

Competency	Rating Scale				
	4	3	2	1	0
1. Define loss control.					
2. For a selected work site:					
a. obtain and analyze accident and incident records for previous year					
b. describe causes of accidents/incidents analyzed					
c. specify types of safety standards employed in this workplace					
d. describe practices implemented to help prevent reoccurrence of incidents.					
3. Prepare and present a report of loss control measures used in this workplace.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

Loss Control Rating Scale

1. Loss control are measures taken to prevent, reduce or eliminate unplanned events and wastage of resources.
2.
 - a. The student should attempt to obtain data from his or her selected workplace. If access to this data is not possible, the teacher should provide the student with alternative data.
 - b. Statements of causation should include references to:
 - direct causes; e.g., struck by an object, fell from a height
 - root causes; e.g., lack of training, inadequate equipment
 - systemic causes (lack of controls); e.g., management practices, failure to develop and/or implement safety policy.
 - c. Examples of safety standards include:
 - Canadian Standards Association (CSA)
 - Underwriters Laboratories (UL)
 - National Fire Protection Association (NFPA)
 - Alberta Recommended Practices (ARP)
 - General Safety Regulations (GSR).
 - d. The student should discuss the range of corrective actions taken by persons in the workplace to prevent the recurrence of specified incidents; e.g.:
 - improved training
 - installation of guarding
 - safe-work procedures
 - use of PPE
 - material substitutions
 - ergonomic controls.
3. Report Presentation
 - a. Organization
 - b. Creativity/impact
 - c. Key issues addressed:
 - fire prevention
 - security systems
 - employee training systems
 - management commitment
 - material controls.

Elements of Effective Safety Investigation

Competency	Rating Scale				
	4	3	2	1	0
1. Responds to the emergency promptly and positively. a. Takes control at the scene b. Ensures first aid and calls for emergency services c. Controls potential secondary accidents d. Identifies sources of evidence at the scene e. Preserves evidence from alteration or removal f. Investigates to determine loss potential.					
2. Collects pertinent information. a. Gets “the big picture” first b. Interviews witnesses separately c. Interviews on-site whenever feasible d. Puts the person at ease e. Gets the individual’s version f. Asks questions at the right time g. Gives the witness feedback of understanding h. Records (in writing) critical information quickly i. Uses visual aids j. Uses re-enactment sparingly and carefully k. Ends on a positive note l. Keeps the communication line open.					
3. Analyzes and evaluates all significant causes. a. Uses the cause and effect (domino) sequence b. Makes a causal factor outline c. Covers immediate causes or symptoms (substandard acts and conditions) d. Covers basic or underlying causes (personal factors and job factors) e. Determines the critical causes f. Covers deficiencies in the management system (inadequate program, inadequate standards, inadequate compliance with standards).					
4. Develops and takes remedial actions. a. Considers alternative controls b. Lowers the likelihood of occurrence c. Reduces the potential severity of loss d. Takes temporary actions immediately e. Takes permanent actions as soon as possible f. Documents with written report.					

Competency	Rating Scale				
	4	3	2	1	0
5. Reviews findings and recommendations. a. Has every report reviewed by the next higher level manager b. Assesses the quality of the reports and coaches for improvement.					
6. Follow through. a. Conducts investigation review meetings b. Monitors implementation of remedial/preventative actions c. Analyzes data for trends d. Profits from prompt and positive changes based on reviews, analysis and experience.					

Rating Scale

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- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

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SAFETY PROGRAM**CTR3210–3**

The student's safety program should contain a variety of elements including, at least, the following eight.

Competency	Rating Scale				
	4	3	2	1	0
1. Organizational policy and commitment clearly stated in written form.					
2. Process for identifying and recording hazards clearly established.					
3. Process for controlling hazards specified.					
4. Procedure for ongoing safety inspections established.					
5. Procedure for worker: a. Competency assessment criteria established b. Upgrading/training established.					
6. Emergency response procedure clearly specified.					
7. Policy and procedures for accident/incident investigation clearly specified.					
8. Roles and responsibilities for workplace health and safety program administrators clearly indicated.					

Rating Scale

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- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

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Safety Program Rating Scale

1. Organizational policy and commitment must be:
 - a. written in any of the following forms:
 - mission statement
 - policy statements
 - b. supported and signed by senior executives.
2. The process for identifying and recording of hazards should:
 - a. be in writing
 - b. specify actions when equipment or operational procedures change
 - c. rank hazards as high, medium, low.
3. Indicate procedure for controlling hazards based upon their rank; e.g., safe work procedures.
4. Specify:
 - a. when safety inspections must be performed
 - b. who performs safety inspections
 - c. how safety inspections are to be conducted
 - d. where safety inspections must/should be conducted
 - e. what to look for when performing a safety inspection.
5. For the selected workplace, specify in writing:
 - a. expected worker competencies for critical tasks
 - b. upgrading, training, inservices expected and provided; e.g., maintain records of safety training provided.
6. For the selected workplace, specify in writing required responses to anticipated emergencies; e.g.,
 - fire
 - explosion
 - chemical leaks
 - cave-ins
 - worker injury.
7. For the selected workplace, specify in writing policy and procedures for:
 - types of incidents that must be investigated
 - who is to perform each type of investigation
 - who reviews reports
 - who recommends corrective action
 - documentation to be used when recording investigation information.
8. For the selected workplace, specify in writing who is responsible for the administration of the health and safety program; e.g., safety coordinator, human resource officer, occupational health and safety coordinator, industrial hygienist.

Individual Client Service Assessment Tool

Courses	CTR1030 Client Service 1 CTR2040 Client Service 2 CTR3090 Client Service 3
Theme	Client Service

Student: _____
ID: _____

Date: _____
Teacher: _____

Standards	Students working at or above standard demonstrate the outcomes specified in the checklist below. The minimum rating standard, (2) or (3), for each key performance area is indicated below each course number. The rating scale below defines the level of skill development for each rating standard.
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Key Performance Area Insert expected outcomes for each client service task	CTR1030	CTR2040	CTR3090
Rating Standard	(2)	(3)	(3)
Client Service Defined: • • •			
Client Service Communication: • • •			
Quality Control: • • •			
Professionalism/Ethics: • • •			

Rating Scale				
The student:				
4. exceeds defined outcomes, plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality and productivity exceed standards. The student leads others to contribute to team goals, analyzes client needs and provides professional level client services. Clients served indicate high levels of satisfaction.	3. meets defined outcomes, plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. The student meets general standards for client service and demonstrates a willingness to improve.	2. meets defined outcomes, plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. The student works cooperatively to achieve team goals and provides a reasonable level of client services to most clients' satisfaction.	1. meets defined outcomes; follows instructions; and uses a limited range of tools, materials and/or processes, in an appropriate manner. Quality and productivity are reasonably consistent. The student provides a limited range of client services to clients' satisfaction.	0. has not completed outcomes. Tools, materials and/or processes are used inappropriately. Clients do not indicate appreciation for services delivered.

(continued)

(continued)

Key Performance Area Insert expected outcomes for each client service task	CTR1030	CTR2040	CTR3090
Rating Standard	(2)	(3)	(3)
Safety/Environmental Awareness: <ul style="list-style-type: none">•••			
Marketing/Sales Ability: <ul style="list-style-type: none">•••			
Client Service Management: <ul style="list-style-type: none">•••			
Other: <ul style="list-style-type: none">••••••			

Comments:

Recommendations:

<p>General Outcomes:</p> <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate and record basic client services • demonstrate and record advanced client services • demonstrate and record professional client services. <p>Guide:</p> <p>Basic client service may include the completion of a minimum number of operations that meet the teacher's expectations.</p> <p>Advanced client service may include the completion of operations that exceed minimum expectations in regard to the number of services completed, teacher expectations and client satisfaction.</p> <p>Professional client service may include the completion of operations that meet industry/sector standards in regard to the quality of service delivered and client satisfaction indicated.</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Students create a logbook; e.g., a loose-leaf binder, in which they maintain a record of each client service delivered. • The logbook sheets might include: <ul style="list-style-type: none"> – name of client/company – client address, telephone number, fax number – type of client service delivered – resources used; e.g., materials, supplies, equipment – team members, if applicable – procedure followed – problems encountered, if any – linkages to previously completed courses – client level of satisfaction <ul style="list-style-type: none"> – reflections on what was done and how it was done, and recommendations for improvement or future action. • Students should submit completed Client Service Record Forms for review and evaluation. • Completed Client Service Record Forms may become part of each student's portfolio. <p>A sample Client Service Record Form is provided on the following page.</p>
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Client Service Record Form		
Student name:		
Course name/number:		
Teacher name:		
Client:		
Service(s) delivered: (Be specific and detailed)		
Resources used:		
• materials		
• supplies		
• equipment		
• tools		
Team members, if any:		
Procedure followed: (Use back of page, if necessary)		
Problems encountered, if any:		
Client's level of satisfaction:	<div style="display: flex; align-items: center; justify-content: space-between;"> 1 Low 2 3 4 5 High </div>	
Indicators of client satisfaction or dissatisfaction:		
Reflections on: <ul style="list-style-type: none"> • what I did • how I did it • what I would do differently 		
Teacher assessment:	%	Comments:
Student comments:		

