

Walkthrough of Risk Assessment Examples

This guide will provide context and the steps taken to complete each of the examples located in the Risk Assessment Tool.

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Risk Rating Matrix

The following provides information on the defined scale and criteria for each component of the risk assessment. This can be used to assist in assigning values to determined hazards and translating risk values into the risk rating. This information can also be found in the Risk Range Legend tab of the Risk Assessment Tool.

Step	Description	Scale / Criteria
1. Likelihood (Probability of Occurrence)	How likely it is that harm could occur if no further controls are applied.	1 – Rare: Unlikely to occur; no known incidents. 2 – Unlikely: Could happen, but not expected. 3 – Possible: Might occur occasionally. 4 – Likely: Expected to occur at some point. 5 – Almost Certain: Happens frequently or repeatedly.
2. Severity (Potential Consequence)	The most likely result or impact if the hazard is realized.	1 – Insignificant: No injury or negligible impact. 2 – Minor: First aid only; minor property damage. 3 – Moderate: Medical attention required; temporary impairment. 4 – Major: Serious injury or illness; significant property damage. 5 – Catastrophic: Fatality or multiple serious injuries.
3. Risk Rating (Initial Risk)	Multiply <i>Likelihood</i> × <i>Severity</i> to determine initial risk level.	1–4 = Very Low 5–8 = Low 9–14 = Medium 15–24 = High 25 = Very High

4. Control Effectiveness

Rate how effective existing or planned controls are at reducing risk.

- 1 – Very Effective:** Fully controls hazard; negligible residual risk.
- 2 – Effective:** Controls in place are working well.
- 3 – Somewhat Effective:** Some gaps or weaknesses exist.
- 4 – Ineffective:** Controls are poor or inconsistently applied.
- 5 – No Controls:** No mitigation measures currently in place.

5. Residual Risk (After Controls)

Multiply *Initial Risk* × *Control Effectiveness* after controls are applied.

- 1–12 = Very Low**
 - 13–25 = Low**
 - 26–40 = Medium**
 - 41–74 = High**
 - 75–125 = Very High**
-

Risk Acceptance Guidance

Residual Risk Level

Action Required

Very Low / Low

Acceptable risk; maintain current controls and monitor periodically.

Medium

Review controls to determine if improvements are practical or cost-effective.

High / Very High

Unacceptable risk; work must not proceed until additional mitigation is in place and re-evaluation.

Step-by-step: Creating a Risk Assessment

The following are clear, walkthrough examples of utilizing the risk assessment tool. Each decision, the reasoning, and the arithmetic to calculate the risk scores is shown. These examples match up with the Example Risk Assessment tab on the Risk Assessment document.

Example 1

Context

Activity: New reagents need to be prepared for an experiment.

Location: Research Lab on Thunder Bay Campus

Assessor: Joanna Doe (Technical Staff) — Date: 2026-2-11.

Step 1: Prepare & Define Scope

- Determine which reagents need to be made, the chemicals used to make them, and existing training of the user.
 - Consult SDS for chemicals being used to identify hazards.
-

Step 2: Identify the Hazard(s)

Primary hazard: Chemical burn resulting from splash to skin or eyes.

Other considerations: Spill potential, glassware used which could lead to broken glass if there is a spill or accident, any other concerns related to chemical mixing process (i.e. the generation of heat, fume creation, waste generation, etc).

Step 3: Assess Likelihood (before controls)

Using the risk matrix as a guide to the meaning of each likelihood rating, choose a number 1–5 and justify it.

Assessment: 3 — Possible.

Rationale: Chemicals used are liquids that need to be measured and poured so they can splash during this process. Splashes are common while mixing liquids. Accidents can lead to unexpected splashes.

Step 4: Assess Severity (before controls)

Using the risk matrix as a guide to the meaning of each severity rating, choose a number 1–5 and justify it.

Assessment: 4 — Major.

Rationale: Depending on the chemical that splashes, injury can occur with varying levels of severity. Burns can occur due to some chemical used and eye damage could be sustained. Based on the SDS reviewed in this example, injuries are not likely to lead to death, but can be serious and lasting.

Step 5: Compute Initial Risk

Formula: Initial Risk = Likelihood × Severity.

Calculation: $3 \times 4 = 12$.

Map to risk level (using your matrix): 12 falls in 9-14 = **Medium**.

Result: Initial Risk = 12 (Medium).

Step 6: Identify Control Measures (use the Hierarchy of Controls)

List practical controls and pick the most effective feasible options:

1. **Elimination / Substitution**
 - Select a different reagent if possible.

2. **Engineering**

- Prepare reagent within a fume hood.

3. Administrative

- Training for the person preparing the reagent, including SDS review.
- Eyewash and emergency shower available.
- Use non-breakable containers.
- Allow sufficient time in the day to prepare reagents.

4. PPE

- Face shield
 - Lab coat
 - Gloves
-

Step 7: Rate Control Effectiveness

Controls chosen for this example: Use fume hood, have eyewash and emergency shower available, use face shield, lab coat, and gloves, training for user.

Use the control effectiveness 1–5 scale (1=Very Effective ... 5=No Controls).

Assessment: 2 — Effective.

Rationale: Use of fume hood creates a physical barrier for most of the face and body, use of gloves, lab coat, and face shields assist with residual risk of contact. Eyewash and emergency showers assist with prevention of worsening injury in the event a splash still occurs. Hazard still exists and will be moved out of the fume hood after it is made, which allows for risk during transport and use.

Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $12 \times 2 = 24$

Map to residual risk level (using your matrix): 24 falls between 15-24 which is Low

Result: Residual Risk = 24 (Low) — Acceptable.

Step 9: Decide on Acceptance & Actions

Decision: Acceptable *with controls in place*. Even if residual risk is low, it is always a good idea to assess if further mitigation measures can reasonably be implemented to reduce risk further.

Actions / follow-up:

- **Owner:** Researcher.
 - **Action:** Provide training to workers, ensure PPE is available, and have updated SDS available to lab users.
 - **Target completion:** Before the reagents are made.
 - **Review:** Check that fume hood inspection is up to date and is working and keep eyewash and emergency shower checks up to date. Review process when any new reagents are needed.
 - **Training note:** Ensure lab users have necessary lab safety training, up to date WHMIS, skills to prepare the solution, and in person lab specific training.
-

Example 2

Context

Activity: A new saw has been purchased for use in lab activities.

Location: Engineering Lab on Thunder Bay Campus

Assessor: Joshua Doe (Technical Staff) — Date: 2026-8-30.

Step 1: Prepare & Define Scope

- Confirm which courses will require the use of the saw, training of users, amount of students in the lab section, and any special needs (e.g., accessibility).
 - Invite other technical staff familiar with the tool to help identify hazards.
-

Step 2: Identify the Hazard(s)

Primary hazard: Contact with moving blade

Other considerations: Hazards caused by the materials being used with the saw (e.g. dust), supervision ability while the tool being used, potential access to the tool unsupervised. The saw is loud and could cause hearing injury with prolonged use.

Step 3: Assess Likelihood (before controls)

Using the risk matrix as a guide to the meaning of each likelihood rating, choose a number 1–5 and justify it.

Assessment: 3 — Possible.

Rationale: Workers and students will be supervised and trained on use, but incidents can happen quickly without time to react. Saw incidents are a common issue, but have not occurred in the labs previously.

Step 4: Assess Severity (before controls)

Using the risk matrix as a guide to the meaning of each severity rating, choose a number 1–5 and justify it.

Assessment: 5 — Catastrophic.

Rationale: Saw injuries can cause severe injury with risk of amputation and large amounts of blood loss. Injuries can result in life long impact or fatality.

Step 5: Compute Initial Risk

Formula: Initial Risk = Likelihood × Severity.

Calculation: $3 \times 5 = 15$.

Map to risk level (using your matrix): 15 falls in 15-24 = High.

Result: Initial Risk = 15 (High).

Step 6: Identify Control Measures (use the Hierarchy of Controls)

List practical controls and pick the most effective feasible options:

1. Elimination / Substitution

- None, in this example, cutting the material with a hand tool would not be feasible.

2. Engineering

- Blade guards in use.
- Saw stopping system.
- Dust collection device.

3. Administrative

- Training for students on this specific equipment.
- Supervision of use.
- Use of a push stick.
- Lock outs for when saw should not be used.
- Written SOPs.

4. PPE

- Safety glasses
- Hearing protection

Step 7: Rate Control Effectiveness

Controls chosen for this example: Safety glasses and hearing protection.

Use the control effectiveness 1–5 scale (1=Very Effective ... 5=No Controls).

Assessment: 5 — No Controls .

Rationale: The use of PPE in particular safety glasses and hearing protection does not reduce the risk of contact with the blade. While it may protect from debris and noise, the hazard highlighted in the example is not controlled with these mitigations.

Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $15 \times 5 = 75$

Map to residual risk level (using your matrix): 75 falls between 75-125 which is Very High

Result: Residual Risk = 75 (Very High) — Unacceptable. The control measures selected are not effective in managing the risk and further control measures should be implemented. We will complete steps 7 & 8 again with new controls chosen.

Step 9: Decide on Acceptance & Actions

Decision: Unacceptable *with chosen controls in place*. We will reassess the control measures and select additional measures in an attempt to lower the residual risk.

Repeat Step 7: Rate Control Effectiveness

Controls chosen: Use of a blade guard, push stick, safety glasses, and hearing protection.

Assessment: 3 — Somewhat Effective.

Rationale: Blade guards and push sticks help to reduce the chance of contact with the blade through a physical barrier and increased distance from the blade. There is still a potential for slipping and having contact. PPE, like we assessed previously, helps protect from other hazards associated with table saw use.

Repeat Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $15 \times 3 = 45$

Map to residual risk level (using your matrix): 45 falls between 41-74 which is High

Result: Residual Risk = 45 (High) — Unacceptable. While the additional control measures assisted in reducing the residual risk, the level is still high and not acceptable to continue without further assessment. If there are additional mitigation measures that can be reasonably implemented then it is the obligation of a supervisor under the Occupational Health and Safety Act to take all precautions necessary to protect workers. In this case there are other mitigation measures available that can be implemented without undue hardship. We will complete steps 7 & 8 again with additional control measures selected.

Second Repeat Step 7: Rate Control Effectiveness

Controls chosen: Use of a blade guard, push stick, safety glasses, and hearing protection. Written SOPs created, training provided for all users on the equipment, supervision of students using the equipment, controlled access to the space and equipment, and lock outs used when saw should not be used.

Assessment: 2 — Effective.

Rationale: Blade guards and push sticks help to reduce the chance of contact with the blade through a physical barrier and increased distance from the blade. There is still a potential for slipping and having contact. Supervision and training help reduce unsafe operating procedures, but users are still inexperienced. Written SOPs to provide clear guidance and be used as a reference. Lockouts and controlled access help prevent unsupervised use.

Second Repeat Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $15 \times 2 = 30$

Map to residual risk level (using your matrix): 30 falls between 26-40 which is Medium

Result: Residual Risk = 30 (Medium) — May be Acceptable. Additional mitigation measures should be considered to further reduce risk. It is important to check if all **reasonable** mitigation measures have been applied. In this instance the only listed mitigation measures not utilized are saw stop systems, which may require additional resources or support to implement and may not be compatible with current equipment. It is important to recognize that some activities have an inherent level of risk and determine if that risk is acceptable in a specific situation. The goal is to lower risk as much as is reasonably achievable. In this case Joshua Doe, who is completing the risk assessment, deems that all reasonable precautions have been taken and enough layers of protection exist that they will consider this risk level acceptable. They do plan on speaking with their supervisor about additional support to make the activity safer in the future.

Second Repeat Step 9: Decide on Acceptance & Actions

Decision: Acceptable *with controls in place*, but other options will continue to be explored.

Actions / follow-up:

- **Owner:** Course instructor.
- **Action:** Provide training to workers, ensure PPE is available, ensure guard is installed, ensure push stick is available. Create SOP and lockout procedure.
- **Target completion:** Before the start of labs.
- **Review:** Inspect equipment and guard status before each use. Assess if equipment is in working condition.
- **Training note:** Remind workers to follow safe working procedures and not to operate alone.

Example 3

Context

Activity: Staff and students are performing field research through the summer semester outdoors.

Location: Outdoors in forested area, approx 30km North of Thunder Bay.

Assessor: John Doe (Instructor) — Date: 2025-3-22.

Step 1: Prepare & Define Scope

- Confirm the activity, who will attend, timing, and any special needs (e.g., accessibility).
 - Invite at least one worker familiar with the field research to help identify hazards.
-

Step 2: Identify the Hazard(s)

Primary hazard: Heat stress due to high summer temperatures and lack of indoor work space for cooling down.

Other considerations: Distance from the city means slower access to medical aid, other environmental hazards can exacerbate heat related issues such as access to clean drinking water, cellphone service may be limited.

Step 3: Assess Likelihood (before controls)

Using the risk matrix as a guide to the meaning of each likelihood rating, choose a number 1–5 and justify it.

Assessment: 3 — Possible.

Rationale: Workers will be outside without access to climate controlled areas while temperatures may be high, but the work does not require high levels of physical exertion. No prior incident at this site, but temperatures and individual tolerance vary.

Step 4: Assess Severity (before controls)

Using the risk matrix as a guide to the meaning of each severity rating, choose a number 1–5 and justify it.

Assessment: 4 — Major.

Rationale: Heat stress can have severe consequences if not treated promptly.

Step 5: Compute Initial Risk

Formula: Initial Risk = Likelihood × Severity.

Calculation: $3 \times 4 = 12$.

Map to risk level (using your matrix): 12 falls in **9-14 = Medium**.

Result: Initial Risk = 12 (Medium).

Step 6: Identify Control Measures (use the Hierarchy of Controls)

List practical controls and pick the most effective feasible options:

1. Elimination / Substitution

- Avoid working at times when temperatures are at their highest or during days with heat warnings.

2. Engineering

- None

3. Administrative

- Provide rest breaks
- Advise workers/students to keep in the shade when possible.
- Provide water to workers
- Work in pairs.

4. PPE

- Provide cooling apparel or hats for sun coverage.
-

Step 7: Rate Control Effectiveness

Controls chosen for this example: Schedule work early in the day when it is cooler.

Use the control effectiveness 1–5 scale (1=Very Effective ... 5=No Controls).

Assessment: 3 — Somewhat Effective.

Rationale: Work being completed during cooler parts of the day greatly reduces the chances of heat stroke, but work duration can cause it to continue later into the day and the temperature in the morning can still be hot, morning work does not guarantee cooler weather, just makes it more likely.

Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: 12 x 3=36

Map to residual risk level (using your matrix): 36 falls between 26-40 which is Medium

Result: Residual Risk = 36 (Medium) — May be Acceptable. Additional mitigating measures should be considered to further reduce the risk if possible. In this case there are mitigation measures that can reasonably be implemented to further reduce risk. The supervisor is obligated to take all reasonable precautions to protect workers under the Occupational Health and Safety Act, so we will select additional control measures from step 6 and complete steps 7 & 8 again.

Step 9: Decide on Acceptance & Actions

Decision: Unacceptable *with chosen controls in place*. We will reassess the control measures and select additional measures in an attempt to lower the residual risk.

Repeat Step 7: Rate Control Effectiveness

Controls chosen: Schedule work early in the day when it is cooler, provide water, provide rest breaks, advise workers to stay in the shade when possible, and work in pairs.

Assessment: 2 — Effective.

Rationale: Work being completed during cooler parts of the day greatly reduces the chances of heat stroke, although as discussed above does not remove the chances of working in high temperatures. Providing breaks, shade, and water will assist when temperatures are higher. Working in pairs assures no one experiencing illness from heat is unnoticed.

Repeat Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $12 \times 2 = 24$

Map to residual risk level (using your matrix): 24 falls between 13-25 which is Low

Result: Residual Risk = 24 (Low) — Acceptable. Additional control measures reduce this risk to a lower level and, since they can be easily implemented, should be used.

Repeat Step 9: Decide on Acceptance & Actions

Decision: Acceptable *with controls in place*.

Actions / follow-up:

- **Owner:** Course instructor.
 - **Action:** Provide training to workers, acquire water jugs, and create schedule for work.
 - **Target completion:** Before the start of summer semester.
 - **Review:** Monitor daily weather conditions for extreme temperatures, check in with workers.
 - **Training note:** Remind workers to take breaks, drink water, and watch for signs of heat stroke for themselves and their partner.
-

Example 4

Context

Activity: In-class demonstration that requires temporary electrical cords laid across a student walkway.

Location: Lecture hall 204.

Assessor: Jane Doe (Instructor) — Date: 2025-10-10.

Step 1: Prepare & Define Scope

- Confirm the activity, who will attend, timing, and any special needs (e.g., accessibility).
 - Invite at least one worker familiar with the classroom setup to help identify hazards.
-

Step 2: Identify the Hazard(s)

Primary hazard: Trip / fall from loose electrical cords across the walkway.

Other considerations: Cords may block egress, present an electrical hazard if frayed, or create problems for wheeled mobility devices.

Step 3: Assess Likelihood (before controls)

Using the risk matrix as a guide to the meaning of each likelihood rating, choose a number 1–5 and justify it.

Assessment: 3 — Possible.

Rationale: Students will be moving around in that area frequently during the demo; cords cross a primary walk line. No prior incident at this room, but exposure is frequent.

Step 4: Assess Severity (before controls)

Using the risk matrix as a guide to the meaning of each severity rating, choose a number 1–5 and justify it.

Assessment: 2 — Minor.

Rationale: Trips are likely to cause bruises or scrapes and may require first aid; unlikely to cause life-threatening injury in this setting.

Step 5: Compute Initial Risk

Formula: Initial Risk = Likelihood × Severity.

Calculation: $3 \times 2 = 6$.

Map to risk level (using your matrix): 6 falls in 5–8 = Low.

Result: Initial Risk = 6 (Low).

Step 6: Identify Control Measures (use the Hierarchy of Controls)

List practical controls and pick the most effective feasible options:

1. Elimination / Substitution

- Avoid running cords across the walkway (use battery-powered/demo equipment if possible).

2. Engineering

- Reroute cords along walls or under raised lectern.
- Use low-profile cable ramps / cable covers where crossing is unavoidable.

3. Administrative

- Clear marking / signage.
- Use floor tape and a staff member to monitor the area during the demo.
- Schedule setup time so cords are installed before students enter.

4. PPE

- Not applicable for trip risk (PPE does not prevent trips).

Step 7: Rate Control Effectiveness

Controls chosen for this example: Use of cable covers on a walkway is required, secure cords to wall/edge where possible, attention signage, staff communicate hazard and monitor during the activity.

Use the control effectiveness 1–5 scale (1=Very Effective ... 5=No Controls).

Assessment: 2 — Effective.

Rationale: Cable covers and rerouting the cords substantially reduce trip hazards and staff monitoring reduces remaining chance of adverse event occurring.

Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $6 \times 2 = 12$

Map to residual risk level (using your matrix): 12 falls between 1-12 which is Very Low

Result: Residual Risk = 12 (Very Low) — Acceptable.

Step 9: Decide on Acceptance & Actions

Decision: Acceptable *with controls in place*.

Actions / follow-up:

- **Owner:** Course instructor / event lead (name).
 - **Action:** Deploy cable covers and assign a staff monitor for the demo.
 - **Target completion:** Before the next demo (date/time).
 - **Review:** Re-check setup immediately prior to session and document outcome.
 - **Training note:** Remind demonstrators and student helpers about keeping walkways clear.
-

Example 5

Context

Activity: Office employee performing administrative occupational duties including email correspondence, data entry, and other computer-related tasks.

Location: Simcoe Hal

Assessor: Jennifer Doe (Administrative Staff) — Date: 2026-09-10.

Step 1: Prepare & Define Scope

- Confirm which occupational duties are performed and the frequency/repetition of each task.
 - Invite Jennifer Doe to be a part of risk assessment.
-

Step 2: Identify the Hazard(s)

Primary hazard: Ergonomic injury associated with prolonged static and awkward positioning, inadequate workstation configuration, lighting and glare from computer screen(s), and frequent repetition of movements.

Other considerations: Shared or multi-use offices in which multiple employees utilize the same workstation throughout the week. Pre-existing medical conditions and/or physical capabilities and limitations of each individual (ex. Use of prescription eyewear).

Step 3: Assess Likelihood (before controls)

Using the risk matrix as a guide to the meaning of each likelihood rating, choose a number 1–5 and justify it.

Assessment: 3 — Possible.

Rationale: Musculoskeletal disorders (MSD) are commonly seen in workers that work extended hours seated at a computer. Prolonged static postures and repetitive computer-based tasks may contribute to muscle fatigue, discomfort, overexertion, and musculoskeletal strain, particularly when the workstation is not appropriately configured. Individuals have differing health conditions, physical capabilities, and limitations, in turn they will have different risk factors and predispositions for MSD.

Step 4: Assess Severity (before controls)

Using the risk matrix as a guide to the meaning of each severity rating, choose a number 1–5 and justify it.

Assessment: 3 — Moderate.

Rationale: MSD injuries can vary in severity based on the type of injury, individual predispositions, and other comorbidities. Injuries are not likely to be life threatening, but can lead to reduced bodily functions, impacts on other activities, and can require medical treatment.

Step 5: Compute Initial Risk

Formula: Initial Risk = Likelihood × Severity.

Calculation: $3 \times 3 = 9$.

Map to risk level (using your matrix): 9 falls in **9–14 = Medium**.

Result: Initial Risk = 9 (Medium).

Step 6: Identify Control Measures (use the Hierarchy of Controls)

List practical controls and pick the most effective feasible options:

5. Elimination / Substitution

- Elimination/Substitution cannot be completed in this situation as the employee's occupation requires the completion of computer based duties.

6. Engineering

- Standard equipment should be provided according to the ergonomics guide and adjusted to suit the individual e.g. Desk chair height should allow for the individual's feet to rest flat on the floor, monitor height should be adjusted to the same level as sightline, keyboard and mouse used instead of a laptop, etc.).
- Items used frequently should be placed within arms reach to prevent frequent reaching or twisting.

7. Administrative

- Mandatory Office Ergonomics E-Training modules for employees ensures compliance with the procedures at Lakehead University and education on how to modify one's work station to meet their ergonomic needs.
- Employee should take frequent short breaks to stretch and change vision focus from screens.

8. PPE

- Not applicable (PPE does not prevent MSD from computer use).

Step 7: Rate Control Effectiveness

Controls chosen for this example: Completion of ergonomic e-training module. Work station optimization: monitor screen(s) raised to eye level, chair adjusted to allow feet to rest flat on floor. Frequent short breaks taken to allow for movement/position change.

Use the control effectiveness 1–5 scale (1=Very Effective ... 5=No Controls).

Assessment: 2 — Effective.

Rationale: Work station optimization and breaks ensures that the employee has reduced static positioning and neutral body positioning throughout the work day. Access to ergonomic training and education helps the employee complete ergonomic optimization and understand proper positioning and tools to reduce risk. Hazard still exists; however, controls ensure that the exposure to risks are eliminated or greatly reduced on an individual basis.

Step 8: Assess Residual Risk (after controls)

The residual risk can now be calculated.

Formula: Residual Risk = Initial risk x Control Effectiveness

Calculation: $9 \times 2 = 18$

Map to residual risk level (using your matrix): 18 falls between 13-25 which is Low

Result: Residual Risk = 18 (Low) — Acceptable.

Step 9: Decide on Acceptance & Actions

Decision: Acceptable *with controls in place*.

Actions / follow-up:

- **Owner:** Supervisor /Employee (name).
 - **Action:** Employee to complete adjustments to their work station based on their ergonomic needs. Supervisors to ensure employees have access to ergonomic training and review/approve requests for any additional equipment needed to optimize an employees work station. Both employee and supervisor ensure/allow for frequent short breaks.
 - **Target completion:** Prior to commencement of office duties.
 - **Review:** Daily checks on setup if using a shared workstation. Review with changes in physical abilities/limitations or changes to workspace.
 - **Training note:** Supervisor to ensure mandatory Office Ergonomics E-Training Module is complete.
-

Supervisor Tips & Common Pitfalls

- **Don't under-score likelihood** to make the assessment look better, be realistic about frequency and exposure.
- **Consider special populations** (e.g., mobility device users, vision-impaired students) when judging severity.
- **Temporary fixes that are repeated become permanent hazards.** If you are using a temporary solution everyday then it is a good idea to consider a permanent solution

instead.

- **Check egress routes.** If the hazard is blocking or interfering with the emergency exit, then it will raise both severity and legal concerns.
 - **Record and report near-misses.** These justify higher likelihood when they occur.
-

When to Review The Results of These Assessments or Revise an Assessment

- At least **annually** as part of routine review.
- If the working environment changes
- After a near-miss or incident.
- If the task being performed has changed, this can be the steps to complete the tasks, the amount of people involved, or the tools used for example.