

# Workplace Incident Investigations - Training Program Standard



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comply with *The Workplace Safety and Health Act (Manitoba) and Regulations*, as may be amended from time to time.

## 1. Training Standard Topic

Workplace Incident Investigations

## 2. Purpose

The purpose of a Workplace Incident Investigations training program is to provide employers, supervisors, workers and committee members with an understanding of:

- workplace investigations, including purpose, legislation requirements, incident causation and basic steps

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

- investigate incidents in their workplace
- are part of their workplace investigation team

This training program standard outlines the minimum requirements for the development and delivery of Investigation 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)**. The delivery method must be reasonable and practicable to 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, for demonstration of learning outcomes, 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 includes training via a live video link. 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 will need to supplement any program that meets the requirements of this Training Program standard with additional information, instruction and training in:

- workplace-specific policies and procedures
- workplace-specific hazards
- equipment related to Workplace Incident Investigations

### **5.1 Basic Theory Module**

#### *5.1.1 Legal Requirement*

**Content must include:**

- an overview of legal framework including: duties and responsibilities, elements of a safety and health program and the structure and function of an internal responsibility system with reference to statutory, regulatory and criminal law

**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 investigating workplace incidents;
- Reference the legal duties and responsibilities of the workplace regarding due diligence and doing what is reasonably practicable;
- Describe the structure and function of an internal responsibility system.

#### *5.1.2 Investigation concepts*

**Content must include:**

- an overview of the purpose of an investigation, underlying principles to support incident investigation and who conducts an investigation
- an overview of the importance and reasons of reporting
- an outline of what to report and to whom
- a description of the different types of investigations

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

- Describe the purpose of workplace incident investigations;
- Explain the difference between an accident, incident and near miss;
- Understand the relationship between incident investigations and reporting;
- Describe the reasons for reporting;
- Identify what needs to be reported and who the reporting bodies are;
- Identify who is involved in conducting workplace incident investigations;
- Understand the different types of investigations in a workplace.

**5.1.3 Incident causation****Content must include:**

- an overview of the different types of causes to be considered in an investigation such as direct causes, indirect causes(or contributing factors) and root causes
- an overview of various incident causation models

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

- Explain the difference between direct cause, indirect causes and root causes;
- Understand the basic tenets of various incident causation models.

**5.1.4 Conducting an investigation****Content must include:**

- an overview of the preparation and resources needed to conduct an investigation, including policies, procedures, training for investigators and investigation kits
- an overview of the basic steps needed to conduct a workplace incident investigation, including visiting the scene, gathering physical evidence, conducting interviews, evaluating evidence, recommending corrective action, writing the report and follow-up

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

- Recognize what resources are needed to prepare for an incident investigation;
- Perform the steps needed to conduct an investigation, including visiting the scene, gathering physical evidence, conducting interviews, evaluating evidence, recommending corrective actions, writing the report and following up.

## **6. Resource Material**

The Workplace Incident Investigations 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 methods to evaluate if key concepts have been understood by the learner using a variety of appropriate evaluation methods, 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 the 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 have successfully complete an approved training program should periodically refresh their training in order 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.

### *Investigations Terms*

### **Accident**

Any unplanned or unwanted event that causes injury or illness. The definition is similar to incident but supports the mindset that it could not have been prevented.

### **Disabling Injury**

An injury that prevents a person from coming to work or doing his or her usual job duties.

### **Equipment/Property Damage**

Incidents that result only in damage to tools, equipment, machinery, vehicle, building or facility.

### **Incident**

Any unplanned or unwanted event that causes injury/illness or has the potential to cause an injury/illness. Though unplanned and unwanted, incidents can still be prepared for by crisis preparation.

## **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.

## **Minor Injury**

An employment injury or occupational illness where medical treatment is given, but there is no lost time from work other than on the day of occurrence.

## **Near Miss**

An unplanned event that causes little or no personal or property damage, but had the potential to cause major damage and/or injury.

## **Root Cause**

The real or underlying cause(s) of an event. Distinguished from immediate cause(s) which are usually quite apparent.

## **Serious Incident**

an incident

(a) in which a worker is killed;

(b) in which a worker suffers an injury resulting from electrical contact; unconsciousness as the result of a concussion; a fracture of his or her skull, spine, pelvis, arm, leg, hand or foot; amputation of an arm, leg, hand, foot, finger or toe; third degree burns; permanent or temporary loss of sight; a cut or laceration that requires medical treatment at a hospital as defined in *The Health Services Insurance Act*; or asphyxiation or poisoning

(c) that involves the collapse or structural failure of a building, structure, crane, hoist, lift, temporary support system or excavation; an explosion, fire or flood; an uncontrolled spill or escape of a hazardous substance; the failure of an atmosphere-supplying respirator

## **Acknowledgements Statement**

The Workplace Incident Investigations working group has developed a Workplace Incident Investigations 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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