

**Can I break up the course and deliver it in independent modules?**

You do not have to deliver the entire course at one time. Your clients may find it easier to attend several shorter sessions. However, modularizing the course may reduce its effectiveness.
Opening remarks, introductions and Icebreaker project

8:30  Start teaching the class/Introduce the course

Core messages

• Turn on the projector. Welcome students. Use this time to set a participative environment and positive tone. Tone is critical to the course’s success.

• Briefly introduce yourself as the instructor. More formal introductions of your OHS background and class introductions will take place in a few slides.

• Handle administration. It’s important to consider safety during the delivery of this course.
  • What to do in case of emergency
  • Particulars of the facility
  • Smoking areas
  • Cell phone usage during class
  • Lunch and breaks

• Follow with formal instructor and student introductions.

• You will present how each table becomes a working group, much like your the OHC back at their workplace.

• Briefly explain the different training that WorkSafe Saskatchewan offers.

• Review course materials.

• Present the course’s five learning objectives.

• Present the Icebreaker project.

Minimum content

Lecture, associated teaching points and the Icebreaker project.
Notes
Class begins

Begin with an introduction to orient students to the course. Introduce yourself:

Well, let’s get started. I’d like to welcome you all to the Level 2 Occupational Health Committee course. My name is ________________. I am your instructor today.

I work for ________________ and I have been involved with health and safety for ____ years.

My fellow trainer is___________________.

ADMINISTRATION

Handle administrative issues.

Now for the important stuff:

• The emergency exits are...

• You can find the washrooms...

• As many of you know, this is a non-smoking course – during breaks, you can smoke outside...

• Remember to turn off your cell phones during class or set them to vibrate. No texting during class.

• We’ll have a break in the morning and in the afternoon.

• Let me know if the room becomes too hot or cold.

Periodically ask the class how they are doing and if they have any questions.
• Let me know if you can’t see the presentation slides on the screen, can’t hear me or don’t understand what I’m saying.

• All of the slides for the class are in your project workbooks. If I have added/deleted slides I will let you know.

• Here is how we will handle questions...

Discuss how you will handle questions.

Methods used to handle questions:

• Create a flipchart parking lot to write questions. Deal with them at the end of each day or at an appropriate time in the course.

• Refer the question(s) to the class for a solution.

• Use the question(s) as a spontaneous group project (but only if students have enough information to deal with it).

• Discuss issues with students during breaks or after class.

FORM OHCS

(Optional) This project gets students to form new work groups before they have a chance to open their course packages. During the projects, you will assign each work group/table the questions they answer for each learning objective.

Ask students to:

1. Number themselves off (one, two, three, four, etc.). You’ll need six tables (from four to six students at each table) to do the projects.

2. Form OHCs based on the number they picked (number “ones” move to table 1, number “twos” move to table 2, etc.). Put numbered post-it notes or cards on each table to help students know which table they belong to.

3. Select an employer co-chair, a worker co-chair and a recorder. Tell the class to select new people for these positions from project to project.
COURSE MATERIALS

Review the contents of the student’s kits. Explain how to use the workbook, the guide and other course documents.

Tell the class that you’ll be teaching the course through a series of group activities and they will use the workbook during each one.

Encourage students to use their workbooks and inspection guides to plan their own workplace inspections. Encourage them to educate themselves by reviewing the legislation, information from suppliers, their employer’s policies, work procedures, etc.

You have several books and materials in front of you. If you haven’t put your name on the name card already, please do that now, thanks. There are markers on your table.

Please open your workbook. As we go through the course, follow along in this book. While instructing, I will keep the class on the correct page. If you get off track, ask me or someone in your group to get you back on track.

Your materials also include reference materials. Have a look at the Workplace Inspections Guide. When you go back to your workplace, this reference book, along with the workbook will assist you in answering questions about inspections. As the course progresses we will use the guide when necessary to provide additional information.

The legislation refers to the regulations. We will use the regulations throughout the course.
Let’s quickly review how to find information in the regulations. Use the table of contents to identify the relevant part and then the specific regulation that applies. Remember, the number reference is to the regulation numbers, not the page number.

Have students go to regulation 28 in their copy of the regulations to show the way the regulations are written.

**Use this space for notes. Is there anything else you want to cover?**

---

*Throughout the course, elaborate on the lecture material, tell stories from your experiences that match your class. When instructing, present questions for the class to answer. Allow the opportunity for the class to ask you questions. Every so often, check on the class to see how they are doing. Ask them if they have any questions up to this point.*
LEARNING OBJECTIVES

The learning objectives for this course:

1. Purpose of inspections
2. How to plan an inspection
3. How to conduct an inspection
4. How to handle inspection results
5. How to review inspection system

You’ll practice the steps in an inspection:

1. Decide what to inspect.
2. Develop checklists and recording forms.
3. Conduct an inspection and record what you find.
4. Meet to discuss what you found and complete an OHC minutes form to provide the employer with recommendations for corrective action and workers with information about what was found and what corrective action the employer has been asked to take.
INTRODUCTIONS

Take a moment to tell the class more about your background. Include your health and safety experience.

Ask each person to introduce themselves.

Please introduce yourself to the class today. Tell us:

- Your name
- Where you work, what employer/industry
- How long on a committee
- Does the OHC conduct regular inspections at your workplace?

Welcome each person to the class after they introduce themselves. Find out how many students have completed Level I training recently. Use this information to decide what material you can skim over during particular sections of this course.
9:00  Icebreaker project

Page 6 in the workbook.

This project will help students identify what they want out of the course and practice working in groups. We’ll use each group’s information to tailor the course’s content and direct the projects through the day.

Review the project instructions. Remind students that they are now OHCs and should select co-chairs to guide discussion and a recorder to take notes. Ask the groups to rotate these positions during the day. This allows others in the group to experience different roles within the OHC.

Have each group complete the questions.

Have each group’s recorder write their answers to question three, What do you want to learn about workplace inspections today? on the flipchart (one to three issues per group) and tape the sheets to the walls. [Optional]

Ask each group’s spokesperson to explain what they found. Review the material on the flipchart sheets. Clarify what will and will not be covered. Use the sheets from time to time during the day to show how you are meeting their needs.

At the end of the course, use the sheets to summarize what has been taught.

Material from the workbook follows.
ICEBREAKER PROJECT

This project will help you to:

- Meet the people at your table and practice working in groups (OHCs);
- Talk about your experiences with inspections; and
- Identify what you want to get out of the course.

ICEBREAKER PROJECT: INSTRUCTIONS

Read the project’s instructions to the class.

Select a spokesperson to guide discussion as you review the three questions. This spokesperson will be like the co-chair of the OHC.

Discuss each question and write down the answers to the questions in the spot provided in your workbook.

Select someone from your group to post your answers to question three on flipchart paper. [OPTIONAL] Ask your spokesperson to explain your answers to question three at the end of this project.

ICEBREAKER PROJECT: QUESTIONS

1. What personal experiences have you had with inspections in your workplace?

2. Can you think of some reasons why people may not want to conduct inspections? Think of ways to overcome each reason.
3. Record what you want to learn about workplace inspections today (one point for each person in your group/OHC).

Do not advance to the next slide until all the groups have discussed the project questions. Give each group (spokesperson) an opportunity to share their discussion with the class. We have provided you with some possible answers in the answer key below. Use these answers as discussion items.

**Answer key for Icebreaker question 2**

Can you think of some reasons why people may not want to conduct inspections? Think of ways to overcome each reason.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time</td>
<td>The employer can assist the OHC or rep to schedule inspections at suitable times and arrange back up so workers can be free to do their inspections.</td>
</tr>
<tr>
<td>Lack of interest or knowledge</td>
<td>The employer can facilitate training and ensure that managers are responsible for facilitating inspections by the OHC or rep.</td>
</tr>
<tr>
<td>Lack of support</td>
<td>The employer can demonstrate commitment and require management to co-operate with the OHC.</td>
</tr>
<tr>
<td>Takes too much time</td>
<td>The employer can help the OHC to develop an inspection schedule that will allow it to inspect the entire workplace gradually (rather than trying to do everything at once).</td>
</tr>
<tr>
<td>Lack of tools (e.g., noise monitors)</td>
<td>The employer either can assist the OHC to obtain the tools and training it needs or arrange for a consultant to conduct the monitoring and provide a report to the OHC.</td>
</tr>
</tbody>
</table>
Notes
9:20  Objective 1

Objective: Understand the purpose of inspections conducted by the OHC and representatives

To help the OHC understand how inspections fit into their duties and responsibilities, the first objective addresses the purpose of inspections conducted by the OHC and representatives.

Core messages

OHC members must be able to identify the purpose of their inspections within the workplace responsibility system (WRS):

- Check the effectiveness of inspections performed by managers, supervisors and workers
- Identify hazards other inspections may have missed
- Discuss concerns with employees

The role of OHC inspections is to monitor the effectiveness of the employer’s WRS. The OHC must be aware that the employer is responsible for inspecting the plant under the control of the employer and that includes the tools and technologies associated with the workplace under regulation 23.

OHC members must be able to identify the three types of workplace inspections they have the right to conduct:

1. Regular, planned inspections of the workplace (regulation 28).
2. Inspections with occupational health officers (regulation 20).
3. Intermittent and special inspections (various regulations).

Minimum content

Lecture and associated teaching points.
OBJECTIVE 1: PURPOSE OF INSPECTIONS

To help the OHC understand how inspections fit into its duties and responsibilities, our first objective addresses the purpose of workplace inspections and the three types of inspections conducted by OHCs and representatives.

Tell the class that we’ll now focus on what an inspection is, the importance of inspections and the types of inspections employers and OHC’s perform.

Let’s review what an inspection is and how inspections can benefit your workplace.

We’ll use this definition of inspection: An inspection is a planned walk through or examination of a workplace, selected work areas, particular hazards, machinery, tools, equipment and work practices.

Inspections should review all operations gradually, giving special attention to concerns, high hazard activities and jobs.

PROJECT: BENEFITS OF INSPECTIONS

Read the project’s instructions to the class.

Take five minutes to discuss the following question: How inspections can make the workplace healthier and safer?

Select a spokesperson to guide discussion as you review the question. Discuss and write your comments in your workbook (page 8). The spokesperson should be prepared to share your group’s answers with the class.

Page 7 in the workbook.
Ask if anyone has an example of how an inspection prevented an incident in their workplace, or otherwise made the work environment healthier and safer.

OBJECTIVE 1: PURPOSE OF INSPECTIONS

What Is an Inspection?
A formal inspection is a planned walkthrough or an examination of:
- A workplace
- Selected work areas
- Particular hazard(s)
- Work practices
- Machinery, tools, equipment

PROJECT: BENEFITS OF INSPECTIONS

What is an inspection?

- Take five minutes to discuss how inspections can make your workplace healthy and safe
- Record answers in workbook
- Be prepared to share with class
Do not advance to the next slide until all the groups have discussed the project questions. Give each group’s spokesperson an opportunity to share their discussion with the class. The following slide will reinforce the responses from the group discussion, as well as add ideas that were not discussed.

**BENEFITS OF INSPECTIONS**

Regular inspections reduce incidents and occupational illnesses by communicating with workers and finding to correct problems before they cause harm.

Inspections help the OHC or representative to:

- Compare existing conditions with standards, such as regulations and industry practices;
- Help avoid many of the costs associated with incidents;
- Determine if gaps exist between actual workplace practices and standards of the organization, industry or legislation;
- Identify the root causes for any gaps; and
- Develop recommendations for corrective action.
Pay attention to:

- Invisible hazards like repetitive work, lifting and tripping hazards, and ventilation problems;
- Offices and other non-production areas; and
- Monitoring the effectiveness of the employer’s health and safety policies, procedures and plans.

The OHC’s job is to recommend. The employer ultimately is responsible for deciding what action to take to correct deficiencies and ensure that the workplace is safe and healthy.

**PURPOSE OF INSPECTIONS**

Inspections are one of the best tools to identify hazards and concerns and to assess their risks before incidents and other losses occur. Having an effective inspection program will go a long way in making a workplace healthier and safe.

- Compare conditions with standards
- Determine if gaps exist
- Identify the causes for any gaps
- Develop recommendations for corrective action
EMPLOYER’S DUTIES

Effective inspections prevent incidents and illnesses. This is why the legislation requires employers, OHCs and representatives to conduct inspections.

- The employer is accountable to ensure:
  - Inspections required by the regulations are performed effectively;
  - The OHC or representative conducts regular and effective inspections; and
  - The OHC or representative and workers are provided with all required information at a place of employment.

EMPLOYER INSPECTIONS

Employers are required to conduct general inspections of:

- Plant (i.e., buildings, facilities, tools, equipment and machinery);
- Systems of work, like manufacturing processes and jobs;
- The working environment (e.g., ventilation, heat, humidity, light, job design and work flow); and
• Specific items such as mobile equipment, tools, scaffolds and cranes.

The OHC or representative does not perform these inspections for the employer, but checks their effectiveness.

**EXAMPLES OF INSPECTIONS EMPLOYER MUST PERFORM**

Here are some examples of inspections the employer must perform.

Workers, operators, supervisors, maintenance personnel, safety professionals and others can carry out these inspections as well. OHC’s and representatives check their effectiveness.

**What to inspect?**

<table>
<thead>
<tr>
<th>What to inspect?</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspecting workplace</td>
<td>Reg 23, Examination of plant</td>
</tr>
<tr>
<td>Duty to ensure safety of respirators</td>
<td>Reg 89, Inspection of respiratory protective devices</td>
</tr>
<tr>
<td>Work at height</td>
<td>Reg 107, Inspection of full body harness, etc.</td>
</tr>
<tr>
<td>Mobile equipment</td>
<td>Reg 155, Visual inspection</td>
</tr>
<tr>
<td>Mobile equipment</td>
<td>Reg 156, Inspection and maintenance</td>
</tr>
<tr>
<td>Scaffolds</td>
<td>Reg 193, Maintenance and inspection</td>
</tr>
<tr>
<td>Cranes</td>
<td>Reg 216, Inspections</td>
</tr>
<tr>
<td>WHMIS</td>
<td>Part XXII, Controlled Products – Workplace Hazardous Materials Information System</td>
</tr>
</tbody>
</table>
WHAT INSPECTIONS DOES OHC PERFORM?

Regular, planned inspections of the workplace

The employer must arrange for the OHC or representative to regularly inspect the workplace (regulation 28). The OHC or representative works out the inspection schedule with the employer. The employer, managers, supervisors and workers cooperate with the OHC.

Inspections with occupational health officers

The co-chairs or a designate (or the representative) should accompany an officer visiting the workplace. The employer must permit the co-chair or the representative to accompany the officer (regulation 20). This allows the employer to demonstrate commitment to health and safety and the OHC or representative to discuss concerns with the officer.

Intermittent and special inspections

OHC’s and representatives can conduct special inspections when conditions warrant it.

WHEN TO CONDUCT SPECIAL INSPECTIONS

Conduct special inspections when concerns are increasing, new equipment is installed, inexperienced workers start work, etc.

The OHC shall conduct special inspections when there is an incident, a dangerous occurrence (near miss) or when the OHO finds a deficiency.
PURPOSE OF OHC INSPECTIONS

The purpose of OHC or representative inspections is to:

• Identify hazards other inspections may have missed.

Example: Sometimes supervisors and workers get used to hazards in their work areas and no longer recognize them.

• Check the effectiveness of inspections performed by managers, supervisors and workers.

Example: The employer shall designate supervisors and workers to inspect tools, equipment and PPE at the start of each shift and report defects immediately. Likewise, supervisors shall constantly monitor conditions in their work areas and take corrective action as required.

• Check the effectiveness of the employer’s health and safety system.

Examples: Have workers been receiving proper training before starting work on operating machinery? Do workers understand how to properly use, handle, store and protect themselves from chemical hazards? These are two of the many elements of an employer’s health and safety system.
PURPOSE OF OHC INSPECTIONS

• Discuss concerns with workers.

During an inspection is the perfect opportunity for the OHC to communicate with workers and find and correct problems before they cause harm.

OHC members conducting an inspection must ensure workers take concerns to their supervisor first. It is important that the employer or supervisor have an opportunity to handle workers’ concerns.

Workers raise concerns to the OHC when they are not dealt with in a timely manner by the employer.

Effective inspections concentrate on finding facts and not faults. Note good practices and conditions. A clean, well organized and safe workplace is something to note during an inspection.

• Review records, logs, books required by the employer.
  Examples:
  • First-aid register
  • Maintenance logs
  • Crane Logs
  • Lists of chemicals and biological substances
Access to records – The OHC or representative can review records, logs and books that the employer must keep. Examples: First-aid registers, crane logs and lists of chemical substances (regulation 48).

However, the OHC may not access personal medical information (regulation 10).

**HOW CAN EMPLOYER HELP WITH OHC INSPECTIONS?**

The employer can help:

- Provide training, resources and time.
- Help to plan and schedule inspections.
- Help develop checklists of what to inspect.
- Encourage the OHC or representative to look for the root causes of problems.

This Level inspections and investigations workshop is one way for the employer to facilitate training for OHC members.
OHC INSPECTIONS TRAINING

To conduct an inspection properly, the OHC inspections team will have to be trained to know how to identify hazards and assess the risk of those hazards. General knowledge includes:

- How to use health and safety standards;
- How to use legislation;
- The process to conduct inspections;
- How to find the root causes in the health and safety systems;
- How to develop recommendations and gain support for them;
- How to follow up on the employer’s corrective action; and
- How to communicate to workers, supervisors and the employer about the results of inspections and any recommended corrective actions.

OHC’s and representatives are not expected to be hazard control experts. Their job is to find problems and recommend corrective action. The employer develops and implements hazard control plans.
OHC INSPECTIONS TRAINING

OHC’s and representatives also need workplace-specific information and training. Workplace-specific information and training includes workplace hazards and hazardous areas.

This knowledge is two-fold. To fully understand the worker’s perspective, the OHC shall have knowledge of the hazards and the hazardous areas the workers face on a day-to-day basis. The safety of the inspection team is another consideration.

What safety precautions must be taken during the inspection? What safety rules must be followed and what PPE must be worn during the inspection?

The OHC shall know the work process and knowledge about specific work areas, including engineering controls such as noise controls, additional ventilation, administrative schedules to reduce exposure, etc.

OHC INSPECTIONS TRAINING

The OHC should know specifics. Examples:

- What orientation and training is necessary to work safely?
- What to do in the case of an emergency. Where is the meeting spot in the event of a fire?
- Where is the first-aid kit located?
• What information do workers need regarding their health and safety?

• What is the process for handling concerns?

Knowledge about the equipment and materials is essential when conducting an inspection.

OHC’s must keep minutes of their meetings. Note in the OHC minutes that the team conducted an inspection. Include the concerns identified by workers. The minutes identify who will look into the concerns and what day to report back to the OHC. Good recording of inspections and OHC minutes keeps everyone informed about the items identified from an inspection.
9:50 Project: How inspections make OHCs effective

PROJECT: HOW INSPECTIONS MAKE OHCS EFFECTIVE

Have the group take 10 minutes to discuss the benefits of inspections.

How can inspections make OHCs more effective?

In your groups list at least three ways inspections can make your OHC more effective.

Record your group’s answers in your workbook in the space provided. Have your spokesperson be prepared to share your discussion with the class.

Do not advance to the next slide until all the groups have discussed the project questions. Give each group (spokesperson) an opportunity to share their discussion with the class.

The following slide will reinforce the responses from the group discussion as well as add ideas that were not discussed.

HOW INSPECTIONS MAKE OHCS EFFECTIVE

Listening to concerns of workers during an inspection can identify problems before the concerns have a chance to injure or make someone ill.

Listening to concerns of workers is a great way for the employer to demonstrate that workers’ safety and health is important. Workers now feel encouraged to do their part, and become involved in the employer’s safety system. Workers will take pride in doing a job safely.

Take a break when the time is appropriate.
Inspections help you to learn more about root causes that could lead to an injury or illness in the workplace. Determining root causes ultimately helps the employer improve their health and safety system.

Ensuring compliance with OHS standards creates a healthy and safe environment for all workers.

Inspections help the OHC when recommending corrective actions to the employer to remedy workers’ concerns and control hazards in the workplace. The OHC must follow up on corrective actions to ensure concerns and hazards are handled in a timely manner.
OBJECTIVE 2: HOW TO PLAN AN INSPECTION

Now that we’ve provided some background on what an inspection is and workplace responsibilities for inspections, let’s discuss how to plan for an OHC workplace inspection.

HOW OFTEN TO INSPECT?

Regulation 28 states the employer, contractor or owner shall enable members of an OHC or a representative to inspect a place of employment at reasonable intervals determined by the OHC or the representative and employer.

The OHC shall work with the employer to decide the inspection schedule. OHS Division recommends this is done before each OHC meeting.

HOW IN DEPTH SHOULD INSPECTIONS BE?

Work with the employer to decide how in depth OHC inspections should go. Consider the workplace, the type of work, tools, machinery, equipment and technology, the chemicals and substances, working environment, work processes and the people that do the work.

Sometimes the OHC or employer may need help from outside the OHC. Occupational health specialists, industrial hygienists, ergonomists and medical personnel are excellent resources that can provide assistance.
Example: To monitor the working environment such as noise, temperature or exposure to chemicals may require a competent person to come into the workplace and do some evaluation and testing.

Some hazards or concerns may require the use of a professional engineer (i.e., someone with specific knowledge) who can assist an employer to make a work process, piece of equipment, etc., safe for the worker.

**WHAT SHOULD OHC INSPECT?**

**WHO ON OHC SHOULD INSPECT?**

Which OHC members should inspect? This decision is up to the OHC. There is no set criterion for who should conduct OHC inspections. Options include:

- Divide the workplace. Assign areas to OHC member(s) or teams.
- An OHC member inspects specific items.
- Have the entire OHC conduct the inspection.
- Co-chairs conduct the inspections and report to the OHC.
- Ask the employer to involve specialists when the need arises.
PLAN INSPECTION

When planning the OHC inspection, the OHC and employer decide:

- The inspection schedules;
- How often an item or area must be inspected; and
- How the employer is notified of results of inspection.

The OHC is required to keep meeting minutes. Inspection results must be discussed at OHC meetings. A natural fit is to record the results of an inspection in the OHC meeting minutes, especially when recommendations for corrective actions are presented to the employer.

OHC minutes are a communications tool for workers and the employer. Recording that an inspection took place and its results communicates that the OHC is performing their duties and functions. OHC meeting minutes are another vehicle to raise the profile of the OHC.

INSPECTION REMINDERS

When planning inspections, the OHC and employer should consider if you inspect the entire workplace, every hazard or every item in the employer’s OHS system.

As a rule of thumb, inspect the entire workplace within a reasonable time, at least annually.
VIDEO

The video will have students thinking about workplace hazards. What is a hazard? What types of hazards does an OHC look for? What are the risks? How does the OHC communicate the hazards and how are they controlled?

This is a good time to show the video Inspecting for Hazardous Conditions.

Consider your timing when showing a video, after lunch is tough on a student. After having a big meal, it can be hard to stay focused and awake when showing a video.

11:00 Workplace hazards

WORKPLACE HAZARDS

Now that we’ve discussed how often to inspect, who should inspect and planning your inspection, let’s discuss what inspections should look for.

Inspections look for hazards. A hazard is any activity, situation or substance that could harm an worker. Hazards can be broken down into two broad categories: Health hazards and safety hazards.

Page 21 in the workbook.

If students have completed Level I recently, skim this section.

Inspections look for both. The hazards you identify will drive the questions you put on your inspection checklists.
HEALTH HAZARDS

Discuss health hazards and then ask each group to brainstorm some hazards to inspect in their workplace/industry and report to the group.

For simplicity’s sake, think of a health hazard as any agent, situation, or condition that can cause an occupational illness. There are five types (look for each type during inspections):

1. **Chemical hazards**, such as battery acid and solvents.

2. **Biological hazards**, such as bacteria, viruses, dusts and moulds. Biological hazards are often called biohazards.

3. **Physical agents** (energy) strong enough to cause harm, such as electrical currents, heat, light, vibration, noise and radiation.

4. **Work design** or ergonomic hazards.

5. **Workplace stress**. Presently, this is restricted to harassment as defined in SEA 3-1(1)(l) and violence as defined in regulation 37.

A health hazard may produce serious and immediate (acute) affects, or cause long-term (chronic) problems. All or part of the body may be affected. Sufferers may not recognize the symptoms immediately. Example: Noise-induced hearing loss is often difficult to detect until it is advanced.
Occupational illnesses result from exposure to a chemical or biological substance, a physical agent (an energy source such as noise) or other stressors (such as harassment and work demands) capable of causing harm. The time that it takes an illness to develop after exposure is called the latency period.

SAFETY HAZARDS

Discuss health hazards and then ask each group to brainstorm some hazards to inspect in their workplace/industry and report to the group.

A safety hazard is anything that could cause a physical injury, such as a cut or fracture. An injury caused by a safety hazard usually is obvious. Safety hazards cause harm when workplace controls are not adequate. Therefore, remember to check the adequacy of hazard controls during your inspections. Examples:

- Are regular inspections and maintenance of equipment performed as required?
- Are supervisors ensuring workers are following safe work procedures?
- Are new and inexperienced workers being trained properly?
WHAT IS RISK?

Use the analogy of going to a casino, or running a yellow signal light, etc., to illustrate the concept of risk and risk assessment. Set inspection priorities.

Page 22 in the workbook.

A risk is the chance (or likelihood) that a hazard will actually harm a worker.

Ultimately when we determine what hazards exist, what risk those hazards pose to workers will help the OHC decide what items need inspecting and what items need inspecting the most (i.e., set priorities by deciding what items are most likely to harm staff).

RISK ASSESSMENT

To assess the risk of each hazard you identify ask questions:

- What is the frequency that workers are exposed to the hazard?
- How many workers are exposed to the hazard?
- How often?
- What’s the severity of harm that could occur?
- How seriously could workers be harmed?
- What’s the probability a dangerous situation could arise?
- How quickly could a dangerous situation come up if something goes wrong?
A good hazard and risk assessment analysis will examine a task systematically and break down the procedures to complete that task. The procedure is a step-by-step description of how to complete the task properly.

Each step is scrutinized to determine the risk associated with performing that individual step within the task. Using these questions regarding frequency, severity and probability, you can determine the risk — high, medium or low — for that step, but in the end for the entire task.

Now, you focus your attention on eliminating or reducing those risks for that step. This eventually makes this task safer for a worker to perform.

The result of this hazard and risk analysis may be to develop controls, writing new procedures and practices, enhance orientation and training, evaluating emergency preparedness, etc., all bits and pieces that together make a good health and safety system (reg. 22) for the workers and employer.

In many cases performing a good hazard and risk assessment analyzes the work performed systematically, not only on a safety perspective but can also identify quality and efficiency all at the same time.

The OHC and employer will use this information from the hazard and risk analysis to help you decide what to inspect, how often and when.
WHAT TO INSPECT

The OHC needs to know what to look for during an inspection. Using tools like making lists, reviewing owners’ and manufactures’ documents, talking with workers, etc., aid in understanding what hazards exist in the workplace. Basically, take inventory of the work (tasks) performed. Once the inventory is complete (i.e., at this moment in time) evaluate each job/task to determine what are the hazards and the risk to workers. It’s important to understand these task inventories can change as soon as, a new work process, new chemicals, a different piece of equipment with different hazards and risks are added. Continual review and upgrading of your inspection process is essential. This section talks about deciding what to inspect.

In order to inspect effectively, you have to know what you are looking for. To do this start by making a list of things in the workplace that needs inspecting. We use the knowledge of hazards and risk to assist us when we start looking.

First, consider the plant:

- Structures
- Materials
- Machines, tools and equipment
- Chemical and biological substances

Review the employer’s lists of the tools, equipment, chemicals, materials, etc., that could hurt workers. List what you want to inspect or what you think should be inspected.

The legislation defines plant as any premises, site, land, mine, water, structure, fixture or equipment employed or used in the carrying on of an occupation.
Critical parts are those components of the plant that are more likely than other components to create hazards or conditions that could cause a major problem. Critical parts can become worn, damaged, abused, misused or used improperly. These circumstances may allow a hazard or unsafe condition to exist. Your lists must contain these critical parts, as they will be inspected on a regular basis.

**WHAT TO INCLUDE ON LIST?**

Your inspection system should monitor the effectiveness of the employer’s health and safety system, including policies, procedures, plans, ergonomics and work environment controls.

Included in your lists must be all those people in the workplace. The people are a key piece in this making a list process. Workers know all about the things (i.e., hazards, equipment problems, chemicals, etc.) that effect their health and safety at the workplace. Communicate with workers when creating your lists. Ask the workers about the things they use every day to get the work done.

Included in the things list are orientation, training and supervision, important aspects that affect a worker’s health and safety.

Review the employer’s lists of things (e.g., tools, equipment, machinery, substances) that could hurt staff and list these items to inspect.

Consider anything in storage like heavy or sharp objects) that could hurt someone if improperly handled, stored, or transported.
Be concerned about chemicals and biological substances used, transported, stored or disposed of at the workplace.

Review jobs and conditions that could be dangerous if not done properly.

Task procedures including safe work practices, guidelines or industry standards are all items for your list that may require inspections.

WHAT TO INCLUDE ON LIST?

Your list will also include the work environment. What sources of energy are workers exposed to?

- Light
- Noise
- Heat/cold

All sources of energy that can be a hazard to the worker must be inspected to ensure the limits of exposure are within legislation requirements.

First aid, fire and emergency plans must be inspected to ensure they are adequate for the situation at your workplace. Conditions change. People, equipment, materials and the environment are constantly evolving. These changes can create situations where previous first aid, fire and emergency plans are no longer adequate.
So constant monitoring of these systems is essential for when something goes wrong and emergency personnel are needed.

Listing the types of PPE workers use so you can inspect how the PPE is used, stored and cared for is particularly important. PPE, although does not eliminate or reduce the hazard, can provide secondary protection. During an inspection, you can determine if the PPE selected is adequate for the task and used as it should be.

**WHAT TO INSPECT?**

Reviewing specific documents can give you a wealth of information about hazards. Consideration should be given to documents such as maintenance records, loss history (incident reports) or potential for loss (near misses).

Manufacturers guide books and servicing instructions establish maintenance and servicing procedures and highlight those critical parts like, safety devices/guards, electrical and mechanical components.

SDSs identify physical hazards such as potential for fire, explosion and reactivity, as well as primary routes of entry into the body, such as inhalation, ingestion or skin absorption. This type of information can be recorded on our lists. It becomes enormous help in identifying hazards and their associated risks.
WHAT TO INSPECT?

Gathering information from workers is an excellent source of hazard identification. They can divulge information about all previously discussed items. You can learn a lot about the employer’s health and safety system by talking with the workers.

Do they know what to do in an emergency? Where is the first-aid kit located? What kind of orientation and training have they or have not received? Has anyone had an incident or near miss? Has anyone been exposed to a chemical? Does the worker know the proper PPE for the tasks performed?

They will also be very willing to point out areas of concern.

HOUSEKEEPING

An untidy, dirty workplace, where it takes workers time to find tools and equipment, then, when found, are dirty and broken. This poor detail to housekeeping adversely affects safety, quality, productivity and cost effectiveness. Inspections provide an excellent opportunity to examine housekeeping in the workplace. During work area inspections consider:

- Clutter. Is the work area poorly arranged? Is it just untidy? Are workers dropping things anywhere, not putting items back in their appropriate place?

- Are exits and entrances kept clear, clean, free from materials? When it rains or snows are surfaces slippery? Are doors and exits blocked in the event of an emergency?
• Are tools and equipment placed back in their proper place? Are they clean? Are they broken? Have repair orders been initiated?

• Is there enough space for the workers to perform their work? Are materials put anywhere, stuffed in corners, overflowing bins, shelves, etc? Does it seem there is no rhyme or reason to their storage location?

• Are chemicals and substances leaking? Have there been spills in the past, are waste materials placed in inappropriate locations?

Key questions from the condition of housekeeping in the workplace can provide vital information about hazards.
ITEMS INVENTORY FORM

When you create your lists, keep them organized. Use an items inventory form. There are many versions of this type of form. It doesn’t matter what you use. Any document that helps keep track of workplace items and their hazards will be helpful.

When using a form, record the item, your knowledge of the hazards and risk for that item. You could go into great detail about those hazards and risks. The more information the better. You may want to go into greater detail about the hazard for a specific item. Use the three risk qualifiers: Frequency, severity and probability. How many people? How often? If something were to go wrong, how severe could the end result be? What’s the likelihood that something could go wrong? These questions help to rate the risk: High, moderate or low.
1:00 Project: Inspections

The inspection process is made up of four steps. Each group’s first step will be taking inventory of their workplace hazards. Groups will be asked to discuss and record hazards from their workplace, starting their own workplace inventory. Groups will also be asked to select three hazards and determine the level of risk.

This inventory can be done several different ways. One way is to inventory hazards. Another way is to first inventory occupations and then list all the tasks for that occupation. You could inventory the equipment, chemicals, work procedures, etc. All these different methods, when done properly, work very well.

Taking inventory takes time, doing a good job is essential in the first step in planning sound workplace inspections. The information gathered helps the OHC determine what needs to be inspected in the workplace. Have the groups follow the instructions in their workbook and record the necessary information.

We will now put some of what we learned into practice, using your workplace as a tool. Use the first step of the four-step inspections process — decide what to inspect.

The OHS legislation is a standard by which every employer, contractor, owner and worker must abide. Part of the inspection process is to use standards to gain knowledge about tasks and associated hazards and set inspection priorities. Use the regulations to develop checklist questions for the three group hazards.

In your groups discuss tasks and associated hazards at your workplace that must be inspected.

For each person record one hazard that you discussed from your workplace. Use the space provided in your workbook. Select three target hazards from the group’s list. These three hazards will be used for the next part of the project.
For the three targeted hazards, use the regulations and find which standards apply. Read through the entire section of the regulation that applies. Record the regulation.

Be prepared to have your spokesperson share your group’s discussion with the class.

Do not advance to the next slide until all the groups have discussed the assignment. Give each group (spokesperson) an opportunity to share their discussion with the class.

**WHAT'S NEXT?**

It is now time to review each hazard on your workplace list. We need to determine what the risk is. Ask what the frequency, severity and probability risk details are for this hazard. The hazard list will be used to develop checklists which are used during an inspection.

Checklists are truly never done. Hazards and risks can change. Example: As a machine gets older it may become louder. The higher noise levels may change the inspection priorities.

This is maybe a time to remind the group of risk. Frequency, severity and probability can be answered using the following questions:

- How many workers are exposed to the hazard?
- How often?
- How seriously could workers be harmed?
- How quickly could a dangerous situation come up if something goes wrong?

*Use your list to:
  - Identify risk and potential exposure to each hazard
  - Use hazard lists to develop checklists and inspection recording forms
  - Lists are never final – always re-evaluate

*Break for lunch when the time is appropriate.*
HAZARD AND RISK ASSESSMENT

As we discussed, the answers from the first part of the project help determine how risky a task is: High, moderate or low. Once we determine the level of risk it will set the inspection priority for that item. High risk tasks get inspected every inspection. Moderate and low risk tasks get further review to determine the level of inspection. All hazards need to be inspected. Things like chemicals, work process, equipment and machinery play a big part in how often something gets inspected.

Some hazards need to be examined systematically by breaking down the procedures to complete that task.

How does a worker perform this job? Break it down into unique steps. Scrutinize the step-by-step procedures to identify the unique hazards and determine risk. You use this information while inspecting a task. Pay particular attention to the specific hazardous steps (e.g. use of a chemical in the procedure).
1:00 Project: Inspections

PROJECT: RISK ASSESSMENT

How quickly could a bad situation arise? How many workers could be involved? How often workers are exposed? If something did go wrong how bad could someone be injured?

We want to eliminate risk if we can. The next slides will put your risk analysis into practice.

Have the class follow the instructions. The class will use the three hazards and assess risk for each (i.e., determine a rating of high, moderate or low).

Our next step in the project is to determine the level of risk present for each of your group’s three hazards. Answer the questions about frequency, severity and probability.

What level of risk was determined for each hazard? Did one come out high risk, another moderate and the last low? Spend a few minutes in your group prioritizing the items that need inspecting. Record hazards from highest to the lowest.

Be prepared to have your spokesperson explain your answers to the class. You’ll use all the information to develop an inspection checklist for the three hazards.

Do not advance to the next slide until all the groups have discussed the project. Give each group (spokesperson) an opportunity to share their discussion with the class.
IDENTIFY HAZARDS

Don’t ask the students to find standards for the hazards quite yet. First, discuss the following points:

- What a standard is
- How to use them
- Where to find them

Begin by explaining what a standard is. OHCs will use standards to educate themselves about hazards, requirements for safe use and help set inspection priorities. The class will use the regulations to develop a checklist for their group’s three hazards.

STANDARDS MEASURE WORKPLACE CONDITIONS

A standard is a requirement, such as industry best practices, a requirement set by the employer, regulations or contractual health and safety obligations. Equipment and manufacturers’ manuals set standards. Example: If you have a ladder at work or home, look at the operator’s instructions (usually a sticker on the side of the ladder). These steps create a standard to follow for the safe use of that ladder. The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 1996 are standards. Several regulations address the use of ladders, creating a standard.

PLACES TO LOOK FOR STANDARDS

Here is a list of organizations that set standards. CSA establishes common standards in Canada for all kinds of things. From your kitchen stove to your Z96 CSA high visibility safety vest, CSA sets standards.
Encourage the class to think of standards as a measuring stick. Standards don’t just include regulations. They also include requirements (i.e., procedures, policies, etc.) set by the employer, industry best practices, contractual health and safety obligations, etc.

If you wish to have the students find regulations for some of the items they’ve identified, here are some possible answers. Don’t read the material to the class. Use it as associated teaching points to support the project.

For more information about standards, see the list of health and safety websites on page 34 of your workbook.

<table>
<thead>
<tr>
<th>Places to look for standards</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American National Standards Institute (ANSI)</td>
<td><a href="http://www.ansi.org">www.ansi.org</a></td>
</tr>
<tr>
<td>Canadian Association of Oilwell Drilling Contractors (CAODC)</td>
<td><a href="http://www.caodc.ca">www.caodc.ca</a></td>
</tr>
<tr>
<td>Canadian Centre for Occupational Health and Safety (CCOHS)</td>
<td><a href="http://www.ccohs.ca">www.ccohs.ca</a></td>
</tr>
<tr>
<td>Canadian Manufacturers &amp; Exporters (formerly the Canadian Manufacturers Association)</td>
<td><a href="http://www.cmecmc.ca">www.cmecmc.ca</a></td>
</tr>
<tr>
<td>• Manufacturer and supplier recommendations</td>
<td></td>
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<tr>
<td>Collective agreement requirements</td>
<td></td>
</tr>
<tr>
<td>CSA Group (formerly the Canadian Standards Association)</td>
<td><a href="http://www.csagroup.org">www.csagroup.org</a></td>
</tr>
<tr>
<td>International Standards Organization (ISO)</td>
<td><a href="http://www.iso.org">www.iso.org</a></td>
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<tr>
<td>Municipal requirements</td>
<td><a href="http://www.regina.ca">www.regina.ca</a></td>
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<tr>
<td></td>
<td><a href="http://www.saskatoon.ca">www.saskatoon.ca</a></td>
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<td></td>
<td><a href="http://www.cityp.ca">www.cityp.ca</a>, etc.</td>
</tr>
<tr>
<td>National Fire Protection Association (NFPA)</td>
<td><a href="http://www.nfpa.org">www.nfpa.org</a></td>
</tr>
<tr>
<td>National Institute for Occupational Safety and Health (NIOSH)</td>
<td><a href="http://www.cdc.gov/niosh">www.cdc.gov/niosh</a></td>
</tr>
<tr>
<td>Public Health Agency of Canada</td>
<td><a href="http://www.phac-aspc.gc.ca">www.phac-aspc.gc.ca</a></td>
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<tr>
<td>Safety associations</td>
<td><a href="http://www.csaponline.ca">www.csaponline.ca</a></td>
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<td><a href="http://www.enform.ca">www.enform.ca</a></td>
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<td><a href="http://www.saam.ca">www.saam.ca</a></td>
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<td></td>
<td><a href="http://www.saswh.ca">www.saswh.ca</a>, etc.</td>
</tr>
<tr>
<td>Queen’s Printer (legislation)</td>
<td><a href="http://www.saskatchewan.ca">www.saskatchewan.ca</a></td>
</tr>
<tr>
<td>LRWS Occupational Health and Safety</td>
<td><a href="http://www.saskatchewan.ca">www.saskatchewan.ca</a></td>
</tr>
<tr>
<td>WorkSafe Saskatchewan</td>
<td><a href="http://www.worksafe.sk.ca">www.worksafe.sk.ca</a></td>
</tr>
</tbody>
</table>
DEVELOP INSPECTION DOCUMENTS

OHC members can use checklists to help them inspect the workplace consistently and effectively. A simple method of developing checklists:

- Identify standards to measure workplace conditions.
- Take each standard and make it into a question.
- Organize questions by topic and record them on your checklists.

The purpose of the OHC’s inspections is to monitor the effectiveness of the employer’s health and safety system and not simply to complete checklists.

Once you’ve decided what needs to be inspected, develop checklists to help the inspector remember what to inspect. A good checklist allows you to compare conditions based on a standard with the conditions you find during the inspection. The hazards you’ve identified will drive the questions you put on your inspection checklists.

Checklist questions can be as simple as: Does the condition meet a standard — yes or no? There are many forms of checklists, and there is no legal requirement to use checklists.

Another inspection tool is a recording form. During an inspection, a checklist may not cover everything found in the workplace. A recording form allows items or hazards not listed on a checklist, such as safety concerns raised by workers, to be documented.

Recording forms can also request information about the controls required to eliminate and reduce hazards.
CHECKLISTS

A checklist tells you what to look for and what questions to ask when you inspect something.

Checklists have some definite advantages. A well organized checklist ensures the inspection is done in a consistent, systematic and efficient manner. Many tasks or hazards have specific conditions that need to be inspected.

The checklist helps the inspector remember what items and hazards need inspecting. A good checklist asks clear questions about a task or hazard. Checklist questions allow the inspector to compare conditions of what is being inspected to the standards set. The checklist also acts as a communication tool, especially when writing recommendations to the employer.

Use checklists and inspection recording forms to:

- Ensure planned inspections are carried out properly;
- Identify what was inspected;
- Monitor the effectiveness of the employer’s health and safety systems;
- Identify, locate and describe concerns and defects;
- Draw attention to good health and safety practices; and
- Help track concerns and long-term problems.
CHECKLISTS

We have identified what to inspect.

We know through some research what standards have been set to measure the workplace conditions.

We take each standard and create question(s). When we put all our questions together, we have an inspection checklist.

EXAMPLE: WHMIS DEGREASER

This slide is an example of the process we just discussed.

The last point leads the discussion into the next slide.

CHECKLISTS

A checklist works best when it is organized. There are several ways to organize a list. One way is to organize by topic.

Some suggested topics to organize your workplace checklist are:

- People
- Work environment
- Chemical/biological substances
- Machinery, tools, equipment
- Safe operating procedures

These are just some examples. There are many ways to organize checklists.
Your workplace layout may have something to do with how your checklist is organized. The OHC can work with the employer to determine the best method to inspect. This will influence the checklist. Your checklist may cover a specific section in the workplace.

The planned walk through may look at:

- Two pieces of equipment;
- Checking the SDSs;
- Chemical labeling for this area; and
- Checking the back emergency exit for clutter.

These questions could then be sequenced as the inspection items come up during the walk through. How you sequence the checklist depends on the workplace.

We’ll look at some examples of checklists.

Briefly show each slide. Highlight the name of the checklist.

These checklists are based on many different standards, from OHS legislation to manufacturer recommendations to industry best practices. Point out some of the questions on the checklist.

**WORKER ORIENTATION/TRAINING**

The first checklist is for worker orientation. Some topic include:

- Safety procedures
• Experience

• Work practices

• Supervision

• Ergonomics

Point out a couple of the questions on the checklist:

• Is orientation provided before the worker starts work?

• Location of fire exits and fire extinguishers?

The next checklist highlights tools, equipment, materials and supplies. Topics include:

• Machines and mobile equipment

• Hand tools, PPE and clothing

• First aid, fire protection

• Electrical equipment

• Elevators, hoists, lifts

• Emergency response

This specific checklist is for forklift truck operations. Point out a couple of the questions on the checklist:

• Are only competent workers allowed to operate the forklift?

• Does the operator use the seatbelt?

Page 38 in the workbook.
This checklist covers the work environment. Topics include:

- Light and illumination
- Work design area
- Noise
- Dust, fumes and vapours
- Hot and cold conditions
- Housekeeping and storage

Two specific questions on this checklist:

- Is there general lighting, as well as supplementary lighting?
- Are noise levels posted in the workplace?

Another checklist could be for WHMIS products. But it must include all chemical and biological substances that can be present in the workplace. Topics include:

- WHMIS products
- Chemicals and biological substances
- Other materials of concern to workers

This specific checklist looks at a WHMIS degreaser:

- Did a current SDS come with the product? Is it readily available to workers?
- Do containers have appropriate supplier and workplace labels?
The last example of a checklist is for work operations and processes, safe operating procedures, cleaning operations, etc.

This checklist is for lockout policy using keys.

Two appropriate checklist questions are:

- Are standards for each new piece of equipment examined to see if a lockout procedure is required?

- Are devices on the power source/operating controls for the machine that allow locks to be applied?

1:30 Project: Checklists

PROJECT: CHECKLISTS

Students will practice creating checklist questions. This process takes a standard and uses the wording to create a question.

Example: Your workplace is a construction site regulation 96 requires workers to wear footwear appropriate to the risks associated with the worker’s place of employment. If the risk is from a heavy or falling object or who may tread on sharp object use approved protective footwear.

A construction site is deemed a place where workers are exposed to the hazards and risks just identified. Turn this regulation footwear standard into a checklist question: Are workers wearing approved (CSA) footwear, steel-toe and puncture-proof sole?

Select one item for your group’s list. Using the blank checklist in your workbook, prepare 2 to 3 checklist questions you would ask during an inspection.

If you wish, use the regulations to help you develop your questions. Adopt the wording in the regulation to form a question. For complex regulations, develop several questions.
Remind students to work together as a group. Just like back in their workplace the OHC develops checklists as a group.

Remind students to look back at the example checklists to help get them started.

(Optional) Write your group’s checklist on flipchart paper, post and explain it to the class.

Remember to work together as a group.

Use the checklist examples for ideas for your own checklist questions.

Another resource for checklist development is the internet. Many employers post inspection checklist(s) on the internet. Use what is available to help create checklists. Don’t forget manufacturers’ and suppliers’ documents. An owner’s manual for a piece of equipment can outline what to inspect. They may even have pre-written questions.

SDSs also list many items that need to be inspected when using a chemical. Examples: What PPE is required? What condition(s) must be present when using the chemical? Where should this chemical be stored?

Do not advance to the next slide until all the groups have discussed the project. Give each group (spokesperson) an opportunity to share their discussion with the class.

CHECKLISTS

Inspectors should not solely rely on a checklist. It is a tool to help the inspector complete a good inspection. As we have discussed, if the checklist is done properly, it helps the inspector to know what to look for.

If all you do is inspect what’s on the checklist you may be missing other hazards in the workplace.

An important point of OHC inspections is to monitor the employer’s health and safety system, a second is talking with workers.
Example: Asking a new or transferred worker questions like what to do in case of an emergency or the location of the first-aid kit may not be listed on your checklist. These questions are very important aspects of the employer’s health and safety system.

**INSPECTION RECORDING FORM**

An inspection recording form is another tool that can be used when conducting an inspection. Checklists may not have space for worker concerns or additional hazards found in the workplace. This is where the inspection recording form comes into play.

An inspection recording form is basically a blank form where you can record hazards and concerns not listed on the checklist. Like checklists, they can come in many formats.

**INSPECTION RECORDING FORM**

When the inspector is using this form they must note this information:

- The item(s) inspected;
- The area where the item(s) are located; and
- The hazards and risk for each item.

Note who identified the item and who the inspector was. This is useful when follow up is necessary.

An inspection recording form is also a place to comment on good conditions.
Inspections should always start with a positive attitude.

It is important to provide adequate attention to high compliance with standards, be it the employer’s health and safety system, industrial standards, OHS legislation, good housekeeping, wearing the appropriate PPE, using a chemical as noted on the SDS, etc.

Don’t just look for the wrong, look for what is right. Emphasize the right because it helps to get compliance with the wrong. The inspection recording form is an excellent vehicle to note the right.
2:00  Objective 3

Objective: How to conduct a workplace OHC inspection

OHCs should inspect shortly before each regularly scheduled meeting and add inspections items to the agenda. This gives members a chance to discuss concerns while memories are still fresh. To conduct an effective inspection requires proper planning. This objective covers topics like:

- Proper preparation;
- Assembling resources;
- What to do during the inspection;
- What we do when we find something wrong; and
- Dealing with subcontractors.

Students will practice using an inspections recording form. They will view workplace pictures and note potential hazards. They will be asked to verify the potential hazards by identifying regulations that set the standard for the hazard.

Core messages

- How to prepare for your inspection, using floor plans and work flow diagrams
- What resources are needed to conduct a workplace inspection?
- What happens during the inspection?
- Talking with workers?
- What is the OHC’s responsibility when handling concerns with subcontractors?
- Step 3 — Conduct an inspection using an inspection recording form.

Minimum content

Lecture, associated teaching points and using inspection recording forms.
**OBJECTIVE 3: HOW TO CONDUCT AN INSPECTION**

We’re now going to discuss how to conduct an inspection. We’ll perform a mock inspection and record concerns we find using the inspection recording form. To make the mock inspection more interesting we’ve added some photos taken by occupational health officers. You will identify hazards in the photos and use the regulations to apply the standard.

**BEFORE INSPECTION**

Now that we have decided what to inspect and developed checklists, your inspection is ready to begin. Or is it?

Is there more to prepare for the inspection? The answer is yes.

Do we have all the necessary documents? Have we reviewed the previous inspection reports? Are there any outstanding issues we must check during this inspection?

If there have been incidents or dangerous occurrences since the last inspection, review those investigation documents. Review any document that is necessary for your OHC to complete a thorough inspection.

Reviewing documents before the inspection can assist the inspections team to complete a thorough inspection. Previous inspection reports, minute forms, policies, plans, procedures may show degenerative trends, recurring concerns, ongoing problems, and weakness in health and safety systems.
Incident reports, WCB claims and first-aid registers show where and how workers are harmed.

Equipment records, product documents, documents for machinery, equipment, tools and chemical and biological substances can identify hazards and suggest controls. OHS publications and industrial literature can also help.

Depending on your workplace, a specific inspection route may be established.

Having the correct resources also can help to make a thorough inspection at your workplace. An efficient and smoothly run inspection comes from being prepared. You need to inspect systematically using your checklists, plus noting the concerns raised by workers.

FLOOR PLANS AND WORK-FLOW DIAGRAMS

Review plans and diagrams. Use work process diagrams, floor plans, activity flow charts, etc., to help identify work area design flaws, lifting hazards and potential problems.

During the inspection use work-flow diagrams and work area floor plans to determine the route for your inspection.

The workplace floor plan shows the planned routes for inspection teams A and B.
This type of document identifies hazards, trouble spots, previous incidents, bottlenecks, specific machinery, processes that involve the use of chemicals, exits, first-aid stations, and other items that need to be inspected. Depending on your workplace, these documents help ensure a systematic approach to conducting an inspection.

RESOURCES

Gather any tools, supplies (e.g., flashlights, cameras, clipboards, measuring tapes and rulers), and PPE you will need to conduct an inspection efficiently and safely.

Proper preparation for a thorough inspection is having the correct items. Your employer shall provide the resources to conduct the inspection. Many workplaces have put together an inspection kit. The kit will have all the items you’ll need to complete your inspection. Items in the kit depend on the work that takes place at your place of employment.

Most inspection teams use the following:

- Clipboards
- Inspection forms
- Pens and pencils
- Machinery and equipment lockout/tag supplies
- Measuring tape or ruler
- Flashlight
- PPE
RESOURCES

Additional items you may have:

- Camera
- Tape recorder
- Monitoring equipment (e.g., noise meter)
- Sampling containers
- Special personal protective equipment required for specific hazards or conditions

Your employer is responsible for providing the equipment and tools you need to conduct inspections. What you need depends on the nature of your workplace.

THE INSPECTION

Communications with the workers and supervisors is of the utmost importance when you conduct an inspection. Your OHC’s visual presence helps to convey that safety at the workplace is extremely important.

It’s an opportune time for communications during an inspection to discuss worker concerns, gather hazard information and determine risks.
Use your personal OHS examples to help students understand the topic.

Make it clear the purpose of OHC inspections is to find facts, not find faults. You need to ask questions to understand procedures, standards, hazards, etc.

The supervisor’s role in performing inspections and ensuring workers inspect tools, equipment and PPE does not shift to the OHC. Encourage workers to take their concerns to their supervisor before bringing them to the OHC or representative.

Be diplomatic. Respect the supervisor’s views and work rules. Bring serious concerns to the supervisor for correction right away. Get the supervisor involved when you deal with a concern. Ask the supervisor how concerns are handled.

Talk to workers about incident patterns and ensure investigations for those incidents have taken place. Have any corrective actions been presented to the employer to deal with the hazard associated with the incident?

You also need to ask workers about the orientation, training and instruction they receive. Seek out the newly hired or transferred employee. Do they know where the first-aid kit is located? Do they know what to do in case of an emergency and who to see if they have a concern? Do they know their three rights under Part III of the SEA (i.e., know, participate, refuse)?

Ask questions about the employer’s health and safety systems, hard hat policy, confined spaces policy and procedures, what health and safety systems this workplace requires.
Use the forms you created to conduct your inspection. Ensure the inspection team is familiar with the questions on each checklist topic.

Inspect safely and watch for workplace hazards during the inspection. Follow work area rules and use appropriate PPE.

Do not operate any piece of equipment, machine, tool, powered mobile equipment, etc., unless you have been trained properly yourself. Watch for unexpected hazards, first for your own safety and the safety of the inspection team. Secondly, it maybe something you note on your forms — items that need to be addressed.

Remember workers will be performing their jobs while you are walking around conducting the inspection. Minimize disruptions, do not disrupt work when asking workers about their concerns, inspecting items or using monitoring equipment.

THE INSPECTION

Look in out-of-the-way places. Items and places outside of normal production activities (i.e., storage areas, parking lots, junked tools and a back exit that’s not used very often) may be missed during inspections by supervisors and workers. Get a complete idea of what is in each work area. Check storage rooms, closed cabinets and non-production areas.

Use your senses. Many hazards can be heard, smelled, felt or seen. However, never rely on your senses alone.
Monitoring equipment may be needed to detect and assess some hazards.

Take careful notes. If you find an area where everything is good, communicate exemplary behaviour and provide positive feedback. Using your checklist, note the condition you find for each item.

Tips for using inspection documents:

Be brief. Complete all checklist and recording form items, but be brief. This saves time and keeps the inspection moving. Write clearly or print.

Record. Carefully record and explain everything you think is important.

Illustrate. Make observations, drawings and take photographs (optional). Identify and note the location of hazards. Make brief supporting observations on flowcharts, floor plans and other diagrams.

Be precise. Use precise, descriptive words to describe defects like bent, twisted, broken, frayed, cracked, spilled and slippery. Avoid words (like unsafe) that are open to interpretation.

Make notes later. Leave space after each item when you initially record it. Use this space later to record observation and notes about root causes.

Number concerns. Use a numbering system to identify and separate concerns.
Number, identify and date each page so they cannot be confused with notes from other inspections.

**Track corrective action.** Keep copies of inspections documents to track corrective actions, concerns and trends. Periodically assess training needs and look for deficiencies in your inspection system.

**Update.** Periodically update your inspection checklist and recording forms.

If you are using the Inspection recording form, identify and describe each hazard, the threat it poses and where it was found. If you have time do a risk assessment. This will help you later when you meet to discuss the inspection results. Use the correct names and location for all machinery, tools and equipment. If your checklist is not up to date, this is an opportunity to note items that need to be corrected.

Follow up. Ask workers about the effectiveness of corrective action(s) taken since the last inspection. Be aware if any recommendations from previous inspections where noted in the OHC minutes.

This is the time to question the supervisor and workers to determine if the corrective action(s) have been taken and if it's working effectively.
THE INSPECTION

It is important to record the concern. Having the checklist ensures you compare conditions with standards. Talk to the workers to learn more about the concern.

Determine what the hazard is specifically. This may require some in-depth questioning for workers and the supervisor to determine the hazard. Once the hazard has been identified, assess the risk. Consider frequency, severity and probability. These terms will help you identify risk for a particular hazard.

Some hazards require informing the supervisor or employer right away. If the danger is immediate, take steps to ensure the health and safety of the worker immediately. Do not wait.

The OHC is expected to bring health and safety concerns to the employer. Following an inspection, the OHC may need to hold a meeting to discuss the results of the inspection.

If the inspection points to problems in the employer’s health and safety system, use the OHC meeting to address the problems.

Regulation 28 states that when the OHC reports an unsafe condition or contravention of the legislation, the employer is expected to:

- Take immediate steps to protect the health and safety of those who may be at risk until the unsafe condition is corrected or the contravention is remedied.
- As soon as possible, take suitable actions to correct the unsafe condition or remedy the contravention.
- Inform workers and the OHC about the corrective action taken or planned.
COMMUNICATING WITH WORKERS

OHC inspections are to find facts not faults. The OHC’s role is to advise and recommend to the employer the issues raised from inspections. Inspections allow OHC’s to be proactive, finding and reporting hazards before they have a chance to injure or make someone ill.

Asking questions about previous incidents or illnesses may give the OHC information about patterns.

Performing a good investigation of an incident or workplace illnesses provides the OHC with the direct, indirect and root causes. Using this investigation information and worker input will be very useful before, during and after an inspection.

Consider workers and their orientation and training requirements. Find the new worker, ask them questions about where they go in the case of an emergency, where the first-aid kit is located and who do they see if they have a concern.

Answers to these questions tell you a lot about the employer’s health and safety system. If you see someone operating equipment, talk with them about their training. Is their level of training sufficient?

Communications to workers about concerns brought up at previous inspections will reinforce that their health and safety are important issues at this workplace.
SUBCONTRACTORS AND INSPECTIONS

Sometimes your inspection team may notice hazards created by a self-employed person, the workers of another employer, a supplier, owner or subcontractor.

Here is how OHCs and reps should handle these inspections:

1. Don’t go into work areas your employer does not control. There may be hazards there that you do not know about. The OHC or representative has no jurisdiction over subcontractors or the workers of subcontractors.

2. Try to coordinate inspections with any self-employed person, subcontractor, owner, supplier or other employer working with your employer. See SEA 3-20(5) for more information.

3. When you notice a hazard created by a self-employed person, subcontractor, owner, supplier or workers of another employer:
   - Note the hazard and inform your employer’s local area supervisor.
   - If the matter is serious, or could affect the health and safety of your employer’s workers, ask the local area supervisor to discuss it immediately with the self-employed person, subcontractor, owner, supplier or other employer.
   - Draw the problem to the attention of your employer and ask them to resolve it with the self-employed person, subcontractor, owner, supplier or other employer.
Periodically ask the class how they are doing and if they have any questions.

- Look into the effectiveness of your employer’s policy with regards to awarding contracts (i.e., What health and safety criteria is used in awarding contracts?)

4. When you notice a hazard created by someone who is an employee of your employer that could harm subcontractors or others, deal with it just like you deal with any other health and safety concern.

5. Ask any self-employed person, subcontractor, owner, supplier or other employer working with the employer for suggestions about how to make your workplace healthier and safer for them.

Your OHC has no authority over workers of other employers.

Your employer must coordinate OHC activities with any other employer at the workplace.

Ask your employer how they will be identify and handle safety concerns regarding another employer, self-employed person, subcontractor, owner or supplier. Your OHC will follow the process set by your employer.
PROJECT: HAZARD IDENTIFICATION

This project will now take you on a workplace inspection. This one will be easy because you won’t even have to leave your chair. I’ll assign each group a photo.

The photos are from actual OHO inspections. Each photo will have several items that are hazards that the employer needs to address. Use the inspection recording form (page 50). Look for hazards that may not be noted on a checklist.

When you inspect your workplace not every hazard may be a checklist question. You need to be able to stop and recognize a hazard (and even determine risk). You would record the item so not to forgot it after you complete the inspection.

After noting hazards in your photo, look in the regulations to find the standard for the hazards you noted. Think about the risk each hazard poses to workers. Remember frequency, severity and probability.

We don’t have the time right now to perform a real inspection. So here is what we have planned for your group. Look at a workplace photos and note hazards you see in the picture. The following photos are from actual OHO inspections. Each photo will have several items that are hazards that need to be addressed by the employer. These hazards will not be listed on your normal workplace checklist. They are hazards you may come across during an inspection and must be handled in the appropriate manner.
The workbook uses photos from actual OHO inspections. They are good examples to get the groups looking for hazards not listed on a checklist. You can add your own photos if you wish.

If you add photos, pick neutral photos that don’t show a recognizable face, company logo, recognizable workplace, etc.

**PHOTO 1**
Regulations 124, 248 and 250

**PHOTO 2**
Regulations 248 and 253

**PHOTO 3**
Regulations 260, 261, 262 and 263

**PHOTO 4**
Regulations 91, 96, 101 – 107, 116 and 194
PHOTO 5
Regulations 91, 96, 146 and 194

PHOTO 6
Regulations applicable in Parts XXI and XXII

PHOTO 7
Regulations 116, 122, 248 and 253

PHOTO 8
Regulations 64, 93, 137 and 145
PHOTO 9

Use this photo as the subcontractor example. This is an employer (on your employer’s property) under contract to do repairs to the building. The OHC notes the other employer’s staff is not following legislation. When you assign this photo, explain this situation to the group. Have them determine how they would proceed to handle this situation.

Regulations 64, 91, 94, 96, applicable sections in Part XII, 129, 365 and 373

PHOTO 10

Regulations 64, 75, 77, 302, 303, 304, 312 and 313

PHOTO 11

Regulations 116, 248, 250 and 251

PHOTO 12

Regulations 64, 93, 94, 98, 252, 253 and 254

Do not advance to the next slide until all the groups have discussed the project questions. Give each group (spokesperson) an opportunity to share their discussion with the class.
2:30 Objective 4

Objective: How to handle inspection results

OHCs must be able to deal with the results of a workplace inspection. What are the OHC’s responsibilities? Regulation 28 states that when an OHC finds an unsafe condition or a contravention, they must notify the employer in writing.

Writing a recommendation on findings based on the OHS standard is an important process. Writing a clear and easy to understand recommendation, stating the regulations (and the wording) used in helps the employer determine their course of action. From there, is it up to the employer to take immediate steps and suitable actions to protect the workers’ safety and correct the situation.

Core messages

- What are the OHC responsibilities?
- Create recommendations for corrective action to send to the employer.
  - Short-term actions
  - Long-term actions
- What are the employer’s responsibilities?
- How does the OHC handle items that can’t be solved immediately by the employer?
- What does the OHC do when everything in the workplace is in good order?
- Step 4 — Meet to discuss findings, OHC minutes and recommendations.

Minimum content

Lecture, associated teaching points and recommendations project.
OBJECTIVE 4: HOW TO HANDLE INSPECTION RESULTS

After the inspection, discuss findings and compile a short inspection report to organize, and elaborate on each member’s findings. Decide what hazards are most likely to cause harm and need prompt attention.

Add items from the inspection report to the agenda for the next OHC meeting. When an OHC finds a concern during an inspection, it will meet to discuss the problem and suggest how the employer can resolve it. At the next meeting, discuss the inspection report and send recommendations for corrective action to the employer.

Developing effective recommendations for corrective action is crucial to keeping the workplace healthy and safe. Make recommendations on the OHC minutes form. The complexity and size of the workplace determines how extensive a report you need.

The employer is responsible for deciding what corrective action to take. The role of the OHC or representative is to make recommendations and help the employer evaluate the effectiveness of corrective action.

OHC RESPONSIBILITIES

Once you have decided what to inspect, developed your checklists, conducted an inspection and recorded concerns, the OHC meets to decide what recommendations for corrective action to send to the employer. Representatives meet directly with the employer.
Conduct your OHC inspection prior to the next scheduled meeting. Ensuring inspection and meeting dates are scheduled relatively close gives the OHC an appropriate time to discuss a concern or hazard.

If the concerns raised during the inspection are serious, the OHC must meet immediately. These are situations where a worker’s life and health are at immediate risk. Prompt reporting is necessary by the OHC to the supervisor or employer.

Some inspection teams prepare a report for the full OHC to discuss at the meeting. This report identifies:

- What was inspected (e.g., work areas, materials and equipment).
- When the inspection was made (i.e., date, time and shift).
- What defects were found, where and by whom.
- Exemplary health and safety situations.
- Who receives copies.

The next step in the meeting process is to develop recommendations for corrective action for the employer. Record recommendations for corrective action on OHC minutes forms.
EFFECTIVE RECOMMENDATIONS

This is a bit of review from Level 1 OHC training, but this is an appropriate time to discuss this again.

The role of the OHC is to create sound recommendations to help the employer to know how and what needs attention. Include short-term and long-term corrective actions in recommendations.

Short-term actions are things the employer should do right now to fix the immediate cause of each problem until they can implement long-term actions.

Long-term actions should remove or control root causes.

RECOMMEND CORRECTIVE ACTION

There are a few things you can do to provide solutions and recommendations with success:

Use consensus. Use consensus and not votes to gain agreement on recommendations.

Report to the appropriate authority. Report concerns to the level in the organization that has the authority to act (i.e., get resolution for the recommendation).

Use the advantage versus disadvantage (i.e., pro/con) model to present solutions. This helps the employer understand how the OHC came about their recommendation.
**Identify root causes.** Recommend solutions for root causes rather than symptoms. Example: You ask several workers if they are trained to operate a piece of powered mobile equipment. Some say yes and others say no. Recommending training solves the immediate problem. But looking into the broader training concern may reveal other areas at the workplace where workers are not trained properly. This indicates the employer’s overall health and safety training program is lacking. So the solution for the lack of a training program is for the employer to establish a health and safety training program, from health and safety orientation, to tool, equipment, PPE, job task, etc., training.

**Encourage promptness.** Delays in taking corrective action may harm workers and undermine the creditability of the workplace’s health and safety system. It’s so important for the employer to provide supervisors and managers with the authority and resources to fix problems promptly.

**Record what was done.** It’s good practice to file copies of each inspection report with the appropriate set of OHC minutes. Use it for corrective action right now, but use it as a reference document at a later date.

**Inform workers.** OHCs must post a copy of the minutes in the workplace for the information of workers. This keeps workers informed on what was found and what has or is being done about it. Your employer can help by asking supervisors to provide this information to workers during tool-box talks, worker training and orientation.
REGULATION 28: INSPECTION OF PLACE OF EMPLOYMENT

As an option, have the class refer to regulation 28 to help with understanding this slide. You may have already directed them to regulation 28. Sometimes students need several opportunities to find information in the regulations. The more you use or reference legislation the better students become at understanding and finding applicable sections.

Let’s review regulation 28 to determine the employer’s responsibilities.

(1) An employer, contractor or owner shall enable members of a committee or a representative to inspect a place of employment at reasonable intervals determined by the committee or the representative and employer.

(2) On written notice by the committee or the representative of an unsafe condition or a contravention of the Act or any regulations made pursuant to the Act, the employer, contractor or owner shall:

(a) take immediate steps to protect the health and safety of any worker who may be at risk until the unsafe condition is corrected or the contravention is remedied;

(b) as soon as possible, take suitable actions to correct the unsafe condition or remedy the contravention; and

(c) inform the committee or the representative in writing of:

(i) the actions that the employer, contractor or owner has taken or will take pursuant to clause (b); or

(ii) if the employer, contractor or owner has not taken any actions pursuant to clause (b), the employer’s contractor’s or owner’s reasons for not taking action.
If the matter cannot be resolved, or technical advice is needed, the OHC or representative may contact OHS Division for help (SEA 3-29).

The OHC should check to see that the corrective action planned for each concern is carried out. Find out if the action taken by the employer has solved the problem.

If you are an employer, document what you have done. Be prepared to show that you took all reasonably practicable steps to show due diligence.

**CORRECTIVE ACTION**

Even when an OHC does a great job of presenting a solid recommendation with advantages and disadvantages, it may take time for the employer to correct the concern.

What if a machine requires a replacement part? Is that part readily available from the manufacture? If not, what do we do? Some solutions may require lengthy research or even outside help.

Example: An air quality problem may require some environmental testing. The employer, OHC, OHS Division or a qualified hygiene consultant can perform testing. It takes time and must be considered as part of the plan, with advantages or disadvantages noted.
The employer has a responsibility to make it safe for workers even when lengthy research is required to determine what level of hazard is present or what controls must be put in place. This is where short-term solutions are important. In the interim the OHC can develop a safe operating procedure, recommend that the employer eliminate the job completely, substitute a less hazardous chemical or send the work out to someone better equipped to handle the concern. Three are other options when corrective actions take time to research and correct.

Just like we talked about before, worker communications is paramount.

**DEVELOP RECOMMENDATIONS**

Hold an OHC meeting in your group and use the inspection recording form as the agenda. Select a couple (one or two) concerns from the recording form to discuss.

For each concern, develop one recommendation for short-term corrective action and one recommendation for long-term corrective action. Write them down on the minutes form in your workbook. We’ll share recommendations with the class.

When creating short-term and long-term recommendations to use the OHS legislation. Cite the regulation. Use the words in the specific to the regulation to convey the concern or hazard.

If time is tight, don’t assign this project but have an open discussion on each of the pictures the groups reviewed. This project can be managed several different ways. It’s up to you.

---

**Develop recommendations**

1. Use hazards/concerns noted from hazard identification project (photo)
2. Note applicable OHS legislation
3. Develop short- and long-term recommendations (use minutes form in workbook)
4. Share with class

---

**Page 61 in the workbook.**

Repeat the instructions twice to ensure students understand the assignment.
This project is optional. Ensure you have time to complete this project. If you don’t, remind the class about the importance of writing a good recommendation to the employer.

OHC minutes form (optional)

Don’t use this time to teach how complete a minutes form. Explain that you expect them to complete their minutes forms properly using what they learned in Level 1.

OHC recommendations are usually made on minutes forms. Minutes help organize meetings and identify:

- Who attended;
- Who raised what issue;
- Concerns that have not yet been resolved;
- New concerns;
- Recommendations for short-term and long-term corrective action;
- Who is responsible for taking action and following up; and
- The target dates for corrective action.

Minutes also inform workers and provide a way of noting concerns to follow up on future inspections.

The employer must ensure that a copy of each meeting’s minutes is posted in the workplace for the information of workers, sent to the employer and kept on file.
OHCs should meet once every three months. The employer must ensure that a copy of each meeting’s minutes is posted in the workplace for the information of staff. Representatives do not have to complete minutes. But, it is good practice to keep written records of what was discussed with the employer.

Do not advance to the next slide until all the groups have discussed the assignment. Give each group an opportunity to share their discussion with the class.

**NO RECOMMENDATIONS?**

Be proactive. Talk to workers. Make sure workers know what is going on. This is another opportunity for the OHC to promote their efforts to establish a healthy and safe workplace.

Promote the organization’s health and safety success stories. Take this time to promote workers’ occupational health and safety successes. When you find workers properly wearing PPE, following safe work practices and raising concerns, record this in your inspection reports.

Highlight the great OHS activities that take place. This will help get resolution for items of concern or hazards that need attention.

At your next OHC meeting record the date, time and location of all OHC inspections in the minutes. OHC minutes are a communication tool for workers and the employer. Take every opportunity to record what is discussed at OHC meetings.
Minutes
Occupational Health Committee

Complete all information on top: Type or handwrite

Name of firm:

Mailing address & Postal Code:

Worksite address:

Total # of workers in workplace:

Phone:

Meeting date:

Date of next meeting:

Fax:

Employer Co-chairperson

Worker Co-chairperson

Management members

Occupation

Present

Absent

Worker members

Occupation

Present

Absent

Item Date & No.

Problem or Concern

Give full explanation and details

Divide old/new concerns

Action Taken or Proposed

name person responsible

Target Date

Other Business (including requests to Occupational Health and Safety)

Distribute copies as follows:

Copy 1 - Permanent Committee Files
Copy 2 – Employer Copy
Copy 3 – Post on Committee Board for workers’ information

In my opinion the above is an accurate record of this meeting

Employer Co-chairperson

Worker Co-chairperson

Page ______ of ______

May 2016
On those occasions where it seems there is nothing to discuss, or the inspection was all positive, remember all the activities in the OHS legislation where the OHC assists the employer.

Review items like harassment, violence, chemical and biological plans, training and WHMIS training. Record all your discussions on the minutes forms. Review the employer’s health and safety system. Use your OHC meeting time effectively.
3:20  Objective 5

Objective: How to review the inspection system

Core messages

• Why should the OHC evaluate inspections?
• Questions to ask
• Performing a good evaluation to improve your inspections process.
• The employer helps.

Minimum content

Lecture and associated teaching points.

Finish with a review of the five objectives. Review resources for OHCs and suggested websites. Are there any questions? Go over the course evaluation and self-check.
OBJECTIVE 5: HOW TO REVIEW INSPECTION SYSTEM

This final objective will have your OHCs reviewing the inspection system. Think of how well you are performing inspections and how you can improve or keep current.

Example: The work that your organization does may change over time. New items may have to be inspected or different types of inspections may be required. You may have to update inspection procedures and documents to reflect changes to standards and industry best practices.

You may identify new hazards and risks.

Evaluate your inspection program yearly. Use the material in this course to develop checklists for inspection programs. Use the information and worksheets to evaluate the big picture (i.e., Why you are doing inspections? What is the outcome?).

INSPECTION EVALUATION

The OHC or representative is not the employer’s compliance officer. The ultimate role of inspections conducted by the OHC or representative is to check the effectiveness of the employer’s inspections and the employer’s health and safety program. The employer and OHC should review each element of the inspection system discussed in this course. Find out if these systems are working properly and how they can be improved.
Inspections are proactive. They are an opportunity to find and identify workplace hazards before someone is injured or becomes ill. The operative word is **proactive**.

Incidents can stop work. A dirty, cluttered work place is not only a hazard it can also slow work down. Inspections show workers that their health and safety are important.

A good inspection system is one of the best tools available in an employer’s health and safety system. A good OHC inspection will identify potential hazards and then recommend corrective actions. The final responsibility now rests with the employer. Regulation 28 identifies everyone’s role in a proactive inspection program.

Aspects of the work we perform can change. A new piece of equipment, a different chemical, a new safe operating procedure and new or transferred workers — all these new or different actions may require a change in the way you conduct an inspection. The checklist you currently use may require updating. How you plan the inspection may change. Your inspection team may change. The OHC must review what is taking place in your workplace, making the necessary changes in the inspection system to keep up with those changes.
WHAT TO ASK

Asking questions about the inspections process can help you determine if it's successful:

- Is our inspection system working properly? This is a broad question about the whole system.
- Why are we performing inspections?
- Are inspection procedures and schedules in place?
- Does the OHC inspect before every regular meeting?
- Are concerns discussed with workers during inspections?
- What effect are inspections having? Have there been fewer incidents? Have we reduced WCB claims?
- Are we performing OHC inspections frequent enough?
- Does the OHC audit the inspections the employer requires?
- Do we provide inspection reports to the appropriate person at the workplace?
- Does the OHC, when identifying an unsafe condition or contravention, clearly write a recommendation to the employer as required in regulation 28?
• Does the employer report back to the OHC, in writing, the actions they will take to make the workplace a healthy and safe place?

Depending on your answers, you can learn a lot about all the inspections (employer and OHC) at your workplace. The bottom line is: Are the inspections we conduct having an effect on the reduction of incidents.

Are these inspections finding hazards, dealing with worker concerns and getting things corrected before someone becomes ill or injured? If the answer is YES, then you are achieving our inspection goals.

**HOW TO IMPROVE**

The OHC can do several things to improve the inspection system:

**Talk about it.** Discuss your inspection system with supervisors and workers. Bring their ideas to OHC meetings. Ask questions. The answers will give you ideas on how to improve the inspection system.

It is important for the OHC to include workers and supervisors in every aspect of health and safety at the workplace. The OHC must take the opportunity to talk to workers about inspections, their ideas on how to improve the inspection system or health and safety in general are important.
Keep good documentation of inspections. Record the date and location of inspections in meeting minutes. Report the results of inspections, especially OHC recommendations, to the appropriate person at the workplace. A proper reporting process will help the employer deal with recommendations in a timely manner.

Recording in the OHC minutes that an inspection took place and the inspection results and then posting the minutes is a communication tool for everyone at the workplace. OHC communication helps to establish that workers’ health and safety is important.

Look for new ideas. New ideas and inspection standards are many times noted in industry magazines, manufacturers’ associations, legislation, etc. Change with the times. New concepts for inspections are developed constantly. OHC inspections may require modification to reflect changes in workplace technologies, suppliers, procedures, policies, chemicals, etc.

**How does employer help?**

- Sets standards
- Provides resources and training
- Shares information and consults OHC
- Helps OHC evaluate effectiveness of inspection system

**HOW DOES THE EMPLOYER HELP?**

The employer can help:

- Set standards for inspections.

- Ensure the OHC inspection team has the necessary resources and training. A big part of the necessary resources are good quality checklists to assist in inspections. The employer must work with the OHC to develop these checklists.
• Share results of assessment, evaluation, inspections, etc., with the OHC.

• Help the OHC evaluate the effectiveness of inspections.

SUMMARY

Expand on each of the five objectives as time allows. It allows students to think of any final questions they may want to ask. It also allows you to reinforce what material you covered today.

We are almost complete with Level 2 Inspections. The topics we covered today were:

1. The purpose of OHC inspections
2. How to plan an inspection
3. How to conduct an inspection
4. How to handle inspection results
5. How to review the inspections system
IMPORTANT WEBSITES

OHS Division provides resources at www.saskatchewan.ca/work. You can find publications and the OHC minutes form.

You can access OHS videos, publications, posters and other resources from www.worksafesask.com.

The Canadian Centre for Occupational Health and Safety (CCOHS) provides Canadians with relevant information and advice that supports responsible decision making and promotes safe and healthy working environments. CCOHS makes a vast scope of occupational health and safety information readily available, in clear language that is appropriate for all users, from the general public to the health and safety professional.

The inspections portion of Level 2 is complete. Encourage students to:

- Continue their OHS education;
- Use course materials at meetings; and
- Spend time at meetings reviewing applicable legislation and familiarizing themselves with the employer’s OHS system, policies, procedures, etc.

Take questions and wrap up the course. If applicable handout the attendance certificates. Make yourself available for a few minutes after class to discuss concerns.

Optional: Have students complete the evaluation form. They can complete the inspections portion today and the investigations form on Day 2. They can leave the form on their table or turn it into to you.
If you assign the self-check, read each question to the class and take up the answers when students are done. Have each person mark their paper and turn it in after class. Another option is to have students complete the Inspections self-check on their own time and mail it back to you to grade and return.

It’s time to issue the attendance certificates (or on Day 2). Thank students for their participation.

If Level 2 Investigations (Day 2) is in the same classroom tomorrow, inform students that they can leave all their materials on their tables.
# Self-check for Level 2 - Workplace Inspections

Name: ________________________________

Instructor’s name: ________________________________

1. **Identify three types of inspections performed by the OHC.**

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<tbody>
<tr>
<td>(a)</td>
<td>Identify and list of all chemical and biological substances used, handled, stored or disposed of at workplace</td>
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<tr>
<td>(b)</td>
<td>Inspection with OHOs</td>
</tr>
<tr>
<td>(c)</td>
<td>Regular workplace inspections under regulation 28</td>
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<tr>
<td>(d)</td>
<td>Intermittent inspections warranted by special circumstances, such as new workers</td>
</tr>
<tr>
<td>(e)</td>
<td>Specific inspections of machinery, tools and equipment required by specific regulations</td>
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<tr>
<td>(f)</td>
<td>Inspections of plant required under regulation 23</td>
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2. **Identify three reasons for inspections.**

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<tbody>
<tr>
<td>(a)</td>
<td>Ensure compliance</td>
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<td>(b)</td>
<td>Perform detailed technical checks</td>
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<tr>
<td>(c)</td>
<td>Evaluate effectiveness of employer’s health and safety management system</td>
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<tr>
<td>(d)</td>
<td>Identify problems other inspections missed</td>
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<tr>
<td>(e)</td>
<td>Identify responsibility for defects</td>
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<td>(f)</td>
<td>Discuss concerns with employees</td>
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3. **Identify five health hazards to look for during inspections.**

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<tbody>
<tr>
<td>(a)</td>
<td>Chemical hazards</td>
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<td>(b)</td>
<td>Tool, equipment and machinery hazards</td>
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<td>(c)</td>
<td>Physical agents (energy)</td>
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<td>(d)</td>
<td>Anything that could cause a physical injury</td>
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<tr>
<td>(e)</td>
<td>Work design (ergonomic) hazards</td>
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<tr>
<td>(f)</td>
<td>Biological hazards</td>
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4. **Identify four steps in the inspection process.**

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<tr>
<td>(a)</td>
<td>Decide what to inspect</td>
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<tr>
<td>(b)</td>
<td>Follow up to ensure compliance</td>
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<tr>
<td>(c)</td>
<td>Meet to discuss what the inspection found and prepare OHC minutes to recommend corrective action</td>
</tr>
<tr>
<td>(d)</td>
<td>Develop inspection checklists</td>
</tr>
<tr>
<td>(e)</td>
<td>Take corrective action</td>
</tr>
<tr>
<td>(f)</td>
<td>Conduct an inspection and record findings</td>
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5. **Identify four questions to ask when assessing and setting inspection priorities.**

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<tr>
<td>(a)</td>
<td>How many workers are exposed to the hazard?</td>
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<td>(b)</td>
<td>How difficult is the item to inspect?</td>
</tr>
<tr>
<td>(c)</td>
<td>How quickly could a dangerous situation occur?</td>
</tr>
<tr>
<td>(d)</td>
<td>How often could danger occur?</td>
</tr>
<tr>
<td>(e)</td>
<td>What inspections have been performed recently?</td>
</tr>
<tr>
<td>(f)</td>
<td>How serious could workers be harmed?</td>
</tr>
</tbody>
</table>

6. **Identify three steps to develop checklists.**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(a)</td>
<td>Identify standards to measure conditions</td>
</tr>
<tr>
<td>(b)</td>
<td>Assess the risk of harm</td>
</tr>
<tr>
<td>(c)</td>
<td>Record findings</td>
</tr>
<tr>
<td>(d)</td>
<td>Make each standard a question</td>
</tr>
<tr>
<td>(e)</td>
<td>Identify how to record concerns</td>
</tr>
<tr>
<td>(f)</td>
<td>Organize questions by topic</td>
</tr>
</tbody>
</table>

7. **Identify four steps in conducting an inspection.**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(a)</td>
<td>Meet with employer to discuss concerns</td>
</tr>
<tr>
<td>(b)</td>
<td>Organize the inspection</td>
</tr>
<tr>
<td>(c)</td>
<td>Note concerns on recording forms</td>
</tr>
<tr>
<td>(d)</td>
<td>Inspect methodically using checklists</td>
</tr>
<tr>
<td>(e)</td>
<td>Discuss concerns with workers</td>
</tr>
<tr>
<td>(f)</td>
<td>Prepare recommendations for short- and long-term corrective action</td>
</tr>
</tbody>
</table>
8. Identify seven procedures that OHS Division recommends to resolve health and safety concerns.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(a)</td>
<td>Encourage workers to bring specific concerns to supervisor and general concerns to OHC or representative</td>
</tr>
<tr>
<td>(b)</td>
<td>If the supervisor cannot resolve the concern, take it to the OHC or representative</td>
</tr>
<tr>
<td>(c)</td>
<td>Report concerns directly to the OHC or representative</td>
</tr>
<tr>
<td>(d)</td>
<td>Check effectiveness of employer’s corrective action</td>
</tr>
<tr>
<td>(e)</td>
<td>Contact OHS Division for advice</td>
</tr>
<tr>
<td>(f)</td>
<td>If the co-chairs cannot resolve a concern, discuss it at the next OHC meeting (representative meet with employer)</td>
</tr>
<tr>
<td>(g)</td>
<td>If the OHC member cannot resolve the concern, take it to the co-chairs</td>
</tr>
<tr>
<td>(h)</td>
<td>Communicate status and outcomes with workers</td>
</tr>
<tr>
<td>(i)</td>
<td>Take serious concerns directly to the employer</td>
</tr>
</tbody>
</table>

9. Identify six reasons to use an OHC form.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(a)</td>
<td>To identify who is responsible for action and follow up</td>
</tr>
<tr>
<td>(b)</td>
<td>To identify who attended the meeting</td>
</tr>
<tr>
<td>(c)</td>
<td>Set target dates for corrective action</td>
</tr>
<tr>
<td>(d)</td>
<td>Identify who raised an issue</td>
</tr>
<tr>
<td>(e)</td>
<td>To identify outstanding concerns</td>
</tr>
<tr>
<td>(f)</td>
<td>To identify new concerns</td>
</tr>
<tr>
<td>(g)</td>
<td>Identify responsibility for workplace problems</td>
</tr>
</tbody>
</table>

10. What is the difference between short- and long-term corrective actions?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(a)</td>
<td>Short-term action is what the employer should do right now to protect workers. Long-term action removes the underlying cause.</td>
</tr>
<tr>
<td>(b)</td>
<td>Short-term action fixes the technical issues of a problem. Long-term action corrects the underlying problems.</td>
</tr>
<tr>
<td>(c)</td>
<td>Short-term action addresses compliance issues. Long-term action addresses management issues.</td>
</tr>
<tr>
<td>(d)</td>
<td>Long-term action is what the employer should do right now to protect workers. Short-term action removes the underlying cause.</td>
</tr>
<tr>
<td>(e)</td>
<td>The OHC takes short-term action. The employer takes long-term action.</td>
</tr>
<tr>
<td>(f)</td>
<td>Essentially, short-term action is set within a set time period. Long-term action is not.</td>
</tr>
</tbody>
</table>

**Total** /40