



Talkin' SAFETy with Mike Sexton:

WHMIS 2015 – it impacts you!



Mike Sexton,
senior safety advisor.

“How does this impact me,” you ask.

Well, it is Regulation that all workers are educated in WHMIS. See OHSR 5.6 Worker education:

(1) An employer must ensure that general WHMIS education, as it pertains to the workplace, is provided to workers on the

(a) elements of the WHMIS program,

(b) major hazards of the hazardous products in use in the workplace,

(c) rights and responsibilities of employers and workers, and

(d) content required on labels and SDSs, and the significance of this information.

WHMIS 2015 must be completed by December 1, 2018.

Here are the links to the WorkSafeBC pages for WHMIS 2015:

<https://www.worksafebc.com/en/health-safety/hazards-exposures/whmis>

<https://www.worksafebc.com/en/health-safety/hazards-exposures/whmis/whmis-2015?origin=s&returnurl=https%3A%2F%2Fwww.worksafebc.com%2Fen%2Fsearch%23q%3DWHMIS%25202015%26sort%3Drelevancy%26f%3Alanguage-facet%3D%5BEnglish%5D>

Please also review the OHSR Part 5 Sections 5.5-5.7

Here is the link to the Canadian Centre for Occupational Health and Safety for potential training:

http://www.ccohs.ca/products/courses/whmis_workers/

WHMIS Pictograms
Workplace Hazardous Materials Information System
2015

Flame Flammable Self-Reactives Pyrophoric Self-Heating In Contact with Water, Emits Flammable Gases Organic Peroxide	Flame over Circle Oxidizer
Skull and Crossbones Acute Toxicity (fatal or toxic)	Explosion Explosive* Self-Reactives (severe) Organic Peroxide (severe)
Biohazardous Biohazardous Infectious Materials	Gas Cylinder Gas Under Pressure
Health Hazard Carcinogenicity Respiratory Sensitization Reproductive Toxicity Specific Target Organ Toxicity Germ Cell Mutagenicity Aspiration Hazard	Corrosion Serious Eye Damage Skin Corrosion Corrosive to Metals
Environment Aquatic Toxicity*	Exclamation Mark Irritation (skin or eyes) Skin Sensitization Acute Toxicity (harmful) Specific Target Organ Toxicity (drowsiness or dizziness, or respiratory irritation) Hazardous to the Ozone Layer*

A GHS pictogram appropriate for the hazard
 Physical Hazards Not Otherwise Classified
 Health Hazards Not Otherwise Classified

NOTE: No pictogram is assigned to some hazard classes e.g., Combustible Dusts and Simple Asphyxiants, and some less severe hazard categories.
 *Not required by WHMIS, but may be used.

CCOHS.ca Canadian Centre for Occupational Health and Safety 1-800-668-4284
WHMIS.org

COR is easy to get if you've got SAFE, are trained and in good standing

And, on another subject, COR (WorkSafeBC's Certificate of Recognition) is easy to get! All you need to do is have up-to-date Auditor training (or have an External BASE Auditor), be in good standing with WorkSafeBC, and complete a successful SAFE Companies audit. If all of these are in place, you should be COR eligible.

For small companies (under 20 people), training is so easy now. It is online and available 24/7/365, as long as you get enrolled.

You may download free WHMIS posters here: http://www.ccohs.ca/products/posters/pdfs/WHMIS_2015.pdf

Call **1-877-741-1060** and asked to be enrolled in the course. It takes approximately 14 hours of online review, submitting a Corrective Action Log (CAL), which is explained during the training, then having a short conversation with a Safety Advisor to complete it.

If you aren't sure, please ask. All the safety advisors are here to help with any questions you might have. 🌱

Revised BASE auditor training successfully piloted

- **Class-time reduced by two-thirds**
- **Saves time and money**
- **Delivers superior learning experience with greater flexibility**



By Martin Ridgway, CRSP,
senior safety advisor.

Since the start of SAFE Companies, BASE auditor training has always been done fully in-person with three days for internal auditors and five days for external auditors. There was no credit given for students with prior auditing experience, which was particularly hard on external auditor candidates with strong auditing backgrounds. It was also recognized that a three day classroom experience often meant five days and four nights away from work and home once travel was included. For these reasons, late in 2017, we started to look at changing how the course was delivered.

Fast forward six months and we are pleased to announce that the first group of BASE auditors has successfully completed the revised pilot course. The course now consists of several modules of online learning followed by a one day in-person group workshop. The online modules cover various technical aspects of auditing in general, SAFE Companies auditing and the BASE audit tool. External auditors have more modules to complete than internal auditors, since they have additional issues to be aware of such as conflict of interest and various techniques to help lead towards different auditors uniformly scoring different companies every year, every time.

Saving time and money

Due to the reduced in-class duration, the course fee has been significantly reduced. It is now \$500 (plus GST) instead of \$900 (or \$1400 for external students). The one day in-person workshop also reduces the add-on costs for participants re accommodation as well as time away from work and home.

The students were not pre-screened, other than the normal BASE auditor application package, an ability to connect to online learning and fit the one-day workshop into their schedule. The nine person class had seven internal auditors and two external auditors and covered a wide range of company sizes and student backgrounds. Even though the external students did come with some prior experience, they took all the modules in order to give full feedback. With full roll-out, students would be able to

challenge specific modules to have their prior learning recognized.

The workshop focussed on interview skills and the practical decisions needed to plan for the specific student audit that was going to be the next step in each auditor's path. Each student had to do some substantial homework and prepare interview scripts to use in their company. The scripts are needed because the audit tool is written in technical/safety language that is almost never used in the actual workplace. A key function of an auditor is to act as a translator between the technical audit words of "How has the company clearly communicated how to provide first aid services and how to summon first aid services for each work site?" and the real worksite concept of "If Bob over there slices his hand open really bad on that metal band, what's the plan to help him?" The actual hazard (the band in this case) and the injury type (the cut hand) have to match the real issues to get a good interview response. For each company, these can be very different, so the auditor needs to spend time, in advance, to get their exact words right.

Continuous improvement commitment

A good hour of the pilot workshop was also used to collect feedback about the online materials and the workshop contents. This did cut into some of the planned audit scoping activities that later students will be doing, but was very worthwhile and has already been used to tune up the course materials to fix access and continuity bugs. The online materials now also work on an iPad, while sitting at an airport, according to one student.

The written test for BASE auditors used to take three to five hours at the end of the course. It consisted of several multiple choice, short answer and long essay questions about safety situations in an imaginary logging company. Many students have said that they felt their brains leaving them as soon as a written test was put in front of them, and quite a few of their test scores supported that. The other issue about the test was that 80% was a pass. This could allow a student with really poor scheduling skills or a complete failure to understand confidentiality in interviews to pass. To help address this, as well as align with the competency-based training, the written exam has been replaced with a competency conversation. A trained assessor sits down with the student, either in-person or via video-conference, and uses

a script that matches the key competencies of good auditors that were mapped out last year. Video conferences worked well as long as the student had a high speed internet connection. Minor drop-outs due to Wi-Fi issues were quickly corrected. The assessors have the freedom to rephrase and dig deeper into questionable responses in order to determine if the student has or has not met the key competencies. This flexibility is a big improvement over the fixed words and marking of a written test.

The day after the last competency conversation was completed, the students' results were all compared to check for systemic issues. If all nine students had said the same 'wrong' item, the problem was likely to do with the materials or the delivery rather than the students. While there were a couple of items that more than one student did not succeed at, there was nothing systemic, so the course material was considered acceptable.

Most students had some competencies that they were not yet successful at. A major benefit of the competency-based model is that the students were told the areas that they had to work on and then they went away to cover only those gaps. Very short communications, and only on the gap areas, were used to confirm that the students were now fully competent. This is similar to students under the old method having to get 100% to pass.

Before the pilot started, the competency conversations were tested on several existing external and internal auditors. The new students did better on average than the average of the control group of certified auditors, showing that at least for the theory of auditing, the new program should deliver more effective auditors. We hope to see confirmation of that soon when the student audit reports come in over the remaining months of the year.

Competency conversations will also be available for students wishing to challenge modules. If they are competent already based on the standard, there is no need to have them go through redundant modules.

Getting improved outputs to better help companies

While the content of the training did not really change, the emphasis on auditors' abilities to create meaningful recommendations to help companies reduce the risk of industry injuries and fatalities really seemed to be highlighted. The depth and breadth of responses in the competency conversations impressed both of the assessors.

We will continue to monitor feedback throughout the delivery of the course in its enhanced format and will adapt as new needs are identified. 🌱