

Hazard Identification and Risk Control - Training Program Standard



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1. Training Standard Topic

Hazard Identification and Risk Control

2. Purpose

The purpose of the Hazard Identification and Risk Control training program is to provide employers, supervisors, workers and committee members with an understanding of:

- various methods of identifying hazards along with how to assess risk and implement methods to control risk and
- how to develop safe work procedures.

The training is intended for employers, supervisors, workers and committee members who:

- conduct job hazard analysis and risk assessments
- develop safe work procedures

This training program outlines the minimum requirements for the development and delivery of Hazard Identification and Risk Control training programs in Manitoba. It was developed in consideration of the *Manitoba Workplace Safety & Health Act and Regulations* and *Canada Labour Code Part II*.

3. Design

The training program must meet the following criteria:

- Comply with adult learning principles:
 1. Ensure learners know why they need to learn specific content and its relevance to their workplaces;
 2. Relate training to learners' own experiences when simulating workplace scenarios;
 3. Challenge and engage learners using a variety of activities that include participation, feedback and interaction;
 4. Recognize the limits of attention spans and apply techniques to address the ways that adults learn;
 5. Use activities and tools relevant to the workplace.

- Use appropriate language;
- Provide accurate and current content;
- Include references to legal and technical information;
- Use a variety of technical teaching aids;
- Provide learner materials that follow the principles of instructional writing and good graphic design;
- Be consistent with provincial and federal legal requirements.

4. Delivery

Regardless of the delivery method, all Endorsed Training programs must meet the requirements of this standard along with **The Accessibility for Manitobans Act (AMA)**. Also, the delivery method must support the learner's ability to attain the learning outcomes.

4.1 Face-to-Face Learning

Recommended maximum ratio of learners to instructor:

- Basic Theory Module: 24:1

Minimum hours for training delivery:

- Basic Theory Module: 3.5 hours

The timing for delivery of this training program may be extended for various reasons such as the amount of available equipment, instructor experience, and/or the learning needs of the training participants.

4.2 E-Learning and Blended Learning

The eLearning content should be consistent with Manitoba e-Learning Instructional Design Guidelines ([click here to learn more](#)).

- Basic Theory Module

4.3 Distance Learning

Distance learning via a live video link and a plan for interactivity with a qualified instructor should be developed and available.

This type of learning is acceptable for:

- Basic Theory Module

5. Learning Outcomes

Employers must supplement any program that meets the requirements of this standard with additional information, instruction and training in:

- workplace-specific policies and procedures
- workplace-specific hazards
- equipment related to hazard identification and risk control.

5.1 Basic Theory Module

5.1.1 Legal Requirement

Content must include:

- an overview of the legal framework including rights and responsibilities in the workplace and elements of safety and health program.

At the end of this module learners will be able to:

- use and identify specific sections of the *Manitoba Workplace Safety and Health Act and Regulation and/or Canada Labour Code Part II*, for hazard identification and risk control, inspections and safe work procedures
- identify workers' rights.

5.1.2 Hazard Identification and Communication

Content must include:

- an overview of the different categories of hazards and various ways to identify hazards in the workplace, including job hazard analysis (JHA), inspections, reporting and investigations
- an overview of the steps involved to conduct a JHA
- an overview of the purpose and different types of inspections
- an overview of the requirements of communicating of hazards in the workplace.

At the end of this module learners will be able to:

- identify hazards and reference the different hazard categories
- understand and perform the steps involved in conducting a Job Hazard Analysis
- understand the purpose & types of inspections and how they relate to hazard identification
- understand the importance of reporting incidents and near misses
- understand the relationship between incident investigations and hazard identification
- understand the importance of communicating hazards in the workplace
- discuss the requirements of different workplace parties, such as employers, supervisors, workers and committee members, pertaining to communication of hazards in the workplace.

5.1.3 *Risk Assessment*

Content must include:

- an overview of how to assess risk using a risk matrix and how to prioritize hazards

At the end of this module learners will be able to:

- explain the difference between hazard and risk and the need to assess risk
- understand how to prioritize hazards using a risk matrix
- perform a risk assessment on identified hazards.

5.1.4 *Controls*

Content must include:

- an overview of hazard controls including the hierarchy of controls and the different types of control measures at the source, along the path and at the worker level.

At the end of this module learners will be able to:

- understand the hierarchy of controls for eliminating or reducing risk

- distinguish between the different types of control measures at the source, along the path and at the worker level
- identify and evaluate control measures to eliminate or reduce the risk associated with identified hazards.

5.1.5 *Safe Work Procedures*

Content must include:

- an overview of the basics of safe work procedures (SWPs) including development, implementation, accountability, training, communication and monitoring.

At the end of this module learners will be able to:

- recognize the elements of developing SWPs
- understand how to write a SWP
- explain the key concepts in implementation of SWPs, including training, communication and monitoring
- understand the accountability of different workplace parties, such as employers, supervisors, workers and committee members, for SWPs.

Employers will need to supplement any training program that meets the requirements of this training program standard with additional information, instruction and training in workplace-specific policies/procedures and workplace-specific hazards/equipment related to Hazard Identification and Risk Control.

6. Resource Material

The Hazard Identification and Risk Control training program standard has material requirements for both learners and instructors.

The date and version number should be indicated on all resource materials, which include:

- terms and definitions
- job aids, evaluation tools and templates
- copies of the applicable provincial or federal safety legislation
- manufacturers' instructions for equipment
- participant and instructor manuals with copies of activities
- instructor manual and lesson plan

Learner materials include:

- learning objectives, agenda, training content and evaluation/testing.

Instructor materials include:

- instructional methods, learning activities, and lesson plan timing
- detailed instructor manual and lesson plans including all learning activities and audio-visual resources.

7. Learner Evaluation

The training program must include a plan for learner evaluation that meets the requirements below. There must be a variety of evaluation methods available to the instructor and/or Evaluator that suit the learning outcomes.

7.1 Evaluation Methods

The training program will include a variety of evaluation methods to ensure that key concepts have been understood by the learner, including:

- open discussion
- group discussion
- questions and answers
- written and/or oral test, where applicable

Evaluation methods must be clearly outlined in the evaluation plan and corresponding results must be documented by the evaluator.

7.2 Evaluation of Demonstration Learning Outcomes

- a. Learning outcomes requiring demonstration must be performed satisfactorily in order to successfully complete the Practical Module.
- b. For learners with language, literacy or accommodation needs, alternative evaluation methods may be used to verify satisfactory demonstration of learning outcomes. These evaluation methods must be clearly outlined in the evaluation plan and the corresponding results must be documented by the evaluator.

8. Validation/Refresher Requirements

Learners who successfully complete an approved training program should periodically refresh their training to maintain its validity. This supports learners in maintaining their foundational knowledge and skills.

Glossary

General terms

Asynchronous instruction (ASTD)

A general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people.

Blended Learning

Describes the practice of using several training delivery mediums in a single training program and typically refers to the combination of classroom instruction and eLearning.

Distance Learning

An educational situation in which the instructor and students are separated by time, location or both. Education or training courses are delivered to remote locations via synchronous or ASTD.

ELearning (Electronic Learning)

A term covering a wide set of applications and processes that includes web-based learning, computer-based learning, virtual classrooms and digital collaboration.

Face-to-Face Training

Usually refers to traditional classroom training in which an instructor teaches a course to a room of training participants. The term is used synonymously with on-site training, classroom training and instructor-led training (slightly modified from ASTD definition).

Minimum hours for training delivery

The timing for instruction of a training program that excludes breaks and lunch:

- 3.5 hours of instruction is equal to a half-day of delivery;
- 7 hours of instruction is equal to a full-day of delivery.

Module

A unit of instruction that can be measured, evaluated for change, assembled to form complete courses or bypassed as a whole, and that is usually intended to teach one or a group of skills or areas of knowledge (slightly modified from ASTD definition).

Evaluator

A person who evaluates learners.

Instructor

A person who delivers training programs.

Qualification

A skill, quality or attribute that makes somebody suitable for a job, activity or task.

Hazard Identification and Risk control terms**Controls**

Measures designed to eliminate or reduce hazards or hazardous exposures. Examples include: engineering controls, administrative controls, personal protective equipment. Hazards can be controlled at the source, along the path to the worker or at the worker.

Hazard

The potential of any machine, equipment, process, material (including biological and chemical) or physical factor to cause harm to people or damage to property or the environment.

Incident Investigation

The process of systematically gathering and analyzing information about an incident. This is done for the purposes of identifying causes and making recommendations to prevent the incident from happening again.

Job Hazard Analysis (JHA)

A method used to perform an assessment of a job task by breaking the job task into steps to help identify hazards and measures to control workers' exposure to harm.

Risk

The chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard.

Safe Work Procedure (SWP)

A document that outlines a precise sequence of steps that describe how to do a specific task safely.

Workplace Inspection

A walkthrough of the workplace, selected areas or locations in order to identify health and safety hazards and to recommend corrective action. Workplace factors that have the potential to cause injury or illness to employees include equipment, materials, processes or work activities and the environment.

Acknowledgements Statement

The Hazard identification and Risk Control working group has developed a Hazard Identification and Risk Control Training Program Standard that outlines the minimum requirements for program objectives, training requirements and learning outcomes that are designed to educate Manitoba workers on working in compliance.

Please note that while reasonable efforts have been made to ensure that the criteria of the Training Program Standard is met, the responsibility resides with the employers to ensure compliance with the training requirements under the *Manitoba Workplace Safety and Health Act and Regulations*. In determining what rights or obligations a party may have under the province's legislation, reference should always be made to the official version of the Act and Regulation.

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