

EXACT INFORMATION ABOUT THE ACCIDENT

- 1** Describe the situation and what suddenly happened.
- 2** Find all the elements involved in the description.
Tick boxes.
- 3** Not until now, you are ready to talk about solutions for each ticked element.
- 4** Choose the solutions to set in motion and arrange follow-up.

Traffic and access

- Height/depth
- Danger areas - eg tanks
- High speed/visibility
- Awareness
- Driving and walking in the same place

The place itself

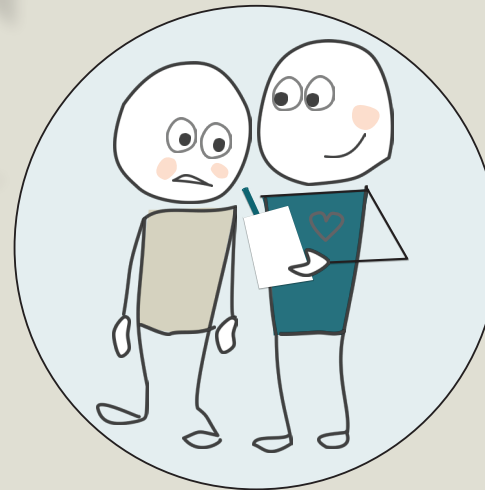
- Sufficient space/construction
- Slippery/edges/slope
- Sufficient lighting
- Tidiness/cleanliness

Handling/lifting & carrying

- Too heavy/large
- Slippery/no handles
- Twist in the back/work posture
- Living load
- Aids

Conduct/cooperation

- Awareness
- Eye contact
- Clear agreements
- Cooperation
- Instruction/knowledge
- "Invulnerable"/takes chances



Order and systematics

- Planning/time pressure
- Competences/qualifications
- Inspection and monitoring
- Urgent/unfamiliar tasks
- Weather/surrounding impact

Chemistry and biology

- Risk of infection
- Inhalation
- Physical contact
- Suitable protection

Tools and machinery

- Safety devices
- Operating error
- Malfunction
- Noise/dust/blocking view

Animal behaviour

- Agitation/threats
- Knowledge of the animal
- Disease/pain

Maintenance

- Buildings
- Machinery
- Other equipment

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Analytical tool for accident prevention in agriculture

The purpose of the study is to find new ways of working to prevent accidents from happening again. During the conversation, it is important not to focus on who is to blame for the accident or what the person should have done instead. Look forward and help each other prevent future accidents.

As a minimum the injured person has to participate in the study and if there were witnesses to the accident, they should participate too. If a manager or a safety representative participates, they can help gain an overview of potential solutions and help activate them afterwards.

As an adviser it is your job to keep the process going, but at the same time make room for reflection. There might be pauses in the conversation where the participants think about the accident in a new way. Dedicate about 45 minutes to the conversation. Depending on the conversation, it might even make sense to spend more time.

INSTRUCTIONS:

- 1 Describe the situation and what suddenly happened.**

Duration about 20 minutes

Let everyone present at the accident be heard and listen carefully to the details of their descriptions.

Focus on

 - the actual accident from several angles: "Why did the ladder fall over?" – "Why did you have to go up the ladder?"
 - what was different this time: "why did you have to reach to the side exactly this day?" – "why was the floor more slippery than usual?"

You can use the elements from the speech bubbles, but do not go methodically through all of them as this often makes the conversation more forced.
- 2 Find all the elements in the speech bubbles involved in the description. Tick as appropriate (x).**

About 5 minutes

Make a summary to make everyone aware of the elements involved in the overall description of the accident.
- 3 Talk about solutions for each of the ticked elements.**

About 10 minutes

It is typically a good idea to write this down to get an overall picture of the different solutions. Talk about how to launch each solution and how it will affect everyday life.

 - Some things might become more difficult while others become easier or safer.
 - Costs, time as well as economy

It is important that the dialogue does not fall back on prevention being too difficult. Stick to the fact that new methods and ideas need a chance before they are evaluated.
- 4 Select the solution(s) to be launched and plan follow-up.**

About 10 minutes

Agree on who should be responsible for implementing the solutions and how to follow-up on whether the solution has worked as intended.

Beware: If everyone gets responsibility for the solution, eg better cleanup, it might easily be forgotten. It is a good idea to take turns keeping an eye on the cleanup until everyone has adapted the good habits of cleaning up after themselves.

Finally, consider whether the results of the study should be added in the workplace assessment (WPA) and whether they should be included in the instruction of new employees.

The analytical tool can also be used for near-accidents.