

When an accident/incident occurs		When an accident/incident occurs	
When members raise problems		When members raise problems	
When the training material is reviewed		When the training material is reviewed	
When new chemicals or processes are introduced		When new chemicals or processes are introduced	
Other: (Specify)_____		Other: (Specify)_____	

GHS Testing

Module

TRANSPORT With

Training

MODULE 2: GENERAL INTERVIEW (Industry, Transport, Agriculture)

Sector: Industry =1
 Transport =2
 Agriculture =3
 Consumer =4

Interviewer Code:

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Date: (dd/mm/yy)

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Study Number:

1. Place of Interview : Western Cape =1
 Gauteng =2

2. Place of Interview: (City/Town)

3. Place of Interview: (Name of Industry/Shop/
 Farm etc):

2.1 CONSENT PROCEDURE

CONSENT: Consent for participating is sought individually with each participant.

- *Good morning/afternoon.*
- *My name is interviewers name _____ . I work for the University of Cape Town*
- *Thank you for agreeing to speak to me. I would like you to help us with a safety project.*
- *I will be asking you some questions, as well as showing you some papers. Your answers will be very helpful for us to advise how workplaces and homes can be made safer.*
- *Even though we will be asking you a lot of questions, **this is not a test of your ability or knowledge. You will not be judged by how well or poorly you answer any questions.** We are testing the information we will be showing you and not your ability. All we ask is that you try to answer the questions as truthfully and as best as you can.*

LANGUAGE

INTERVIEWER FILLS IN:

2.3.1 Language interview is conducted in: _____



2.3.2 *What language/s do you speak at home?* : _____

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- | | |
|----------------|-----------|
| 1= English | 4= Zulu |
| 2= Xhosa | 5= Tswana |
| 3= Afrikaans | 6= Sotho |
| 7= Other _____ | |

2.8.4 Language proficiency

INSTRUCTION:
Code: Proficient = 1; Partly Proficient = 2; Unable to speak/
read/write = 3

<i>Please tell me if you can ...</i>	Read	Write	Speak
Language of the interview			
Afrikaans			
English			

2.9 EDUCATIONAL STATUS

2.4.1 Have you attended school?

Yes =1 No =2

2.4.2 How much schooling have you completed? (Fill in appropriate number)

- no formal schooling = 1
- formal schooling but never completed primary school = 2
- formal schooling, completed primary school but never completed secondary/high school = 3
- completed secondary/high school = 4

2.4.3 Did you receive any training, skills or further education after school?

Yes =1 No =2

2.9.3.1 If yes, specify: (Tick the appropriate box)

Have a diploma in a trained skill/vocation

Yes =1 No =2

Completed university, college of technical degree

Yes =1 No =2

Other (Specify): _____

2.9.3.2 What is your occupation?

2.10 EMPLOYMENT DETAILS

2.5.1 *Are you employed?*

Yes =1 No =2

If **YES** go to 2.5.3

2.5.2 *What do you do for a living?*

--	--

2.5.3 *What is your current job title or occupation?*

--	--

2.5.14 *Please describe what you do in your current job?*

--	--

2.5.15 *What type of industry do you work in?*

--	--

6 WORK EXPERIENCE

2.6.1 Have you ever used or worked with the following? Yes =1 No =2

Vibrating tools (eg. Drill, jackhammer)

Hot water

Electrical Equipment

Chemicals

Heavy vehicles (e.g. trucks, tractor, forklift, crane)

2.6.7 How would you find out about the hazards of a chemical you were working with? (Tick the appropriate box – first unprompted, then prompt)

FILL IN Yes =1, No =2, DK =3

Key: DK = don't know

Unprompted	Code	Prompted	Code
Label		<i>Label</i>	
SDS		<i>SDS</i>	
Co-workers		<i>Co-workers</i>	
Supervisors		<i>Supervisors</i>	
Training		<i>Go for Training</i>	
Occupational Health personnel		<i>Occupational Health Personnel</i>	
Other specialist personnel		<i>Other specialist Personnel</i>	
Trade Union office		<i>Trade Union office</i>	
Public information service (e.g. Poison Centre)		<i>Public information service (e.g. Poison Centre)</i>	
Other: (Specify)_____		<i>Other: (Specify)_____</i>	

2.6.3 If you use a chemical at work, what kind of information do you feel there should be on the chemical containers to protect your own health and safety?

2.12 ACUITY AND COLOUR BLINDNESS



INTERVIEWER:

- For colour blindness tests: use Ishihara plates (Question 2.7.1)
- For visual acuity tests: use Snellem's E (Question 2.7.2).

2.7.1 Test for Colour Blindness

Some people have difficulty seeing certain colours, although this does not cause problems for the person, this may be a problem when colour is used on products. We would now like to test you for colour blindness.

Respondent sees 8 + 29 =	not colour blind	Tick NO
Respondent sees 3 + 70 =	colour blind)	Tick YES

2.7.1.1. Is the respondent colour blind?

Yes =1 No =2

2.12.2 Test for Visual Acuity

3.7.2.1 Is the respondent wearing glasses

Yes =1 No =2

2.7.2.2 Do you usually wear spectacles/glasses?

Yes =1 No =2

We would also like to see how well you see from a distance

Can see at distance 6/12 Tick YES

Cannot see at distance 6/12 Tick NO

2.7.2.1 Does the respondent have adequate visual acuity (i.e., 6/12)?

Yes =1 No =2

- Thank you very much for your effort.
- We will now proceed with the next set of questions.

End of Module 2

MODULE 3: RECALL, READING AND COMPREHENSIBILITY OF LABELS

(For Transport, Industry and Agriculture Sectors)

BE SURE TO HAVE THE FOLLOWING BEFORE STARTING:

- ⇒ Stopwatch
- ⇒ Label SALOC (danger) =1 BAYETONE (Warning) = 2
- ⇒ Container

- **INSTRUCTION:**
- **Randomly select a label**
- **Time for 60s and take label back**

8.0 LABEL USED:

Label 3.1	SALOC (Danger)	= 1
Label 3.2	BAYETONE (Warning)	= 2



3.1 ATTENTION TO LABEL

- *I am going to ask you some questions.*
- *If you do not understand some of the words I use, I will explain them to you.*
- *Please do not be shy to ask me to explain the question to you.*
- *Please have a look at this. I am going to give you some time to look at this and I will ask you some questions about this*

INTERVIEWER FILLS IN: Time subject:

The respondent is allowed to look at the label for 60 seconds.

3.1.1	If subject looks at the label for 60s	=1
3.1.2	If subject stops looking at the label before 60s	=2



3.2 FAMILIARITY WITH THE LABEL

3.2.1 *Have you ever seen this before?*

(Point to the label) Tick the correct box

Yes =1	No =2	Not sure =3
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- *NB: If “YES”, GO TO 3.2.2*
- *NB: If “NO” ... EXPLAIN THAT THIS IS A LABEL
(Do not ask 3.2.2)*

3.17.2 *What do you call this?* (Point to the label)

Label =1	Other name =2	Don't know =3
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- *NB: TAKE BACK THE LABEL*

3.18 RECALL

INSTRUCTION:




- Ask respondent what they can remember on the label - DO NOT PROMPT
- After you mark what they remember under “without prompts” then proceed to ask if they remembered the items not mentioned under “prompted”.
- Put answers on Table 3.3.

3.3.1 *What do you remember was on the label?* [Tick appropriate box in Table 3.3 under “Unprompted” – 3.3.1]

3.18.2 *Do you remember any of the following on the label?* [Tick appropriate box in Table 3.3 under “Prompted” – 3.3.2]

3.3.1 3.3.2

Table 3.3

		Without prompts Code=1	Prompted Yes =1 No =2
Identifier	1. BAYETONE/SALOC		
	2. Other (specify)		
Symbols	3. 		
	4. 		
	5. 		
	6. Other (specify)		
Signal Word	7. DANGEROUS / WARNING		
	8. Other (specify)		
Statement	9 Hazard Information		
	10. Active Ingredient Acetone		
	11. Quart: 32 Fl.Oz		
	12. Harmful or fatal if sw allow ed		
	13. Work in adequate ventilation		
	14. Avoid prolonged or repeated breathing of vapour		
	15. Causes skin and eye irritation		
	16. May cause reproductive effects		

	17. In case of emergency call 021-93346887		
	18. Wear eye protection, suitable gloves and apron when handling this chemical		
	19. Protect from freezing		
First Aid & Treatment	20. In case of contact, immediately flush eyes or skin with water		
	21. Remove contaminated clothing and shoes		
	22. Remove to fresh air		
	23. If not breathing, give artificial respiration		
	24. If swallowed, do not induce vomiting		
	25. If conscious, give large amounts of water		
	26. Causes skin and eye irritation		
	27. If breathing is difficult, give oxygen		
	28. If not breathing, give artificial respiration		
	29. Empty, uncleaned drums can still be DANGEROUS		
	30. Keep labeled until decontaminated, only then remove label		
	31. IN CASE OF EMERGENCY		
	32. Call appropriate Emergency Services		
	33. Other (specify)		

INSTRUCTION: Return the label to the subject




➤ *Thank you. Here is the label again.*

3.19 SEQUENCE OF READING

3.4.1 Can you remember what you looked at first when I first gave you the label? [Write answer In Table 3.4 below]

- **What did you look at next?** (Keep asking until they can't remember any more)

Table 3.4

		Code
Identifier	1. BAYETONE/SALOC	
Symbols	3. 	
	4. 	
	5. 	
Signal Word	7. DANGEROUS / WARNING	
Statement	9 Hazard Information	
	10. Active Ingredient Acetone	
	11. Quart: 32 Fl.Oz	
	12. Harmful or fatal if swallowed	
	13. Work in adequate ventilation	
	14. Avoid prolonged or repeated breathing of vapour	
	15. Causes skin and eye irritation	
	16. May cause reproductive effects	
17. In case of emergency call 021-93346887		

	18. Wear eye protection, suitable gloves and apron when handling this chemical	
	19. Protect from freezing	
First Aid & Treatment	20. In case of contact, immediately flush eyes or skin with water	
	21. Remove contaminated clothing and shoes	
	22. Remove to fresh air	
	23. If not breathing, give artificial respiration	
	24. If swallowed, do not induce vomiting	
	25. If conscious, give large amounts of water	
	26. Causes skin and eye irritation	
	27. If breathing is difficult, give oxygen	
	28. If not breathing, give artificial respiration	
	29. Empty, uncleaned drums can still be DANGEROUS	
	30. Keep labeled until decontaminated, only then remove label	
	31. IN CASE OF EMERGENCY	
	32. Call appropriate Emergency Services	

3.20 PERCEPTION OF DANGER

INSTRUCTION:

- *Explain to subject: “I would like you to answer the next question on a scale from 1 to 3”*
- *Explain or write on a piece of paper the following rating scale for the respondent to use:*

1 = not dangerous at all

2 = dangerous

3 = very dangerous

3.5.16 On a scale of 1 (not dangerous at all) to 3 (very dangerous), how dangerous do you feel this product is?

Ring the appropriate number

1	2	3
---	---	---

3.5.17 Why do you say so?

--	--

3.5.18 On a scale of 1 (not dangerous at all) to 3 (most dangerous), how dangerous do you feel this product/chemical is for a child?

Ring the appropriate number

1	2	3
---	---	---

3.6 COMPREHENSION OF LABEL ELEMENT

3.6.1 I am now going to point out different elements on this label.




- I will need you to please tell me what you think these elements mean to you and
- Then I would like you to tell me whether you think other consumers will understand this symbol.

INSTRUCTION:

- ⇒ Point to the element in the label, as indicated on chart below
- ⇒ Fill in the meaning of the symbol exactly as the subject describes it.
- ⇒ Then fill in how the subject believes consumers will understand the hazard statement

FOR OFFICE USE ONLY

Correct =1 **Partially Correct =2**
Incorrect =3 **Critical Confusion =4**
 Don't know = 5

Point to Element	Meaning <i>What does this symbol mean to you?</i>	<i>Do you think other consumers will understand this symbol?</i> Yes =1 No =2 DK= 3
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>
Signal word: DANGER / WARNING	<input type="text"/>	<input type="checkbox"/>

3.7 DANGER / WARNING STATEMENTS

- Please look at the section of label that says "Hazard Information."
- Please read (or I will read to you) the information listed under "Hazard Information."
-

3.7.1 Are there any words in these sentences that you don't understand?

Yes=1 No=2

If **NO** go to Question 3.7.2

3.7.1.1 If "YES", please tick the words you don't understand.

Word	Don't understand Code=1
Adequate	
Artificial respiration	
Barrier cream	
Contaminated	
Conscious	
Copious	
Flammable	
Flush	
Fl Oz	
Induce	
Ingestion	

Word	Don't understand Code=1
Immediately	
Inhalation	
Oxygen	
Protect	
Quart	
Treatment	
Inhalation	
Vapour	
Ventilation	

Look at the phrase "**Work in conditions of adequate ventilation.**"

3.7.7 What are conditions of adequate ventilation?

—

INSTRUCTION: If subject struggles to understand what you mean, explain that you want to know what would be a good working environment to make sure the person doesn't breathe in too much of the chemical.

Look at the phrase "**Avoid prolonged or repeated breathing of vapour.**"

3.7.8 How long is "prolonged"? (Ask subject to give a time period)

1. minutes	
2. hours	
3. days	
4. weeks	
5. months	



3.7.3.6 How many times is 'repeated' breathing of the vapour?

INSTRUCTION: If respondent is having difficulty in answering the above question. Ask "*How many times is it dangerous to breathe the vapour?*"

Length of Time	Code = 1
1. 1 time	
2. 2-5 times	
3. 6-10 times	
4. 11-20 times	
5. 20-50 times	
6. Indefinite	
12. Other – specify	



- *I am now going to read out different hazard statements found on this label.*
 - *I will need you to please tell me what you think these phrases mean and*
 - *then I would like you to tell me whether you think others/other workers will understand this phrase.*

INSTRUCTION:

- ⇒ Read out to the subject the hazard statement from the label, as indicated on chart below
- ⇒ Fill in the meaning of the hazard statement as the subject describes it
- ⇒ Fill in how the subject believes other consumer will understand the hazard statement

OFFICE USE ONLY

Correct = 1
Partially Correct = 2
Incorrect = 3
Critical Confusion = 4

Meaning of hazard statement

Hazard Statement	Meaning <i>What does this phrase mean to you?</i>	Will other consumers understand this phrase? Yes =1 No =2 DK = 3
Work in conditions of adequate ventilation	<input type="text"/>	
Do not induce vomiting	<input type="text"/>	
In case of contact, immediately flush eyes or skin with copious amounts of water	<input type="text"/>	
If not breathing give artificial respiration	<input type="text"/>	
If breathing is difficult, give oxygen	<input type="text"/>	

3.8 FAMILIARITY WITH THE LABEL (II)

Tick the correct box

3.8.1 How many times have you read any label in the last year?

Never	=1
A few times (<10)	=2
Many times/ regularly (>10)	=3

IF "NEVER" GO TO 3.9

3.8.6 How many times in the last year have you used any information on a label ?

Tick the correct box

Never=1
A few times (<10) =2
Many times/ regularly (>10) =3

3.8.3 Can you remember the last time you used the information on a label?

3.8.4 If YES, what did you used it for?

—

—

—

- *Thank you very much for your effort.*
- *Please pass me back the label*

3.9 LABELS AND SAFETY DATA SHEETS

INSTRUCTION:

- Give the subject label 3.1 or 3.2
- Safety Data Sheets 3.1 to 3.4

➤ Here is another label and some other documents.

3.9.1 Have you ever seen this before?
(Point to the SDS)?

Tick the correct box

Yes=1	No=2	Not sure=3
SDS=1	Other Name=2	DK=3

3.9.2 Do you know what this document is called?
(Point to the SDS)?

➤ NB: If the answer is “**NO**”, tell the person “**This is called a safety data sheet.**” Do NOT ask 3.9.3.

INSTRUCTION:

- If cannot read at all, go to Module 4

3.9.3 How many times have you read a Safety Data Sheet in the last year?

Tick the correct box

Never=1
A few times (< 10) =2
Many times regularly (>10) =3

3.9.4 How many times have you used the information on a Safety Data Sheet in the last year?

Never=1
A few times (< 10) =2
Many times regularly (>10) =3

INSTRUCTION: If the answer is ‘NEVER’ go to 3.9.6

3.14.5 *When you last used the information on a SDS, what did you use it for?*

--	--

3.9.6 *Who do you think is supposed to use the information found on such a document? Explain*

--	--

- *Here are 4 chemical safety data sheets (SDS's) for you to use.*
- *A Safety Data Sheet contains detailed information on a chemical.*
- *One of these Safety Data Sheets contains information on the same chemical on the label.*

Have a look at the label.

3.15 LOCATING INFORMATION

3.10.1 *What is the trade name of the chemical on the label?*

--

INSTRUCTION:

If the subject is unable to understand the difference between a trade name and an active ingredient, specify as below:

Many companies may produce this chemical. Each company will give the chemical their own name. This name we call a Trade Name. But even though they give different names to what they produce, the actual chemical is the same. The name of the actual chemical we call the chemical name, that is, the active chemical ingredient.

INTERVIEWER FILLS IN: Requires explanation	Yes =1	No=2

3.10.17 What is the active chemical ingredient in Saloc?

**3.10.18 What health hazards are associated with this chemical?
(you may tick more than one)**

Code=1

<i>Irritation of respiratory tract</i>	
<i>Coughing, dizziness, dullness, headache</i>	
<i>CNS depression, narcosis, unconsciousness</i>	
<i>Abdominal pain, nausea, vomiting</i>	
<i>Severe lung damage</i>	
<i>Redness, pain, drying and cracking of skin</i>	
<i>Eye irritation, stinging, tearing, redness and pain</i>	
<i>Severe irritation or dermatitis</i>	
<i>Alcohol aggravates toxic effect</i>	
<i>Other</i>	

Tick if:

Used Label	Used SDS
Yes = 1	Correct = 1
No = 2	Inccorect=2
	Didn't use=3

Label

SDS

3.10.19 What physical hazards are caused by this chemical? (you may tick more than one)

Code=1

<i>Fire - extremely flammable liquid and vapour</i>	
<i>Flash-fire - vapour may ignite</i>	
<i>Other</i>	

Label
SDS

Tick if:

Used Label	Used SDS
Yes = 1	Correct = 1
No = 2	Inccorect=2
	Didn't use=3

3.10.9 What must you do if there is a spillage of this chemical? (you may tick more than one)

Code=1

<i>Ventilate area of leak</i>	
<i>Remove all sources of ignition</i>	
<i>Wear personal protective equipment</i>	
<i>Isolate hazard area</i>	
<i>Keep unnecessary/unprotected personnel from entering</i>	
<i>Contain and recover liquid when possible</i>	
<i>Use non-sparking tools and equipment</i>	
<i>Collect liquid in appropriate container or absorb with inert material</i>	
<i>Place in chemical waste container</i>	
<i>Do not use combustible materials</i>	
<i>Do not flush to sewer</i>	
<i>If no fire, use water spray to disperse vapours/protect personnel/flush spills</i>	
<i>Solvent adsorbent should be used</i>	
<i>Other</i>	

Tick if:

Used Label	Used SDS
Yes = 1	Correct = 1
No = 2	Inccorect=2
	Didn't use=3

Label

SDS

3.10.6 What protective clothing should you wear with this chemical? (you may tick more than one)

Code=1

<i>If exposure limit is exceeded – half-face organic vapour respirator</i>	
<i>Emergencies – full-face organic vapour respirator</i>	
<i>Emergencies/levels not known – full-face positive-pressure, air-supplied respirator</i>	
<i>Impervious protective clothing – boots, gloves, lab coat, apron or coveralls to prevent skin contact</i>	
<i>Chemical safety goggles and/or full-face shield where splashing</i>	

<i>could occur</i>	
<i>Maintain eye wash fountain and quick-drench facilities in work area</i>	
<i>Other</i>	

Tick if:

Used Label	Used SDS
Yes = 1	Correct = 1
No = 2	Inccorect=2
	Didn't use=3

Label

SDS

3.10.7 How should this chemical be stored? (you may tick more than one)

Code=1

<i>Protect against physical damage</i>	
<i>Store in cool, dry, well-ventilated location away from fire hazard</i>	
<i>Outside and detached storage preferable</i>	
<i>Separate from incompatibles</i>	
<i>Containers bonded and grounded for transfers to avoid static sparks</i>	
<i>Store in No Smoking areas</i>	
<i>Use non-sparking tools and equipment and explosion-proof ventilation</i>	
<i>Empty containers may be hazardous</i>	
<i>Observe all warnings and precautions listed for this product</i>	
<i>Other</i>	

Tick if:

Used Label	Used SDS
Yes = 1	Correct = 1
No = 2	Inccorect=2
	Didn't use=3

Label

SDS

INSTRUCTION:

- Take back the label.
- This is the end of the Module

- *Thank you very much for your effort.*
- *Would you like a break now?*

End of Module 3

MODULE 4: RATING AND UNDERSTANDING OF HAZARDS: COLOURS AND SYMBOLS

(ALL SECTORS)

INSTRUCTION: This is the section on COLOURS.
Show labels 4.1 to 4.4. The subject has up to 60s to look at the 4 labels

INTERVIEWER FILLS IN:

The respondent is allowed to look at the labels for 60 seconds - TIME

- Subject looks at the labels for 60s =1
- Subject stops looking at the labels before 60s =2



4.1 HAZARD RANKING – COLOUR

- Please have a look at these labels.

**4.1.1 Which label do you think is for the most dangerous chemical?
Which label do you think is for the least dangerous chemical?
Please place all labels in order of hazard.**

INSTRUCTION: Enter the rank order for all 4 labels. (4.1= most dangerous 4.4 = least dangerous)

Label with Colour:	Rank Order (1=most dangerous; 4 = least dangerous)
Red	
Yellow	
Blue	
Green	



Unable to rank code=1

INSTRUCTION: Do not take back the label. Point to the specific label identified as being most dangerous. Ask questions below.

4.7 HAZARD COMPREHENSION AND INTENTION TO BEHAVE

Colours

4.2.1. Will the colour on the label influence the way you would use this product/chemical?

Yes=1 No=2

Explain

INSTRUCTION: Take back the labels. Move on to the next section

➤ *Please return the label to me.*






INSTRUCTION: This is the section on **SYMBOLS**. Use the labels 4.5 to 4.8. Give the labels to the respondent

Symbols

4.7.2 (Point to the symbols on the label) **What do you think symbol on the label means?**

Table 4.3a for General Usage

OFFICE USE ONLY
1=Correct
2=Partly Confused

Symbol	Explanation	
1 		<input type="checkbox"/>
2 		<input type="checkbox"/>
3 		<input type="checkbox"/>
4 		<input type="checkbox"/>
5.  Skin Irritant		<input type="checkbox"/>

6.  Reproductive	
7.  Carcinogenic	
8. 	



INSTRUCTION: This is the section on SIGNAL WORDS.
 Show labels 4.9 and 4.10. The subject has up to 60s to look at the 2 labels

INTERVIEWER FILLS IN:
 The respondent is allowed to look at the labels for 60 seconds - TIME

- Subject looks at the labels for 60s =1
- Subject stops looking at the labels before 60s =2



4.8 HAZARD RANKING “Signal word”

➤ Please have a look at these labels.

4.8.1 Which label do you think is for the more dangerous chemical?

Label	Enter the rank order 1= More dangerous 2= Less dangerous
Danger	
Warning	

4.8.2 Unable to rank (code =1)

4.9 HAZARD COMPREHENSION AND INTENTION TO BEHAVE

Signal words

4.4.1. Will the Words DANGER or WARNING influence the way you would use this product/chemical?

Yes=1 No=2

Explain:

4.4.2

Danger.....

4.4.3 Warning.....

End of Module 4.

MODULE 5: COMPREHENSION OF HAZARD SYMBOLS

(ALL SECTORS)

5.1 ASSOCIATING SYMBOLS WITH HAZARD CLASS

INSTRUCTION: Give the subject labels 5.1 to 5.5

- *Here is a set of labels.*
- *I am going to ask you some questions. If you do not understand some of the words I use, I will explain them to you. Please do not be shy to ask me to explain the question to you.*

INSTRUCTION:
Allow the subject up to 90s to decide on each choice or choices of labels and mark the answers on the table below.

- *I am going to ask you to identify a hazard from a label.*
- *You can use one or more labels if you wish.*

INSTRUCTION:

1. Tick the blocks for the labels 5.1 to 5.5 chosen by the respondent as representing the hazard.
2. If more than one label is chosen per answer, mark all the labels chosen.
3. If subject doesn't know how to answer, irrespective of whether they asked for an explanation, Code 1 in the column DK - "don't know"

Question	DK	Description	5.1	5.2	5.3	5.4
	Code =1	Tick in the boxes below if you explain Code = 1				
5.1.1 Which label or labels do you think identifies a chemical that is oxidizing?		An oxidising chemical is one that reacts with oxygen to form a different chemical <input type="checkbox"/>				
5.1.2 Which label or labels do you think identifies a chemical that is flammable?		A flammable chemical is one that can burn <input type="checkbox"/>				
5.1.3 Which label or labels do you think identifies a chemical that is corrosive to metal?		A corrosive chemical is one that can cause damage to metal <input type="checkbox"/>				
5.1.4 Which label or labels do you think identifies a chemical that is an environmental hazard?		An environmental hazard is a chemical that can damage plants, animal and insect life <input type="checkbox"/>				
5.1.5 Which label or labels do you think identifies a chemical that is explosive?		An explosive chemical is one that cause an explosion <input type="checkbox"/>				
5.1.6 Which label or labels do you think identifies a chemical that is a carcinogen?		A carcinogen is a chemical that can cause cancer <input type="checkbox"/>				

<p>5.1.7 Which label or labels do you think identifies a chemical that is skin irritant?</p>		<p>A skin irritant is a chemical that can cause skin rashes and irritation <input type="checkbox"/></p>				
<p>5.1.9 Which label or labels do you think identifies a chemical with reproductive effect?</p>		<p>A reproductive hazard is a chemical that can cause problems for people's <input type="checkbox"/> to have children</p>				
<p>5.1.10 Which label or labels do you think identifies a compressed gas?</p>		<p>A chemical that is packaged under pressure and is <input type="checkbox"/> entirely gaseous at -50°C</p>				

5.2 HAZARD SYMBOLS PLUS TEXT

INSTRUCTION: Ask the following question pointing to the flammable icon

If you see a label with this symbol

5.2.1 What should you do if you see this symbol?

--	--

5.2.2 What should you not do if you see this symbol?

--	--

➤ *Thank you for your effort.*

➤ *Please pass the labels back to me.*

End of Module 5.

MODULE 7: PICTOGRAM COMPREHENSION - ADDITIONAL TESTING

(TRANSPORT AND INDUSTRY)

Use Labels Ind 7.1 and 7.2

INSTRUCTION: Use the labels Ind 7.1 and 7.2
Give one label to the subject and administer all the questions in this module.

- *I am going to ask you some questions about the labels.*
- *If you do not understand some of the words I use, I will explain them to you. Please do not be shy to ask me to explain the question to you.*
- *Please have a look at these labels.*

7.4 IDENTIFICATION OF INFORMATION

7.1.1 *What is the trade name of this chemical on label ind. label 7.1?*

Correct=1 Incorrect=2



7.1.2 *What is the trade name of this chemical on label ind. label 7.2?*

Correct=1 Incorrect=2








7.2 UNDERSTANDING OF PICTOGRAMS (PESTICIDES)

INSTRUCTION: Point to each pictogram on the label in turn and ask the following question:

7.2.6 *What does this picture on the label mean to you?*

OFFICE USE ONLY
Correct=1
Partially Correct=2
Incorrect=3
Critical Confusion=4

Pictogram	Explanation
	
	
	
	
	



Thank you very much for your effort.

➤ *Please pass me back the labels.*

End of Module 7.

MODULE 8: COMPREHENSIBILITY OF SAFETY DATA SHEETS BY ORGANISATION OF DATA

(TRANSPORT, INDUSTRY & AGRICULTURE SECTORS)

8.1 ATTENTION TO SDS'S

INSTRUCTION:

- Use the SDS for Bayetone 8.1
- Give the SDS to the subject and ask the questions below.
- The subject has up to 5 minutes to look at the SDS before asking the questions.

- *I am going to ask you some questions about the SAFETY DATA SHEET.*
- *If you do not understand some of the words I use, I will explain them to you. Please do not be shy to ask me to explain the question to you.*
- *Please have a look at this SAFETY DATA SHEET.*

INTERVIEWER FILLS IN:

The respondent is allowed to look at the SDS for 5 minutes. (Time Subject)

8.1.1 Subject looks at the SDS for 5 minutes =1

8.1.2 Subject ceases looking at the SDS before 5 minutes =2

8.2 IDENTIFICATION OF INFORMATION

8.7 *What is the name of the chemical that this SAFETY DATA SHEET is for? CORRECT=1 INCORRECT=2*

—

8.13 HEALTH HAZARDS

8.13.1 *Do you think this chemical is hazardous for your health?*

Yes =1

No = 2

DK=3

8.3.2 *If so, what health hazards do you think this chemical has? (List subjects' answers)*

INTERVIEWER FILLS IN:

Note whether the subject consulted the Health Hazard information from the SDS when responding to the question.

8.3.3 Subject looks at the SDS when responding.

Yes=1

No =2

INSTRUCTION:

Stop module 8 here if subject is illiterate and unable to use SDS.

Tick here if interview stopped

CODE=1

8.14 SAFETY INFORMATION

(Tick 2 responses per question by using codes below . Key DK = Don't know)

OFFICE USE ONLY: YES=1 NO=2 DK=3 LOOKED AT SDS=1 DIDN'T LOOK AT SDS=2

8.4.1 Do you think this chemical is flammable?			
<i>8.4.2 Do you think this chemical is mutagenic?</i>			
<i>8.4.3 Do you think you must always prevent this chemical from being mixed with water?</i>			
<i>8.4.4 Do you think this chemical must be stored in the dark?</i>			
<i>8.4.5 Do you think this chemical can be stored in an open drum?</i>			
<i>8.4.6 Do you think this chemical can only be used if the worker wears a respirator?</i>			
<i>8.4.7 Can you throw this chemical down the drain?</i>			

8.4.8 In the event of a fire with this chemical, what should you do?

—

—

8.4.9 If you were asked to work with this chemical, what precautions should you take?

--	--

OFFICE USE ONLY:
1=CORRECT
2=PARTLY CORRECT
3=INCORRECT
4=CONFUSED
5=DK

8.4.15 There are a number of phrases on this SAFETY DATA SHEET that other workers may not understand. How would you explain these phrases to them?

INSTRUCTION:
If the subject cannot explain the phrase, tick the block marked 'cannot explain.'

OFFICE USE ONLY:
1=CORRECT
2=PARTLY CORRECT
3=INCORRECT
4=CONFUSED
5=DK

	Can not explain	Explanation
Acute hazard	<input type="checkbox"/>	

--

Inhalation			<input type="checkbox"/>
Ingestion			<input type="checkbox"/>
First Aid			<input type="checkbox"/>
Dispersion			<input type="checkbox"/>
Combustion			<input type="checkbox"/>
Ventilation			<input type="checkbox"/>
Neurological			<input type="checkbox"/>
Volatile			<input type="checkbox"/>

8.5 EASE OF UNDERSTANDING AND USING INFORMATION ON THE SDS

8.5.1 *If you were to use this chemical in the future, would you use a SAFETY DATA SHEET to get information about this chemical?*

Yes=1

No =2 (If No, go to question 8.5.2)

Don't know Unsure=3

8.5.1.1 *If yes, what information would you use?*

--	--

8.5.1.2 *Why would you use this information?*

--	--

8.5.2: *How easy is it for you to understand the information on the SAFETY DATA SHEET?
Rate the ease in understanding and using the information on a scale of 1 (not easy at all) to 3 (very easy to understand).*

Ring the appropriate number

1	2	3
---	---	---

INSTRUCTION:

Tell or write on a piece of paper the following rating scale for the respondent to use:

- 1 = not easy to understand
- 2 = understandable
- 3 = very easy to understand

8.5.3: How easy do you think it would be for other workers to understand the information on the SAFETY DATA SHEET?

Rate the ease of understanding and using the information on a scale of 3 (not easy at all) to 3 (very easy to understand).

Ring the appropriate number

1	2	3
---	---	---

8.5.4: Could the SAFETY DATA SHEET be made easier to understand and read?
Yes=1 No=2 dk=3

If yes, how?

—

--	--

—

—

8.5.5: Do you have any problems when you try to use a SAFETY DATA SHEET?

Yes=1 No=2

If yes, what are these problems?

--



- Thank you very much for your effort.
- Please pass the SAFETY DATA SHEET back to me.

End of Module 8

Module 10 - Post Interview With Training (Industry, Agriculture and Transport)

10.1 Explanation of the Hazard Communication Elements.

INSTRUCTION: Provide the subject with label 10.1








- *Here is a label.*
- *I am going to explain this label to you.*
- *You are welcome to ask me any questions about this label as we go along.*





TRAINING INSTRUCTION:

- Provide subject with a brief explanation of all the elements in the label, allowing for questions.
 - When the explanation is completed and the subject has no further questions, retrieve the label.
-
- Point to the **trade name** on the label (Zampac) and explain that there are different chemical names for the same active ingredient. The trade name is the company's name for the chemical
 - Point to the **active ingredient** on the label (acetone) and explain that this is the main ingredient in the chemical. The label information is about the active ingredient.
 - Point to the Hazard information section and explain that this section of the label lists important information on how the chemical may harm you. Point to each hazard statement and explain.
 - Point out and explain what to do in case of an emergency.
 - Point out and explain information under signal word and other warning information listed under hazard information.

Point to elements of label

Means

10.1 and explain what they mean	
	<p>Skull & X-bones</p> <p>Danger. This chemical may be dangerous.</p>
	<p>Flammable</p> <p>A flammable chemical is one that can burn and catch fire.</p>
	<p>Environmental Hazard</p> <p>An environmental hazard is a chemical that can damage plants, animal and insect life</p>
	<p>Explosive</p> <p>An explosive chemical is one that cause an explosion –blow up.</p>
	<p>Acute Hazard</p> <p>This chemical may cause you to have immediate health effects/reactions when exposed to it.</p>
	<p>Chronic hazard</p> <p>This chemical will cause long term health effects/reactions when exposed to it .</p>
	<p>Reproductive</p> <p>A reproductive hazard is a chemical that can cause problems for people's ability to have children This is an (example of chronic hazard)</p>

	<p>Carcinogenic</p> <p>Carcinogen means a chemical substance or a mixture of chemical substances, which induce cancer or increase its incidence. This is an (example of chronic hazard)</p>
	<p>Oxidizing</p> <p>An Oxidising chemical is one that reacts with oxygen to form a different chemical.</p>
	<p>Compressed gas</p> <p>A gas which when packaged under pressure is entirely gaseous at -50 °C; including all gases with a critical temperature $\leq -50^{\circ}\text{C}$</p>
	<p>Corrosive</p> <p>A corrosive chemical is one that can damage to metal and skin.</p>
<p>Signal word Danger/</p>	<p>This chemical is dangerous and may affect your health if you are not protected from exposure.</p>
<p>Warning</p>	<p>This chemical may affect your health if you are not protected from exposure. The risk from a chemical marked 'danger' is higher than a chemical marked 'warning'</p>

- *Thank you. Please give me the label back.*
- *I would now like to ask you some questions now about your past experience with chemicals.*

NB: Take back the label!

10.2 Exposure to chemicals

INSTRUCTION:

The rating scale used in the next question is:

1 = not at all/never

2 = sometimes

3 = a great deal/always/often

	1	2	3
<i>10.2.1 How often do you use household chemicals at home?</i>			
<i>10.2.1 How often does someone else at home use household chemicals?</i>			
<i>10.2.3 In your current job, how often do you use chemicals?</i>			
<i>10.2.4 Sometimes you might be exposed to a chemical that someone else is using. In your current job, how often are you exposed to chemicals that someone else is using?</i>			

INSTRUCTION: Use the prompts below to construct a work history for the subject. The questions will enable you and the subject to construct a timeline of all the subjects' past jobs, the years worked in each job and the number of years being exposed to chemicals.

10.2.5 *Work experience*

10.2.5.1 Can you remember your very first job?

- *Try to remember the very first work that you did?*
- *What was that job? What did you do in that job? What was the next job you did?*
- *Please carry on to name all the jobs you have ever had before.*

- *Now for all the jobs, tell me what you did in that job and how long you worked in these jobs.*

10.2.5.2 Now I am going to go back to each job you did before.

- **Tell me about your first job.**
- **Did you work with, or were you exposed to chemicals in that job?**
- **In your second job, did you work with, or were you exposed to chemicals in that job?**
- **Please carry and tell me about whether you worked with, or were exposed to chemicals in each job?**
- **Timeline:**

Job	Question 10.2.5.1			Question 10.2.5.2	
	10.2.5.1 Type of job	What did you do in this job?	Number of years at the job	Where you exposed to Chemicals. Yes=1 No=2	If yes Number of years exposed to chemicals at each job. Code = 1
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					