

**SUPERVISOR'S GUIDE**

**TO**

***FIELD LEVEL RISK***

***ASSESSMENT***

**PART 2: TRAINING OTHERS**

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## **INTRODUCTION**

**Field Level Risk Assessment Training for Supervisors is in two parts:**

**Part 1 – “Supervisor’s Guide to Field Level Risk Assessment: Self -Study Training”**

The purpose of this training is to fully acquaint you with Field Level Risk Assessment. It will help you develop the understanding and skill that you need to use Field Level Risk Assessment and prepare you to teach others. This package can be used by anyone who would like to learn more about Field Level Risk Assessment.

**Part 2 – “Supervisor’s Guide to Field Level Risk Assessment – Training Others” (This document)**

This includes a description of the Field Level Risk Assessment Workshop and how to prepare to deliver this training. It includes specific lesson plans for delivering the training, information on how to customize the training for your company and tips on how to deliver effective training.

**Additional Tools for Use in Doing Field Level Risk Assessment:**

The following tools have been developed to assist in doing Field Level Risk Assessment

- The **“Memory Jogger”** card
- The **Risk Assessment Matrix**
- The **Field Level Risk Assessment Form**

**TABLE OF CONTENTS**

1. Description of the Training	4
2. How to Prepare Yourself For Delivering the Workshop	7
3. Lesson Plans	9
4. Overhead Masters	34
5. How to Customize the Training	64
6. Tips on How to Deliver Training	67
7. Templates	71

## **DESCRIPTION OF THE TRAINING**

### **Purpose of the Training**

**The purpose of the Field Level Risk Assessment Workshop is:**

To prepare work site personnel to use the Field Level Risk Assessment process, in a habitual way, to identify potential hazards, assess their magnitude, and decide if controls are needed.

### **Target Group to be Trained**

All field level workers on construction sites in Alberta.

### **Group Size**

6 to 12 participants is optimum. It is difficult to help individual workers develop skills when the group is larger.

### **Learning Objectives of the Training**

**As a result of the course, participants will be able to:**

1. Identify and describe a hazard, an assessment of risk, and a control.
2. Describe the process of Field Level Risk Assessment.
3. List the two components of Field Level Risk Assessment.
4. Identify situations where the Field Level Risk Assessment process should be used.
5. Use the "Memory Jogger" questions to do a Field Level Risk Assessment.
6. Use the Risk Assessment Matrix to assess the risk in a situation.
7. Discuss the kinds of hazards that are possible on a work site.
8. Discuss the types of controls that can be used to keep risk to an acceptable level.
9. Demonstrate the ability to do Field Level Risk Assessment in a group using a case study.
10. Discuss the responsibilities they have to use Field Level Risk Assessment.
11. Describe how Field Level Risk Assessment will be used in this company.
12. Discuss the barriers to using Field Level Risk Assessment habitually and the supports that are available to overcome these barriers.
13. List the benefits of making Field Level Risk Assessment a habit on every job.

## **Training Delivery Requirements**

### **Time Format**

This workshop is divided into four lessons. The four lessons can be delivered in 1, two and one half-hour session, 2 one-hour sessions, or 4 one half-hour sessions. What format you choose will depend upon what fits into your work scheduling the best. The two and one half-hour session includes breaks. This format uses worker time most efficiently and provides the best learning opportunity.

Shorter sessions require you to review the previous lessons before you introduce new material. There is the opportunity between the shorter sessions to practice the new skills learned in the training. This can make the training more effective.

You can spend more time than is allocated in the lesson plans, if it is available. This will allow for more discussion time and extra practice. More time will help you to make sure that workers have developed the level of skill in Field Level Risk Assessment your company expects.

### **Equipment/ Material Requirements**

- If you have access to an **overhead projector and screen** place them in a location that will allow good visibility by all participants. If you are unable to use an overhead, photocopy the overhead masters and give them to the workers for use in the training.
- A **flipchart** is also required. If a flipchart stand is not available tape **flipchart paper** on a wall. You will need **flipchart pens** if you are using the flipchart.
- For lessons 2 and 3, provide adequate space to allow participants to arrange themselves comfortably into **groups of 3**.
- The “**Worker’s Guide to Field Level Risk Assessment**”, has been developed for use by the workers during the training. This contains the “**Risk Assessment Matrix**” that is required during the training. Your company may wish to produce this guide as a pocket-sized booklet for use after the workshop.
- “**Memory Jogger**” **cards** should also be distributed to each worker during the training. The master for this card is in “Section 5: How to Customize the Training”.
- You may wish to photocopy the **Field Level Risk Assessment Form**. Although supervisors, not workers, are expected to use this form, it may be useful in lesson 3 during the practice session. A master for this is also found at the end of this document.

## **Preparing Workers for the Training**

The “Manager’s Handbook” provides suggestions about how to inform workers about Field Level Risk Assessment prior to delivering the training. It is important that training is not the first time that workers hear about Field Level Risk Assessment. Field Level Risk Assessment needs to be positioned as an important tool for worker health and safety and company effectiveness, before workers come to training.

If this has not occurred, it is important that you tell workers what the training is about, why it is being delivered and where they are expected to attend. This can be done verbally or in writing.

## **Agenda Overview**

### **Module One Introduction to the Field Level Risk Assessment**

Introductions

The Need for Field Level Risk Assessment : Examples

Description of Field Level Risk Assessment

When to Use Field Level Risk Assessment

### **Module Two The Mental Process**

Using the Memory Jogger

How to Do Field Level Risk Assessment

Case Study

### **Module Three Doing Field Level Risk Assessment**

Kind of Hazards and Controls

Case Study

### **Module Four Responsibilities**

Fit with Company Occupational Health and Safety Program

Responsibilities

Barriers, Supports and Benefits

## **HOW TO PREPARE YOURSELF FOR THE TRAINING**

### **1. Complete the Supervisor's Guide to Field Level Risk Assessment-Part 1: Self Study Training**

This will help you to develop your own skills in Field Level Risk Assessment. Many of the exercises in the self-study are also used in the worker workshop training. Completing these exercises on your own will make it easier for you to teach others the skills.

### **2. Read through the lesson plans.**

This will give you an overview of the training. It will help you assess how much preparation you will need.

### **3. Answer the following questions about the Field Level Risk Assessment training being delivered in your company.**

- Who will be trained in your company?
- What will the format of the training be? One (two and half hour) session, two (one hour) sessions or four (one half-hour) sessions?
- Where will the training be conducted?
- Who will you be training?
- What tools are being provided by the company? The "Memory Jogger" card? The "Worker's Guide to Field Level Risk Assessment"? The "Field Level Risk Assessment Form" with attached copies of the "Risk Assessment Matrix"?

### **4. Develop company specific case studies to use in the training.**

Using real examples from the work that you do will help make the training interesting and practical. How to develop company specific case studies for this purpose is "How to Customize the Training."

### **5. Add information about your company's approach to Field Level Risk Assessment to Lesson Plan #4.**

The training requires you to tell workers about how your company is implementing Field Level Risk Assessment. To be able to do this, you will need to have answers to the following questions:

- What is the company trying to achieve by using Field Level Risk Assessment?
- Have targets been set for improvements? If so what are they?
- How important is reaching these targets to the company?
- How does management see Field Level Risk Assessment fitting with the current safety program?
- What are the expectations of supervisors? e.g. Will filling in forms be required? Will suggestions for work improvements?
- What are the expectations of workers? e.g. Will they be required to make suggestions for work improvements? To fill in forms in a supervisors absence?
- What standards have been set for Field Level Risk Assessment? e.g. How completely should the form be filled out? How often should forms be submitted and to whom? How will these be monitored?

- Will questions be asked about Field Level Risk Assessment be asked during safety audits? During formal performance reviews?
- If forms are being used in the company, will someone review the forms?
- Will there be rewards for doing Field Level Risk Assessment well?

**6. Make logistical arrangements for the training.**

- Book a suitable room for the training.
- Arrange for refreshments (beverages/doughnuts).

**7. Prepare worker materials.**

- Photocopy “Worker’s Guide to Field Level Risk Assessment” or access booklets from your company.
- Make copies of the overheads for workers if you are not using an overhead projector.
- Access “Memory Jogger” cards or photocopy masters for each worker.

**8. Practice using the lesson plans**

Become familiar with what the lessons require you to teach and decide how you are going to use the lesson plans. Some people like to make a shortened outline for themselves. Others make notes or highlight key ideas or actions. You may wish to adapt the lessons to your own style of delivery or the needs of the group /groups you are training.

**Three weeks before the workshop**

1. Read the lessons.
2. Complete Part 1 – Self Study Training in Field Level Risk Assessment
3. Find out about the training plans and the application of Field Level Risk Assessment in your company.
4. Prepare company specific content for the training.
5. Inform workers who will be attending the training about the training.

**One week before the workshop**

1. Become very familiar with the lesson plan.
2. Prepare overhead transparencies.
3. Photocopy “Guide to Field Level Risk Assessment”.
4. Produce “Memory Jogger” cards.
5. Book a room and arrange for overhead projector, screen, flipchart.
6. Arrange for coffee, juice and doughnuts.

**On the day of the workshop**

1. Set-up room with overhead projector, screen, flipchart, tables and chairs.
2. Bring Lesson Plans, Overheads, Guide to Field Level Risk Assessment and “Memory Jogger” cards to room.
3. Set up beverages (coffee, juice, etc,) and doughnuts.



## **Lesson #1 – Introduction to Field Level Risk Assessment**

### **Objectives Lesson # 1**

1. Identify and describe a hazard, an assessment of risk and a control.
2. Describe the process of Field Level Risk Assessment.
3. List the two components of Field Level Risk Assessment.
4. Identify situations where the Field Level Risk Assessment process should be used.

### **Lesson Plan #1 Introduction to Field Level Risk Assessment**

<b>Time</b>	<b>Objective</b>	<b>Content</b>	<b>Method</b>	<b>Helps</b>
00 minutes	<b>Welcome</b>	<ul style="list-style-type: none"><li>• Welcome participants to course. Invite everyone to get coffee or juice and doughnuts.</li></ul>	<b>Greet and welcome to everyone</b>	<b>Overhead #1 – Welcome</b>
01 minutes	<b>Introduction</b>	<ul style="list-style-type: none"><li>• Introduce self. Include experience/background.</li><li>• State purpose of the course “ to prepare work site personnel to use Field Level Risk Assessment process, in a habitual way, to identify potential hazards, assess their magnitude, and decide if controls are needed.”</li></ul>	<i>Comment: For presentations by supervisors, this will be “found time” because everyone is already acquainted.</i>	
03 minutes	<b>Identify and describe a hazard, and assessment of risk and a control</b>	<ul style="list-style-type: none"><li>• <b>Read</b> “Moving Used Building Materials” Case</li><li>• <b>Ask participants what went wrong.</b> Get a reply from at least 2 or 3 people. Invite others to give their ideas.</li><li>• Lead the discussion to the realization that the workers <b><u>didn’t recognize the hazard.</u></b></li><li>• <b>Write</b> RECOGNIZE HAZARD on the flip chart.</li><li>• <b>Explain Hazard.</b> A hazard is a danger to people, property, materials or the environment.</li></ul>	<b>Read and Discuss Case Study</b>	<b>Overhead #2 – Moving Used Building Materials Case</b> <b>Flip chart :</b> Recognizing Hazard

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>• <b>Read</b> “Removal of the Heat Exchanger” Case</li> <li>• <b>Ask participants</b> what went wrong. Get a reply from at least 2 or 3 people. Invite others to give their ideas.</li> <li>• <b>Lead the discussion</b> to the realization that the worker <u>didn't realize how serious the hazard was</u> and failed to steps to control it.</li> <li>• <b>Write</b> ASSESS RISK on the flip chart.</li> <li>• <b>Explain</b> that when we assess a hazard we are assessing risk, considering the possible consequences of a hazard and how likely it is to happen.</li> </ul>	<b>Read and Discuss Case Study</b>	<b>Overhead</b> #3 Removal of the Heat Exchanger Tube Case <b>Flip chart</b> - Assess Risk
		<ul style="list-style-type: none"> <li>• <b>Read</b> the “ Removal of the Rope Sling” Case</li> <li>• <b>Ask participants</b> what went wrong. Get a reply from at least 2 or 3 people. Invite others to give their ideas.</li> <li>• <b>Lead the discussion</b> to the realization that there had been a change in the plan. Another worker had been added. Additional hazards had not been identified. The risk was not assessed and adequate controls were not put into place.</li> <li>• <b>Write</b> CONTROL RISK on the flipchart</li> <li>• <b>Explain</b> the term “controls”. Controls are actions aimed at reducing risks to levels that are acceptable.</li> </ul>	<b>Read and Discuss Case Study</b>	<b>Overhead</b> #4 Removal of the Rope Sling Case <b>Flip chart</b> - Control Risk
15 minutes	<b>Describe the process of Field Level Risk Assessment</b>	<ul style="list-style-type: none"> <li>• State that Field Level Risk Assessment is a simple process, carried out every day on every job by every person working there. It is a way to identify hazards, assess the seriousness of the risks and control the risk.</li> </ul>	<b>Introduce the Field Level Risk Assessment Model</b>	<b>Overhead</b> #5 Field Level Risk Assessment Is:

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>State that :</li> <li>It does <b>not replace other safe work planning</b>.</li> <li>It <b>adds information</b> about new hazards or “day of the job hazards”.</li> <li>It is done each time something changes.</li> <li>It involves <b>identifying each step</b> associated with the job,</li> <li>It involves <b>identifying the hazards</b> associated with each step.</li> <li>For each hazard, the crew determines <b>how serious the risk is</b>.</li> <li>Then they decide how it will <b>be controlled</b>.</li> </ul> <p><i>Comment: Emphasize this information.</i></p>	<b>Discuss Elements of the Model</b>	<b>Overhead</b> #6 Field Level Risk Assessment
		<ul style="list-style-type: none"> <li>Hand out the “Memory Jogger” cards.</li> </ul> <p>State that the process requires periodically <b>stopping</b> and <b>thinking</b> about what’s going on or what’s about to happen. Refer to the five steps of the model on the front of the card.</p>	<b>Use the Memory Jogger card to review the Field Level Risk Assessment Process</b>	<b>Memory Jogger Card</b>
15 minutes	<b>List the two components of Field Level Risk Assessment (team and individual)</b>	<ul style="list-style-type: none"> <li>State that the <b>team part</b> is done by the whole crew – together – on the day of the job – before the job starts.</li> </ul>	<b>Present the Team Part of Model</b>	<b>Overhead</b> #7 The Team Part
		<ul style="list-style-type: none"> <li>State that the foreman writes the information generated by the crew on the form and the form is posted where everyone can refer to it.</li> </ul>	.	<b>Overhead #8</b> Field Level Risk Assessment Form

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>State that each individual does their own Field Level Risk Assessment as a mental process while they are working. State that, like the team part, it involves identifying the individual tasks to be done and the hazards associated with each task, assessing how serious the hazards are, and checking to be sure you're using the appropriate controls. It's an individual, <b>mental process</b>.</li> </ul> <p><i>Comment: <b>Emphasize this information</b></i></p>	<b>Present the Mental Process of Field Level Risk Assessment</b>	<b>Overhead #9 Individual Part</b>
23 minutes	<b>Identify situations where Field Level Risk Assessment should be used</b>	<ul style="list-style-type: none"> <li><b>Ask</b>, "What are some examples of situations where there were hazards that could not have been predicted before we got on site? (<i>Have some specific examples of your own ready to get the group started.</i>)</li> <li><b>Ask</b>, "What would be different in those situations if we did Field Level Risk Assessment?" (<i>We would work more safely and probably save time.</i>)</li> <li><b>Ask</b>, "When should we do Field Level Risk Assessment? <i>Expect to hear at least the following:</i> <ul style="list-style-type: none"> <li><i>At the beginning of every job</i></li> <li><i>At the beginning of every shift</i></li> <li><i>Whenever conditions change, such as new personnel involved in the job, weather changes, equipment breaks down, etc.</i></li> <li><i>When participating in the "group part"</i></li> <li><i>If any of these are not mentioned by the participants, add them as suggestions of your own.</i></li> </ul> </li> </ul>	<b>Apply Field Level Risk Assessment to current company work situations</b>	<b>Worker's Guide to Field Level Risk Assessment page 6</b>

<b>Time</b>	<b>Objective</b>	<b>Content</b>	<b>Method</b>	<b>Helps</b>
29 minutes	<b>Direct participants to the benefits of Field Level Risk Assessment</b>	<ul style="list-style-type: none"> <li>• Ask participants if they can see any benefits to this process.</li> <li>• Record the participants' ideas about benefits on the second flip chart.</li> <li>• Expect to hear things like: Less likely to get hurt</li> <li>• Get job done, more efficiently, faster, right, etc.</li> <li>• Note this step occurs in each of the lessons as a review and a way of checking on workers feelings. It should a brief discussion until the end of the fourth lesson.</li> </ul>	<b>Used only for the four session format</b>	<b>Flip Chart Benefits</b>
30 minutes	<b>END</b>	<ul style="list-style-type: none"> <li>• Encourage workers to try to “stop and think” while they are doing work.</li> </ul>	<b>Used only for the four session format</b>	

## **Lesson #2 – The Mental Process**

### **Objectives Lesson #2**

1. Use the Memory Jogger questions to do a Field Level Risk Assessment.
2. Use the Risk Assessment Matrix to assess the risk in a situation.

### **Lesson Plan #2 – The Mental Process**

<b>Time</b>	<b>Objective</b>	<b>Content</b>	<b>Method</b>	<b>Helps</b>
00 minutes	<b>Welcome</b>	<ul style="list-style-type: none"><li>• <b>Welcome</b> participants to the course. Invite everyone to get coffee, juice and doughnuts.</li></ul>	<b>Greeting/Announcement</b>	<b>Overhead</b> #1 Welcome
01 minute	<b>Review the Field Level Risk Assessment Model</b>	<ul style="list-style-type: none"><li>• <b>Ask</b> “ What is Field Level Risk Assessment?” Response should include: A way of identifying hazards, assessing how serious the risk is and identifying ways of controlling the risk. It happens on the day of the job and is done by the team and by individuals.</li><li>• <b>Direct participants</b> to take out their Memory Jogger cards. If participants don't have their “Memory Jogger” card with them, give them a new one.</li></ul>	<b>Optional : Use in four session format only</b>	<b>Overhead</b> #5 Field Level Risk Assessment Is  <b>Memory Jogger cards</b>

Time	Objective	Content	Method	Helps
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<ul style="list-style-type: none"> <li><b>Explain</b> that we are going to practice the skills needed to do an effective Field Level Risk Assessment. We are going to use the questions on the back of the Memory Jogger to help. We will work through a case study to practice the skills. All of the questions we will be discussing are found in the Worker's Guide to Field Level Risk Assessment.</li> </ul>	<b>Introduction to the back side of the "Memory Jogger"</b>	<b>Memory Jogger or Worker's Guide to Field Level Risk Assessment.</b> Page 7-9
		<ul style="list-style-type: none"> <li><b>Read the questions</b> used to <u>identify hazards</u> on the back of Memory Jogger. There are really 2 things to be identified: a) the individual tasks involved in each job, and b) the hazards associated with each task. Usually, each individual task will have specific hazards associated with it.</li> </ul>	<b>Review Questions</b>	<b>Overhead #10</b> Identifying Hazards
		<ul style="list-style-type: none"> <li><b>Read</b> "Fluorescent Lamp Case" using the overhead. Note: A company specific case study can be used here. See the section "How to Customize the Training" in this manual to learn how to develop a case study. The Fluorescent Lamp Case was used in Supervisor's Guide to Field Level Risk Assessment Part 1: Self-Study Training. You may wish to refer to this during your preparations.</li> </ul>	<b>Present Case Study</b>	<b>Overhead #11</b> Fluorescent Lamp Case

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li><b>Read</b> the first question on the back of the Memory Jogger and/or the overhead:</li> </ul> <p><i>Do I clearly understand my job for the day? What exact job am I doing, and what specific tasks does it involve?</i></p>	<b>Read first question</b>	<b>“Memory Jogger” or “Worker Guide to Field Level Risk Assessment”</b> page 7 <b>Overhead #12 Identify Hazards-Questions</b>
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment</b>	<ul style="list-style-type: none"> <li><b>Ask</b> “ What are the job steps (tasks) that it takes to replace a light bulb? Help the group identify these steps and record them on the flipchart or on the blank overhead</li> </ul>	<b>Lead a Group Discussion of Job Steps and record steps on a the flipchart or the overhead</b>	<b>Flipchart:</b> Job Steps



Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li><b>Identify the hazards.</b> Explain that we will use the questions to identify the hazards in each job step. You may wish to <b>read all of the questions</b> and then <b>ask what hazards</b> are linked with the job steps we identified or ask what hazards first. The hazards that the group may identify are (You can just read and discuss these from the overhead): <ul style="list-style-type: none"> <li><i>Working at elevation</i></li> <li><i>Dust disturbance (eyes and breathing)</i></li> <li><i>Electrical hazard</i></li> <li><i>Breaking glass (bulb and fixture cover)</i></li> <li><i>Other workers or traffic below</i></li> <li><i>Eye / muscle strain from poor lighting</i></li> </ul> </li> </ul> <p><b>Note:</b> Some hazards are there because of the nature of the job e.g. electrical hazard. Some are there because of the specific situation where this work is being done i.e. poorly lit and busy hallway. These conditions would not have been predicted in a job plan. Use this to <b>emphasize the “day of the job” conditions</b> identified in Field Level Risk Assessment.</p>	<b>Lead a discussion to identify the hazards in the case study</b>	<b>Overhead</b> #13 Hazards for Replacing a Fluorescent Lamp
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<i>Am I physically and mentally prepared to do each task? Am I strong enough to do each of the tasks involved in this job? Do I know how to do them? Do I have the individual tasks that need to be done, and the way I'm going to do them, clear in my mind?</i>	<b>Present and Discuss These Questions</b>	<b>Overhead:</b> #12 Identify Hazard Questions
		<i>What could go wrong? What could happen to upset my plan for the way I will do each individual task?</i>	<b>Present and Discuss These Questions</b>	

*Supervisor's Guide to Field Level Risk Assessment Part 2: Training Others*

Time	Objective	Content	Method	Helps
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<i>Is there danger to myself or others?</i> to the equipment? to the environment? Any potential danger is a hazard.	<b>Present and Discuss These Questions</b>	
		<i>What could change and create a new hazard?</i> The procedure you have in your head will allow you to do each task safely. What could happen to interfere with that procedure?	<b>Present and Discuss These Questions</b>	
		<i>Could other crews, workers, or conditions pose hazards to me?</i> Others will go through the same mental process, and decide how to control the hazards they've identified, but will work cause a hazard to you?	<b>Present and Discuss These Questions</b>	
		<ul style="list-style-type: none"> <li><b>Ask</b> "What would be the result if our crew used these questions on a regular basis. Expect some negative responses like it would take more time and positive responses like, we would work more safely.</li> </ul>	<b>Lead a Discussion About Using These Questions</b>	

Time	Objective	Content	Method	Helps
15 minutes	Use the Memory Jogger questions to do a Field Level Risk Assessment.	<ul style="list-style-type: none"> <li>Review the questions used to <u>assess risks</u>. Re-state each question while pointing to it. Each of these questions has to be asked about each hazard that has been identified.</li> </ul> <p><i>How serious could this be?</i> Cause someone to break a bone, damage the equipment contaminate the soil, cause a death, slow down the work, etc.? Do you consider it to be <b>serious</b>, <b>moderate</b> or <b>minor</b>?</p> <p><i>How likely is it to happen?</i> Is it almost certain to happen, pretty likely to happen, almost impossible, not very likely, etc.? Do you expect it to happen <b>often</b>, <b>sometimes</b>, or <b>rarely</b>?</p>	Review the Assess Risk Questions	Overhead #14 Assessing Risk Questions
		<p><b>Explain the terms on the <u>Risk Assessment Matrix</u></b></p> <ul style="list-style-type: none"> <li>The seriousness – <i>how serious could be this be</i> – is called <u>consequences</u>. <b>H</b> designates <b>serious</b> consequences. <b>M</b> designates <b>moderate</b> consequences. And <b>L</b> designates <b>minor</b> consequences. Point to the letters, “H”, “M”, and “L” on the Risk Assessment Tool as you describe them.</li> <li>The likelihood – <i>how likely it is to happen</i> – is called <u>probability</u>. Something that could occur <b>often</b>, is coded as <b>H</b>. Something that will <b>sometimes</b> occur, is coded as <b>M</b>. Something that will <b>rarely</b> occur, is coded as <b>L</b>. Point to the letters, “H”, “M”, and “L” on the Risk Assessment Tool as you describe them.</li> </ul>	Explain the Risk Assessment Matrix	Overhead # 15 The Risk Assessment Matrix

Time	Objective	Content	Method	Helps
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<ul style="list-style-type: none"> <li>Review the use of the <u>Risk Assessment Matrix</u>.</li> <li><b>Trace</b> the “mental lines” on the overhead as you explain them. “Find the code for the <u>consequences</u> and the <u>probability</u> along the left side and the top of the Risk Assessment Tool. Draw a mental line across the diagram from the consequences code and down the diagram from the probability code. The point where they meet is the code for the assessment of the risk associated with this particular hazard.”</li> <li>Point to the risk assessment codes, <b>H</b>, <b>M</b>, and <b>L</b>, in the bottom right hand nine squares of the tool. <b>H</b> means <b>high risk</b>; <b>M</b> means <b>medium risk</b>; <b>L</b> means <b>low risk</b>.</li> <li>The outcome of the risk assessment will help to determine the most appropriate <u>kind</u> of controls to use.</li> </ul>	<b>Demonstrate the Use of the Risk Assessment Matrix</b>	<b>Overhead</b> #15 Risk Assessment Matrix
		<ul style="list-style-type: none"> <li><b>Ask</b> “ What is the level of risk associated with each hazard in the ‘ Replacing a Light Bulb’ case study?”</li> <li>You may wish to use the blank overhead and have the group assess the level of risk or you can discuss the assessment that the is on the overhead.</li> <li>While using the overhead, <b>direct</b> participants to use the Risk Assessment Matrix in the Worker’s Guide to Field Level Risk Assessment <b>Page 8</b>.</li> </ul>	<b>Lead a Discussion using the Risk Assessment Matrix</b>	<b>Overhead</b> #16 and #17 Assessing Risk in Replacing a Fluorescent Lamp (blank and the answers) <b>Worker’s Guide to Field Level Risk Assessment</b> Page 8
		<ul style="list-style-type: none"> <li><b>Ask</b> “ What would be the result if we used this method of assessing risk while we are doing work?”</li> </ul>	<b>Lead a Discussion About Using the Risk Assessment Matrix</b>	

Time	Objective	Content	Method	Helps
23 minutes	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<ul style="list-style-type: none"> <li><b>Review the questions used for ensuring <u>control of risk</u>.</b> Many controls are dictated by standard operating procedures, codes of practice, permit requirements, job plans, etc. Others are decided at team meetings. And some are decided by individual workers when they set out to perform a task.</li> </ul> <p><i>Are permits, written practices, procedures, etc. required? If so, take immediate steps to meet these requirements.</i></p> <p><i>What can I do to control the hazard? Have you followed all the required steps in the procedure, code of practice, permit, job plan, etc.? Are there any other controls that you think are needed?</i></p> <p><i>Will the control affect another part of the task being done? Think about the tasks being performed by you and others. The control of one hazard may be the cause of another. If you think the controls in place may have a negative effect to some other part of the work, you may have to contact the supervisor.</i></p> <p><i>Do I need to tell anyone else? Is there anyone else who may be affected by the controls you're using? Is there a need for coordination of tasks done by more than one person?</i></p> <p><i>Is there someone I could call for help? Who has the knowledge and skill to help me?</i></p>	<b>Review the “Control of Risk” questions</b>	<b>Overhead #18</b> Controlling Risk Questions

Time	Objective	Content	Method	Helps
	<b>Use the Memory Jogger questions to do a Field Level Risk Assessment.</b>	<ul style="list-style-type: none"> <li><b>Review the questions</b> used for ensuring <u>Control of Risk</u>. (continued)</li> </ul> <p><i>Are emergency response plans needed? If the identified hazard has a potential for “high consequences”, emergency procedures may be needed.</i></p>	<b>Review the “Control of Risk” questions</b>	<b>Overhead #18</b> Controlling Risk Questions
	<b>Direct participants to identify the benefits of Field Level Risk Assessment</b>	<ul style="list-style-type: none"> <li>Ask participants if they can see any benefits to this process.</li> <li>Record the participants’ ideas about benefits on the flip chart.</li> <li>Expect to hear things like: Less likely to get hurt Get job done, more efficiently, faster, right, etc.</li> <li>Note this step occurs in each of the lessons as a review and a way of checking on workers ‘feelings. It should a brief discussion until the end of the fourth lesson.</li> </ul>	<b>Use this in the two and /or four session versions</b>	<b>Flipchart:</b> Benefits
30 minutes	<b>END/ Break</b>	<ul style="list-style-type: none"> <li>Encourage workers to use the questions on the back of their memory jogger card at least once in before the next session.</li> </ul>	<b>Use only in the two or four session format</b> <b>Take a break in the one session format</b>	

## **Lesson #3 – Doing Field Level Risk Assessment**

### **Objectives:**

1. Discuss the kinds of hazards that are possible on a work site.
2. Discuss the types of controls that can be used to keep risk to an acceptable level.
3. Demonstrate ability to do Field Level Risk Assessment in a group using a case study.

### **Resources Required:**

This lesson requires a case study example using work with which your group is familiar . To prepare for this exercise read “ How to Customize the Training” section. The lesson plan asks for this case study to be made into an overhead. If this is not possible, post in on a flipchart. There is also a generic case study for you to use if you are unable to develop your own.

<b>Time</b>	<b>Objective</b>	<b>Content</b>	<b>Method</b>	<b>Helps</b>
00 minutes	<b>Welcome</b>	<ul style="list-style-type: none"><li>• <b>Welcome</b> participants to the course. Invite everyone to get coffee, juice and doughnuts.</li></ul>	<b>Greeting/Announcement</b>	<b>Overhead #1 - Welcome</b>
	<b>Review Field Level Risk Assessment Mental Process</b>	<ul style="list-style-type: none"><li>• <b>Introduce the exercise</b> by saying that we are going to practice doing Field Level Risk Assessment using another case study. This will also give us the opportunity to test what we have already learned. We will also be learning more about kinds of hazards and types of controls</li></ul>	<b>Review content of previous sessions. Use for all formats</b>	
		<ul style="list-style-type: none"><li>• <b>Ask</b>, “ What is the first step in doing a Field Level Risk Assessment on the work site?” <i>The group may respond with either meet as a crew to have a discussion or stop and think. Both responses are correct and should be reinforced. One represents an understanding of the team process and the other the mental process.</i></li></ul>		<b>Overhead #6 Field Level Risk Assessment (Optional)</b>

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li><b>Ask</b>, “What is the next step?” <i>Identify the Hazards.</i> How do you identify the hazards? <i>Identify job steps and the hazards associated with each step.</i></li> </ul>	<b>Discuss the steps of Field Level Risk Assessment</b>	
05 minutes	<b>Discuss the kinds of hazards that are possible on a work site.</b>	<ul style="list-style-type: none"> <li><b>Ask</b>, “What kind of hazards should we be looking for? <i>Record group's ideas on the flipchart.</i></li> <li>Compare their list with the list on the overhead. These include equipment, heights, trenches, heat, cold, electricity, explosions, fires, radioactivity, chemicals, noise, muscle strains, microbes, sharp objects, vibration, stress, and many more. Give specific examples from the work that you do.</li> </ul>	<b>Present and Discuss kinds of hazards</b>	<b>Overhead #19</b> Kinds of Hazards
		<ul style="list-style-type: none"> <li><b>Ask</b>, “What is the next step after we identify the hazards?” <i>We assess the risk.</i></li> <li><b>Ask</b>, “How do we assess risk?” <i>The <u>seriousness</u> and the <u>likelihood</u> of each hazard has to be assessed. The Risk Assessment Tool can be used to determine the degree of <u>risk</u></i></li> <li><b>Ask</b>, “Why is it important to identify the degree of risk for each hazard?” <i>We need to put controls in place for all hazards that represent a high or a medium level of risk.</i></li> </ul>		



	<b>Discuss the types of controls that can be used to keep risk to an acceptable level.</b>	<ul style="list-style-type: none"> <li>• “We are going to learn more about types of controls. Lets make a list of controls that we use on a regular basis” <b>Record their ideas</b> on the flipchart.</li> <li>• <b>Present the material</b> about types of controls using the overhead. <i>Provide examples of types of controls from the work that participants do. Use examples from the list. Emphasize the need to use the right controls for the level of risk. High risk hazards require very tight controls. The types of controls include:</i> <ul style="list-style-type: none"> <li>• <u>Engineering controls</u>, such as substitution, elimination, guards, other process enclosures, automatic shutdown devices, and ventilation.</li> <li>• <u>Administrative controls</u>, such as permits and procedures, and work scheduling to minimize the number of workers exposed.</li> <li>• <u>Personal protective equipment</u> such as fall protection, ear plugs and safety goggles.</li> </ul> </li> </ul>	<b>Present information on types of controls</b>	<b>Overhead #20</b> Types of Controls
10 minutes	<b>Demonstrate ability to do Field Level Risk Assessment in a group using a case study.</b>	<ul style="list-style-type: none"> <li>• <b>Introduce the case study exercise</b> by saying that it is now time to practice.</li> <li>• <b>Read the case study.</b></li> <li>• <b>Follow the steps just discussed.</b> Make sure that you record the following information on a flipchart: <i>The job steps, the hazards associated with each step, the risk (using the Risk Assessment Matrix) and the controls for each hazard with a medium or high level of risk.</i> The answers for the #22 Practice Case Study are found in the “ How to Customize the Training section.</li> </ul>	<b>Do a Field Level Risk Assessment in a large group discussion</b>	<b>Overhead #21</b> Company Case #1 or #22 Practice Case Study #1 # 15 Risk Assessment Matrix <b>Flipchart:</b> The job steps, the hazards, the assessment of risk, the controls

*Supervisor's Guide to Field Level Risk Assessment Part 2: Training Others*

25 minutes	<b>Demonstrate ability to do Field Level Risk Assessment in a group using a case study.</b>	<ul style="list-style-type: none"> <li>Ask, "What is the most difficult part of the doing Field Level Risk Assessment?" What went well?" <i>These questions allow you to check how individuals are feeling about doing Field Level Risk Assessment. It will also help you to identify areas where more coaching may be needed..</i></li> </ul>	<b>Large group discussion about the exercise</b>	
30 minutes	<b>END this section</b>	<ul style="list-style-type: none"> <li>Encourage workers do a field level risk assessment at least once before the next session</li> </ul>	<b>Use only with the four session format</b>	

## **Lesson Plan #4 – Responsibilities**

### **Objectives:**

1. Discuss the responsibilities they have to use Field Level Risk Assessment.
2. Describe how Field Level Risk Assessment will be used in this company.
3. Discuss the barriers to using Field Level Risk Assessment habitually and the supports that are available to overcome these barriers.
4. List the benefits of making Field Level Risk Assessment a habit on every job.
5. Demonstrate ability to do Field Level Risk Assessment in a group using a case study. (optional)

<b>Time</b>	<b>Objective</b>	<b>Content</b>	<b>Method</b>	<b>Helps</b>
00 minutes	<b>Welcome</b>	<ul style="list-style-type: none"><li>• Welcome participants to the course. Invite everyone to get refreshments (beverage and doughnuts)</li></ul>	<b>Use only in the four session format</b>	<b>Overhead #1 Welcome</b>
	<b>Review key points from last lesson</b>	<ul style="list-style-type: none"><li>• <b>Ask</b>, “Did anyone try to do a Field Level Risk Assessment since last session? Could you tell us about it? How was it to do? What went well? What was difficult?” <i>Facilitate the discussion if there is a positive response to this question. If there is not a positive response review key concepts from last lesson i.e. types of controls, kinds of hazards.</i></li></ul>	<b>Use only in the four session format</b>	

Time	Objective	Content	Method	Helps
5 minutes	<b>Discuss the responsibilities they have to use Field Level Risk Assessment.</b>	<ul style="list-style-type: none"> <li>Present the responsibilities outlined in the Occupational Health and Safety Act. Explain that <u>everyone on the site is responsible</u> for occupational health and safety.</li> <li>Alberta's Occupational Health and Safety Act tells who's responsible for what in work site health and safety. The Act says that workers have 3 specific responsibilities. They are: <ul style="list-style-type: none"> <li>Do every thing they reasonably can to protect their own and other workers' health and safety on the job.</li> <li>Cooperate with their employer's efforts to protect their own and other workers' health and safety on the job.</li> <li>Refuse to do unsafe work.</li> </ul> </li> <li><b>Ask</b>, "How does Field Level Risk Assessment help workers to fulfill these legal responsibilities?" <i>Answers should include everyone is thinking about hazards, assessing the risk and putting controls. This makes sure that everyone is working safely. Since the company is doing this and making it a part of the health and safety program they are acting on their responsibility to make sure that people are working safely. Crew discussions are part of this.</i></li> </ul>	<b>Presentation about responsibilities outlined in the Health and Safety Act</b>	<b>Overhead</b> #23 Health and Safety Responsibilities

Time	Objective	Content	Method	Helps
10 minutes	<b>Describe how Field Level Risk Assessment will be used in this company.</b> (This section can be replaced with a case study.)	<ul style="list-style-type: none"> <li>• <b>Ask</b>, “Why do you think our company is implementing Field Level Risk Assessment? <i>Response could include their legal responsibilities, to lower injuries, save equipment costs, improve how we work etc.)</i></li> <li>• Present information about the company’s Field Level Risk Assessment initiative. Answer the following questions : <ul style="list-style-type: none"> <li>• What is the company trying to achieve by using Field Level Risk Assessment?</li> <li>• Have targets been set for improvements? If so what are they?</li> <li>• How important is reaching these targets to the company? <i>(Record the points you are going to present below.)</i></li> </ul> </li> <li>• How does management see Field Level Risk Assessment fitting with the current safety program? <i>(Record the points you are going to present below.)</i></li> </ul>	<b>Present information about the company’s Field Level Risk Assessment Initiative</b>	<b>Overhead</b> <i>Develop the overheads that you need to present the company information. Record the numbers and titles here. (see Overhead #28)</i>

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>What are the expectations of supervisors? e.g. Will filling in forms be required? Submit suggestions for work improvements? <i>(Record the points you are going to present below.)</i></li> <li>What are the expectations of workers? Make suggestions for work improvements? <i>(Record the points you are going to present below.)</i></li> <li>What standards about Field Level Risk Assessment been set? If yes, what are they? e.g. How completely should the form be filled out? How often should form be submitted and to whom? How will these be monitored? <i>(Record the points you are going to present below.)</i></li> </ul>	<b>Present information about the company's Field Level Risk Assessment Initiative</b>	<b>Overhead</b> <i>Develop the overheads that you need to present the company information. Record the numbers and titles here.</i>

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>Will questions be asked about Field Level Risk Assessment be asked during safety audits? Formal performance reviews? <i>(Record the points you are going to present below.)</i></li> </ul>	<b>Present information about the company's Field Level Risk Assessment Initiative</b>	<b>Overhead</b> <i>Develop the overheads that you need to present the company information. Record the numbers and titles here.</i>
10 minutes	<b>Demonstrate ability to do Field Level Risk Assessment in a group using a case study. (optional)</b>	<ul style="list-style-type: none"> <li>If time permits or there is little to say about the company's initiative, direct the participants to do a case study in teams of three . Use a case study that you have developed (Company Case #2) or the Practice Case #2 that has been provided. <i>Note: This is practice of the "Team Part" of the process. You will need to prepare another company case study using work that is familiar to your participants. See "How to Customize Training" for how this is to be done</i></li> </ul>	<b>Direct Group to do a Case study (optional)</b>	<b>Overhead</b> #24 Company case #2 or #25 Practice Case Study #2
		<ul style="list-style-type: none"> <li>Each team needs to: <ul style="list-style-type: none"> <li>Identify the tasks to be performed</li> <li>Identify the hazards associated with each task,</li> <li>Assess the risk associated with each hazard</li> <li>Identify appropriate controls for each high and medium risk</li> </ul> </li> </ul>		
		<ul style="list-style-type: none"> <li>Direct the teams to record their ideas to each of the four points. You may choose to give each group a hard copy of the overhead, blank paper, or a copy of the Field Level Risk Assessment Form for this purpose.</li> </ul>		

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li>Check their work either in a large group discussion by asking the following questions:                             <ul style="list-style-type: none"> <li>What tasks need to be performed?</li> <li>What are the hazards associated with each task?</li> <li>What is the risk associated with each hazard?</li> <li>What controls did you put in place?"</li> </ul> </li> </ul> <p><i>Stress that they are only doing "day of the job" conditions, not an entire safe work plan. You must have developed the "right" answers as part of your preparation.</i></p>	Case study exercise	See case study answers that follow the lesson plans
20 minutes	<b>Discuss the barriers to using Field Level Risk Assessment habitually and the supports that are available to overcome these barriers.</b>	<ul style="list-style-type: none"> <li><b>Ask</b>, "What will stop the company and you from being successful at using Field Level Risk assessment? <i>Ensure that the discussion brings out ideas like – time to do assessment and have discussions, the habits we have of just working without thinking about hazards first, the cost of better controls, lack of knowledge about controls and risks, concern about speaking out to make suggestions, stop work etc. Record the barriers on the flipchart.</i></li> <li><b>Ask</b>, "What support do you need to do Field Level Risk Assessment on a habitual basis? <i>Responses may include : to know that the company is serious, that I won't get into trouble if I stop work, that making suggestions is worth the effort, other crew members to do it too, having the supervisor remind me to do it, have the supervisor hold the discussions, more practice do it etc. Record the ideas on a flipchart.</i></li> </ul>	<b>Lead a discussion about barriers to using Field Level Risk Assessment and the supports that are available.</b>	<b>Flipchart</b> Barriers, Supports



*Supervisor's Guide to Field Level Risk Assessment Part 2: Training Others*

Time	Objective	Content	Method	Helps
		<ul style="list-style-type: none"> <li><b>Ask</b>, “ How will you get what you need to do this?. <i>Responses should include: Ask supervisors, other crew members, exerting my own effort etc. Emphasize what the company will do to help. Also emphasize the need for personal effort and commitment.</i></li> </ul>	<b>Lead a discussion</b>	
25 minutes	<b>List the benefits of using Field Level Risk Assessment habitually</b>	<ul style="list-style-type: none"> <li><b>Ask</b>, “What are the benefits of doing Field Level Risk Assessment for you? For the Company? Record the ideas on the flipchart.</li> <li><b>Present</b> the benefits of using Field Level Risk Assessment using the overhead. The same points are in the Worker's Guide to Field Level Risk Assessment. Emphasize the need to use this process on a habitual basis.</li> <li>Encourage participants to continue to develop the skills required to achieve these benefits.</li> </ul>	<b>Discuss and present information about the benefits of Field Level Risk Assessment</b>	<b>Overhead</b> #26 Benefits (Workers) #27 Benefits (Company)
30 minutes	<b>END</b>			

#1

**WELCOME TO:**

***FIELD LEVEL RISK  
ASSESSMENT  
WORKSHOP***

#2

## **“Moving Used Building Materials” Case**

**A crew of two was engaged in laying an electrical cable in the yard of a large industrial building under renovation. The first step of the safe work plan called for the removal of some used building materials that had been piled where the trench needed to be dug.**

**The crew identified the need to wear good gloves and coveralls to protect them from broken glass and other sharp edges. After they had been working for some time and the pile was almost all loaded on the flatbed, the supervisor arrived on site. He examined the material on the flatbed and identified a quantity of material that appeared to be asbestos, in the refuse that had been loaded.**

## **“Removal of a Heat Exchanger Tube” Case”**

**A heat exchanger tube was being removed from a heat exchanger in refinery area. A crane operator and two riggers are on the crew.**

**The lift was in a fairly tight area. There was a variety of equipment close to the heat exchanger.**

**The crew reviewed the safe work plan that had identified the following hazards: lack of communications, rigging pinch points, objects in the swing path, and visibility.**

**#3b**

**The crew had decided to use radio communication rather than hand signals because of the visibility problem.**

**They planned the swing path and checked the weight calculations carefully. They used the required method to restrict area access on three sides of the heat exchanger. The fourth side appeared to have no possibility of traffic.**

**Everything proceeded as planned until a maintenance worker entered the lift area through the unsigned area. He had come to do a regular equipment check. His sudden appearance momentarily distracted the operator and the crane came in contact with an adjacent piece of equipment causing serious damage.**

## **“Removal of a Rope Sling” Case**

**A crew was unloading cable from a picker truck flatbed. There were two people doing the job as was required in the job plan for a heavy lift. The plan had included careful positioning of both workers. All had gone according to the plan.**

**Another worker on site noticed that the two were having some difficulty removing the two and a half-inch wire rope sling from the crane hook and came to assist them.**

**While working together, the rope sling struck the third worker. This worker was injured seriously, having a broken nose, and cuts to his lower lip requiring 8 stitches.**

# Field Level Risk Assessment is:

- *A simple process carried out every day, by every crew and every worker, on every job.*
- *A way of identifying hazards, assessing risk and controlling risk.*

# Field Level Risk Assessment:

- *Does not replace other safe work planning*
- *Adds information about “day of the job” hazards*
- *Is done every time something changes.*
- *Involves identifying each step of the job, the hazards associated with each step, how likely and serious the risk is, and how the risk can be controlled.*



# The Team Part

- *Done by the crew and the foreman*
- *Done on the day of the job, before the job begins and when conditions or plans change*
- *Crew does the same process (thinking/ mental) individuals do, together*
- *Documented*

#8

# Field Level Risk Assessment Form

FIELD LEVEL RISK ASSESSMENT			
DATE: _____		PROJECT NAME: _____	
LOCATION: _____		COMPANY: _____	
STEP 1 – IDENTIFY MAIN JOB TASKS	STEP 2 – IDENTIFY HAZARDS	STEP 3 – ASSESS RISK (RISK = CONSEQUENCE X PROBABILITY)	
STEP 4 – CONTROL RISKS			
HAZARD	WHAT CONTROL	BY WHOM	WHO CHECKED
FOLLOW-UP REQUIRED			
COMPLETED BY: _____		SUP/LEADER REVIEW: _____	

#9

# The Individual Part

- *Stop and Think (A mental process)*
- *Identify job steps*
- *Identify hazards*
- *Assess risks*
- *Control risks*

#10

# Identifying Hazards

- *Identify the steps of a job*
- *Identify the hazards associated with each step*

#11

# **“Fluorescent Lamp” Case**

*You are to change a  
fluorescent lamp in an  
overhead light fixture. The  
light fixture is located in a  
busy and poorly lit hallway.*

# **“Identify Hazards” Questions**

- *Do I clearly understand my job for the day?*
- *Am I physically & mentally prepared to do each task?*
- *What could go wrong?*
- *Is there a danger to myself or others?*
- *What could change and create a new hazard?*
- *Could other crews, workers, or conditions pose hazards to me?*

#13

# Hazards for Replacing a Fluorescent Lamp

- *Working at elevation*
- *Dust disturbance (eyes and breathing)*
- *Electrical hazard*
- *Breaking glass (bulb and fixture cover)*
- *Other workers or traffic below*
- *Eye / muscle strain from poor lighting*

#14

# **“Assessing Risk” Questions**

- *How serious could this be?*
- *How likely is it to happen?*



#15

# Risk Assessment Matrix

**RISK = CONSEQUENCES X PROBABILITIES**

**Consequences:**    *High – Serious; Medium – Moderate; Low – Minor*

**Probability:**    *High – Often; Medium – Sometimes; Low – Rarely*

		PROBABILITY		
CONSEQUENCES		High	Med.	Low
	High	H	H	M
	Med.	H	M	L
	Low	M	L	L

#16

# Assessing Risk in Replacing a Fluorescent Lamp

<i>Hazard</i>	<i>Consequence</i>	<i>Probability</i>	<i>Risk</i>
<b>Falls from elevation</b>			
<b>Dust inhalation or in eyes</b>			
<b>Electrical Shock</b>			
<b>Cuts from broken glass</b>			
<b>Traffic bumping ladder</b>			
<b>Eye and muscle strain</b>			

#17

# Assessing Risk in Replacing a Fluorescent Lamp

<i>Hazard</i>	<i>Consequence</i>	<i>Probability</i>	<i>Risk</i>
Falls from elevation	Serious (H)	Sometimes (M)	High
Dust inhalation or in eyes	Minor (L)	Often (H)	Medium
Electrical Shock	Serious (H)	Rarely (L)	Medium
Cuts from broken glass	Moderate (M)	Sometimes (M)	Medium
Traffic bumping ladder	Serious (H)	Sometimes (M)	High
Eye and muscle strain	Moderate (M)	Often (H)	High

#18

# **“Controlling Risk”**

## **Questions**

- *Are permits, written practice procedures, etc. required?*
- *What can I do to control the hazard?*
- *Will the control affect another part of the task being done?*
- *Do I need to tell anyone?*
- *Is there someone I could call for help?*
- *Are emergency response plans needed?*

#19

# Kinds of Hazards

*Chemicals*

*Heights*

*Slips, trips &  
falls*

*Cold  
temperatures*

*Lighting*

*Stress*

*Electricity*

*Microbes*

*Trenches*

*Equipment*

*Muscle  
sprains*

*Vibration*

*Explosions*

*Noise*

*Fires*

*Radioactivity and many more*

*Hot  
temperatures*

*Sharp  
objects*

# Types of Controls

- ***Engineering:***

*substitution, elimination, guards, other process enclosures, automatic shutdown devices, ventilation, communication devices, etc.*

- ***Administrative:***

*Permits, procedures, work scheduling, training and education, etc.*

- ***Personal protection:***

*fall protection, ear plugs and safety goggles, etc.*

#21

# Company Case Study #1

(Insert your own company's case here)

# Practice Case Study #1

*You are part of a two-person crew whose job it is to sort and shelve a variety of excess job materials in a cold storage area. The top shelf is three meters above the floor. Some of the items are bulky. Some are heavy.*



# Occupational Health & Safety Act

*Workers must:*

- 1. Protect their own & other workers' health & safety on the job.*
- 2. Cooperate with their employers for the protection of their own & other workers' health & safety on the job.*
- 3. Refuse unsafe work*

**#24**

# **Company Case Study #2**

(Insert your own Company's Case here)

## Practice Case #2

*You are part of a two-man crew(a driver and a swamper). You are unloading a 40' x 12' lunch trailer (30,000 lbs.) off a flatdeck/lowboy in a congested and snowy work area. The Swamper is a new employee and inexperienced.*

# **Benefits of Field Level Risk Assessment**

## ***For Workers:***

- ***Fewer Injuries***
- ***More Security for their families***
- ***Chance to make improvements on the job***
- ***Recognition for contribution to the company***

# Benefits of Field Level Risk Assessment

## *For the Company:*

- *Improved productivity*
- *Cost savings*
- *Reduced WCB costs*
- *Better data to improve safety*
- *Less “down time*
- *Improved morale*
- *Due diligence*

#28

# **Our Company's Plan for Field Level Risk Assessment**

**( Insert overheads that you have developed to support your explanation of your company's implementation of Field Level Risk Assessment)**

## **HOW TO CUSTOMIZE THE TRAINING**

The following information provides suggestions about how to customize the Field Level Risk Assessment Workshop so that it effectively meets your company's needs.

### **Company Logos etc.**

All material in this series can be printed to carry your company logo, name, etc. rather than the Construction Owner's Association of Alberta.

### **Company Specific Information and Language**

#### **Information**

Lesson Plan #4 of the training suggests the presentation of information about your company's Field Level Risk Assessment initiative and how it fits with current health and safety practices in current use. The steps to take to do this are as follows:

1. Review the questions about Company Specific Plans. They are found in Lesson Plan #4 and in "How to Prepare for Delivering the Training". You may have additional questions as well that have to do with your company's current health and safety programs.
2. Determine who is the best person to answer your questions and schedule time with them.
3. Ask what they would like to have communicated to workers about the company Field Level Risk Assessment Initiative.
4. Take notes of the meeting.
5. Review the lesson plan. Determine if the questions included in the lesson will help you to explain your company's plan for Field Level Risk Assessment. If so, add the information you will deliver in the spaces following the questions. If they are not helpful, change the questions and record the content you plan to deliver.
6. An alternative case study exercise has been provided if there is no useful content to deliver. If you use this alternate exercise, adjust the time frames to reflect your revised plan.
7. If you do not understand the questions, you may wish to review the Manager's Handbook.
8. Develop overheads to summarize the key points you want to communicate.

## Language

You may wish to change words etc throughout the Lesson Plans, Overheads, or the Worker's Guide to Field Level Risk Assessment etc. to reflect the language used in your company.

### **Company Specific Examples**

In both Lesson Plan # 3 and # 4 there are opportunities to use company specific case studies. Using situations that are familiar to those attending the training is the best way for them to develop practical skills. Writing these case studies is not difficult. The job you choose to use for the case study should:

- Have no more than six major steps.
- Should include day or site specific conditions that could create hazards.
- Be familiar to those attending the workshop.

The job can be one for which a safe work plan is usual. It can also be one for which there are no written plans or procedures. The focus of this process is site specific, day of the job conditions. In the real world if there is not safe work plan or established procedures, all of the hazards would need to be identified and recorded. For the purposes of the training, choose a common job that is not too complex.

Use the format below to structure the information.

1. Short description of the job
2. A list of the job steps
3. A list of the hazards associated with the job steps
4. An assessment of risks using the Risk Assessment Matrix
5. The controls that would be used to reduce the risk



## **Answers to Practice Case Studies**

### **Case Study #1**

You are part of a two-person crew whose job it is to sort and shelve a variety of excess job materials in a cold storage area. The top shelf is three meters above the floor. Some of the items are bulky. Some are heavy.

#### **Job Steps**

- Select correct ladder ( length, integrity, proper feet)
- Sort articles to be lifted according to size and weight
- Determine lifting method
- Set ladder
- Lift items to shelves

#### **Hazards**

Traffic in area of work space

Slippery floor causing ladder to slip

Lifting items to top shelf – muscle strain, dropping causing injury and breakage

#### **Risk Assessment**

Traffic :            low consequence X high probability = medium risk

Slippery floor: medium consequence X medium probability = medium risk

Lifting items: high consequence X high probability = high risk

#### **Controls**

Traffic:                Barricades

Slippery floor:       Proper feet on ladder, tie off rope at top of ladder

Lifting:                Use proper methods: assess each item lifting only those that can be lifted safely by one person, heavy or bulky items on the bottom shelf

## Case Study #2

You are part of a two-man crew, a driver and a swamper. You are unloading a 40' x 12' lunch trailer (30,000 lbs.) off a flatdeck/lowboy in a congested and snowy work area. Swamper is a new employee.

### Job Steps

- Isolate area
- Level surface
- Back-in truck and trailer
- Offload trailer
- “Shake-off” the trailer
- Leave area

### Hazards

- People coming in area
- Visibility issues
- Swamper inexperienced – needs instruction
- Pinch points
- Slip hazards

### Risk Assessment

People coming into work area:

high consequence X high probability = high risk

Visibility issues

medium consequence X medium probability =  
medium risk

Swamper inexperienced:

high consequence X high probability = high risk

Pinch points:

high consequence X medium probability = high risk

Slip hazards:

low consequence X high probability = medium risk

### Controls

Barricades

More people to act as spotters

Swamper education in signals

Communication – radio/ signals

Spread sand / grade

# TIPS ON HOW TO DELIVER THE TRAINING

## ADULT LEARNING

**Adults learn when:**

**1. Learning solves a problem or meets a need.**

To learn people must be aware of what there is to learn i.e. how to do something a better way. It is helpful to have someone help them identify the gap between what they could be doing and what they are doing. Knowing the consequences of this gap also motivates this learning. The case studies in Lesson 1 are designed to help the workers see problems that can occur when workers do not do Field Level Risk Assessment.

**2. The learning environment is comfortable/enjoyable.**

The physical situation needs to be comfortable both physically and psychologically. It is important that a trainer treats each person in the workshop with respect and concern. Since learning new skills may mean making mistakes, learning it is often stressful. If you show that you are willing to learn and make mistakes there is less pressure on workshop participants. An atmosphere of cooperation rather than competition with others in the group also improves the learning environment.

**3. The learner participates in the planning of the learning.**

When learners help to decide what is to be learned, and how it is to be learned, motivation increases. The lesson plans provide many opportunities for workers to give input and ideas. Their comments will help to dictate what is learned in the workshop.

**4. Learners are active and are able to use their current and past experience.**

People learn best by doing and being involved in the learning. When the learning connects with experiences that they have had, the new learning is reinforced. Discussion and case studies provide learners with the opportunities for activity and the use of past experience. Encourage comments from participants that use real experiences. Use your own examples and experience.

## 5. Learners can see progress /success in their learning.

Learners must experience success in learning. This is easier when the measurements of progress are clear, they have the resources and coaching that they need and they receive feedback from others. Frequently give workshop participants positive comments about “right” answers, useful comments and insightful questions.

## Presenting Information

1. Keep the presentation **short**. No more than 5 minutes without interaction.
2. Give **the purpose** of your lecture clear. You should be able to say your purpose in a nut shell..
3. Develop a clear, **logical structure** for your lecture. Decide on your main points and in what order you will present them.
4. Use well-developed and relevant **examples**, illustrations and personal experience to help your group visualize what you are talking about.
5. **Reinforce** by repeating key ideas at least three times.
6. **Use visual aids** to summarize, clarify or illuminate your ideas.
7. Use **humour** if possible.
8. Use questions and answers/ examples from the group during the presentation. The more **interaction** that the group has with what you are saying, the more they will remember.
9. Reinforce what you are saying with effective **body language**, gestures, movement, positions, eye contact and facial expressions.
10. Avoid **jargon**. Make sure everyone understands the words you are using.
11. Speak from an **outline** and, if possible, without notes. Your visuals or handouts can provide the outline.
12. Make your **conclusion** strong. It can be a summary, answer to a problem or a challenge.
13. Follow the lecture with **exercises that reinforce** the learning.

## **Discussion**

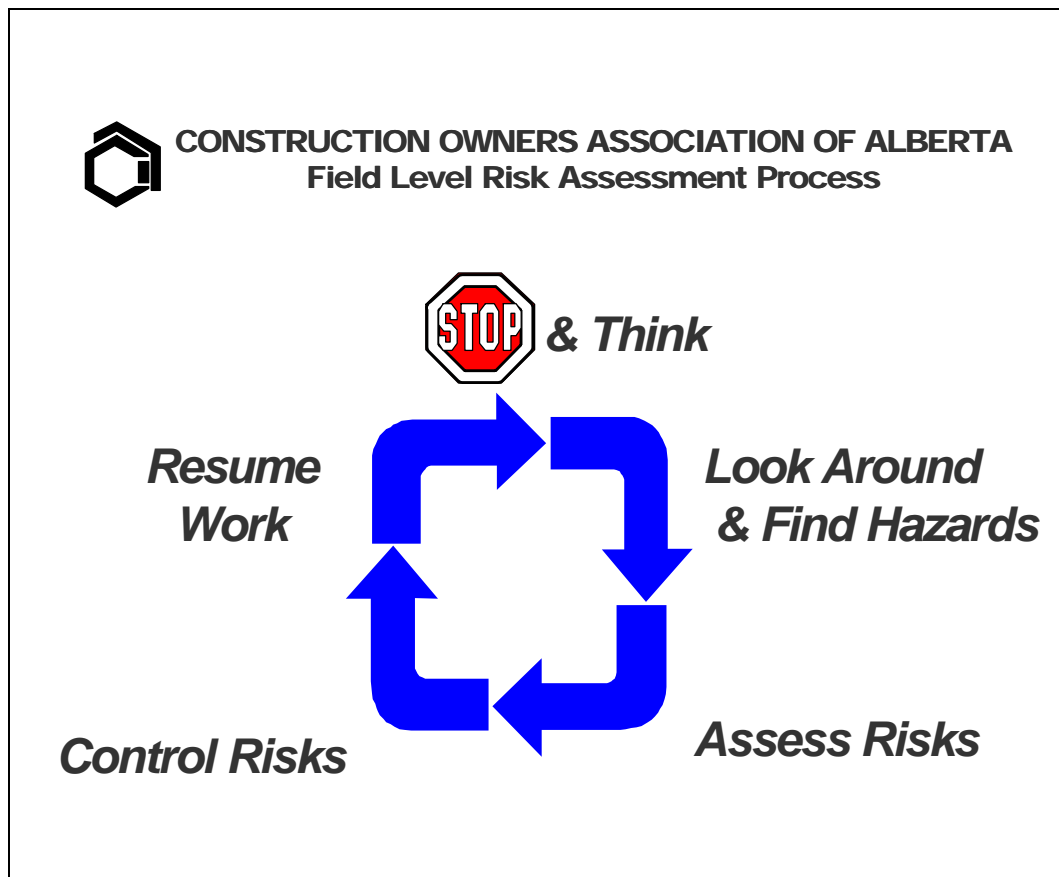
1. Use discussions to teach key ideas and to **get people to think**.
2. Use a discussion after an **exercise** to make sure that people learned what you wanted them to learn.
3. Determine the **objective** of the discussion. Do you want to reinforce key points, get feedback, or challenge current thinking? What will be learned?
4. **Plan questions** that will help you achieve the discussion's objective.
5. Choose the **style** of questions, direct or open-ended. Direct questions are "right answer" questions. They check what people know. Open-ended questions allow for many answers. They often start with how, why, what do you think etc. They help you find out what people understand, think or feel about an issue or idea.
6. **Rephrase** the learners' **answers** or ask more questions that use what they have said.
7. **Be flexible** about using different questions than you have planned. Use what the group is saying to ask more questions that will teach what you need to teach.
8. **Summarize** the discussion and **connect** the summary with the next learning activity. There should be a logical and continuous flow between presentations, discussions and exercises.

## TEMPLATES

### THE “MEMORY JOGGER” – A CARD FOR WORKERS

The “Memory Jogger” is a pocket-sized card to give as a reminder of how to conduct “Field Level Risk Assessment. Your company can customize this card.

(SIDE ONE)



## **“MEMORY JOGGER CARD” SIDE TWO**



### **FIELD LEVEL RISK ASSESSMENT**

Questions to ask before & while doing a task:

#### **IDENTIFY:**

- ✓ Do I clearly understand my task?
- ✓ Am I physically & mentally prepared to do the task?
- ✓ What could go wrong?
- ✓ Is there a risk to others or myself?
- ✓ What can change that could create a new risk?
- ✓ Could other crews, workers, or conditions pose risks to me?

#### **ASSESS:**

- ✓ How bad could this be?
- ✓ How likely is it to happen?

#### **CONTROL:**

- ✓ Who should I contact for help?
- ✓ Are permits, written practices, procedures, etc. required?
- ✓ What can I do to control the risk?
- ✓ Will the control affect another part of the task being done?
- ✓ Do I need to tell anyone else?
- ✓ Are emergency response plans required?

**“IF IN DOUBT SHOUT”  
CONTACT YOUR SUPERVISOR!**

## RISK ASSESSMENT MATRIX

# LEVEL OF RISK = Consequences X Probability

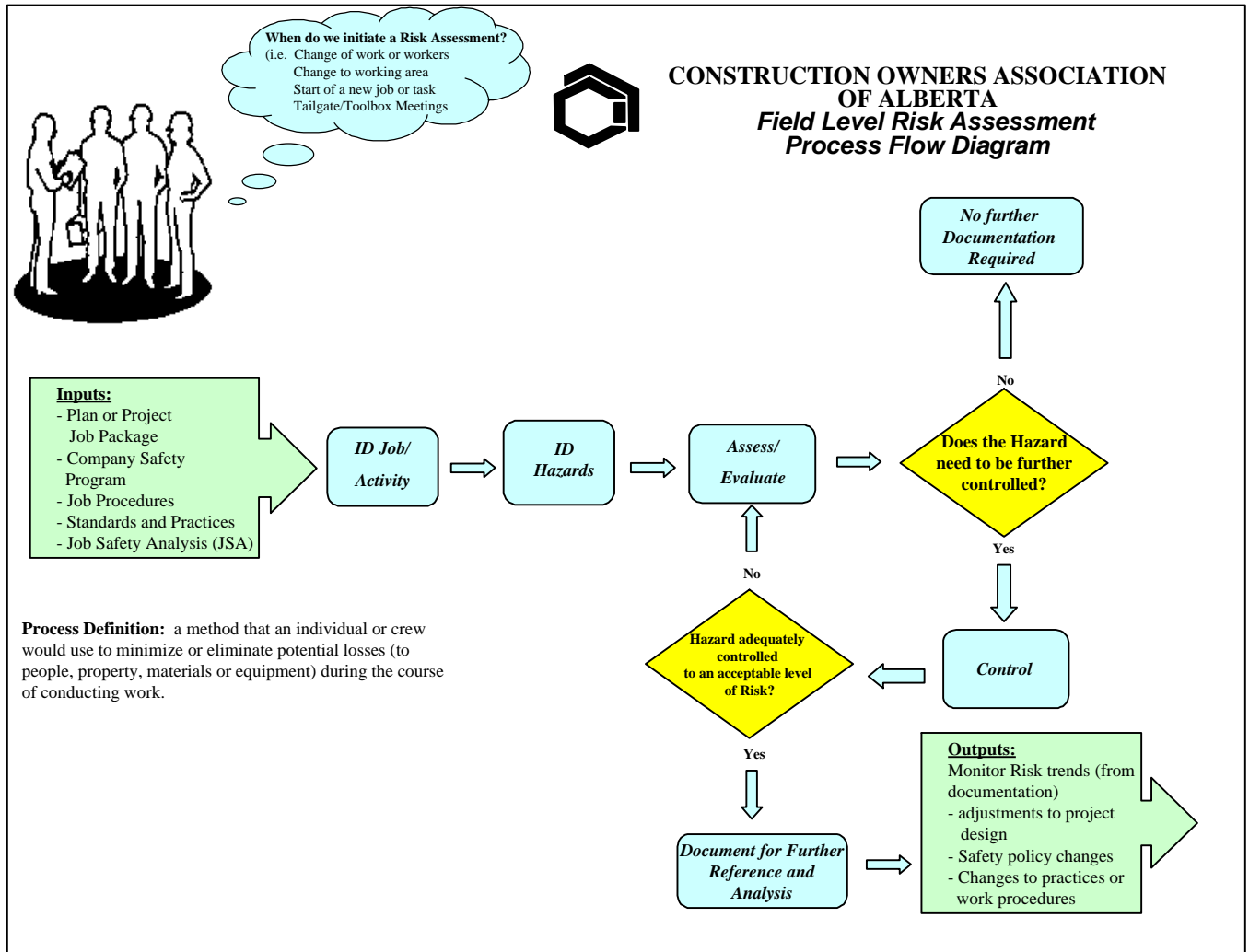
**Consequences:** High (H)– Serious; Medium (M) – Moderate; Low (L) – Minor

**Probability:** High (H)– Often; Medium (M)– Sometimes; Low (L) – Rarely

		PROBABILITY		
CONSEQUENCES		High	Med.	Low
	High	H	H	M
	Med.	H	M	L
	Low	M	L	L



# FIELD LEVEL RISK ASSESSMENT PROCESS FLOWCHART



## **FIELD LEVEL RISK ASSESSMENT FORM**

FIELD LEVEL RISK ASSESSMENT			
DATE: _____		PROJECT NAME: _____	
LOCATION: _____		COMPANY: _____	
STEP 1 – IDENTIFY MAIN JOB TASKS	STEP 2 – IDENTIFY HAZARDS	STEP 3 – ASSESS RISK (RISK = PROBABILITY X CONSEQUENCE)	
STEP 4 – CONTROL HAZARDS			
HAZARD	WHAT CONTROL	BY WHOM	WHO CHECKED
FOLLOW-UP REQUIRED			
COMPLETED BY: _____		SUP/LEADER REVIEW: _____	