



# **NEBOSH HSE Introduction to Incident Investigation**

**Unit INV1: Introduction to incident investigation**

**Lesson plan**

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NEBOSH HSE Certificate in Health and Safety Leadership Excellence  
Unit INV1 Lesson Plan  
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## General information

Tutor:	Qualification title: NEBOSH HSE Introduction to Incident Investigation
Number of adult learners:	<p>Knowledge/ability assumed:</p> <p>The qualification will provide students with knowledge and skills to carry out an investigation of a non-complex incident. The students will learn the 4-stages of incident investigation as well as good interviewing technique.</p>
<p><b>Lesson aims - <i>the aims of the session are to:</i></b></p> <p>As per the guide to the NEBOSH HSE Introduction to Incident Investigation</p>	
<p><b>Objectives (learning outcomes) - <i>by the end of the session students should be able to:</i></b></p> <p>As per the guide to the NEBOSH HSE Introduction to Incident Investigation</p>	
<p><b>Assessment of Learning – <i>how will I tell whether learning has taken place? By:</i></b></p> <p>Continuous assessment through Q&amp;A, observation of discussions and the formal assessments, based information gathering and analysis, that will be marked by the appointed course tutor (internal assessor) throughout the course delivery</p>	
<p><b>Brief reasoning for the way the lesson has been planned:</b></p> <p>This lesson plan is very detailed but flexible - it should be tailored to a group's prior learning. <b>There are more activities included than you could comfortably use, so just choose a selection, depending on time.</b> The speed of progress may be more rapid with some groups than with others (this also depends on numbers too, of course). The emphasis should be on active learning (that is, where students have to undertake activities which help them apply the learning and so help them construct their own understanding) and also giving feedback. Feedback is an essential part of assessment; it enables communication on performance, correction of misunderstandings, and reinforcement of good points but must of course be acted upon to make a difference. Feedback should be given not only from the tutor but also from students – peer review of assessment responses is actively encouraged.</p> <p><b><i>Differentiation:</i></b> some students will be more advanced than others. Choose who should be present what/scribing/feedback and what activities should be done by which students sensitively depending on their experience and confidence (e.g. more challenge for the more confident students). One aim is to build confidence – so giving positive feedback is a constant theme.</p>	

**Any constraints:**

- If only a small number of students, you may have to adapt the group work – it will also take less time.

**Suggested equipment/aids to be used:**

- Computer, projector, speakers, screen, flipchart, flipchart pads, flipchart pens. Internet access is also desirable.
- Use of PowerPoint slides and supporting qualification textbook (as noted later in the lesson plan).

**Other notes**

For all **activities** the option is for a tutor led group discussion OR for the individual to consider the question/s (responses can be written against the relevant activity in the course book) and then get individuals to feedback to the group.

All resources in the 'Aids and equipment' column are suggestions only. Accredited course providers can utilise any other resources which they feel would be appropriate for their audience eg, the video clips are suggestions only and the accredited course provider may wish to use other clips.

## Lesson plan

Approx. timing	Content and tutor activity	Training intent	Aids and equipment	Student activity
08:45– 09:00	Welcome and introductions, course content and housekeeping, eg fire and emergency alarms	Understand the course structure and introduce the delegate	Tutor-led discussion on course and icebreaker if necessary  Introductory slides introducing assessment criteria and aims of the qualification	Open discussion and activity
Assessment criteria 1.1: Understand incident terminology, the moral, legal and financial arguments for investigations and management system requirements.				
09:00– 09:15	Key terminology  Tutor to explain words used in incident investigation – ‘incident’, ‘near miss’, ‘dangerous occurrence’.  <b>Activity</b> Ask students to think about the impact an injury and time off work would have on them, their colleagues and family. (Only spend two to three minutes on this activity)  Types of injury	To familiarise delegates with the words used in incident investigation and their meanings	Slides provided, workbook	Short, small-group interactive session group discussion

Approx. timing	Content and tutor activity	Training intent	Aids and equipment	Student activity
	Tutor to explain and clarify the differences between major injury, minor injury, near miss and dangerous occurrences	Understanding of the way different injuries are categorised		
09:15– 09:35	<p>Why do we investigate incidents?</p> <p>The moral, legal and financial arguments for investigating – tutor to explain reasons in each category with reference to specific legislation such as RIDDOR</p>	<p>Understanding of the purpose of investigations</p> <p>Understanding of the moral, legal and financial arguments for investigating incidents</p>	<p>Slides provided, workbook</p> <p>Why investigate?  <a href="http://www.hse.gov.uk/managing/delivering/check/investigating-accidents-incidents.htm">http://www.hse.gov.uk/managing/delivering/check/investigating-accidents-incidents.htm</a></p>	<p>Short, small-group interactive session group discussions, active participation</p>