## Unite the Union.

Education Department

**H&S Stage 2**

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| --- | --- | --- | --- |
| Candidates Name: |  | | |
| **Address:** |  | | |
| **Telephone Number:** |  | **Email** |  |
| **Name of Tutor:** |  | | |
| **Date of Course:** |  | | |
| **Course Code:** |  | | |

****Accreditation Pack

March 2022

TQUK v1

**Why do we need a Workbook?**

**This course is accredited through the National Open College Network (TQUK). This means you can achieve formal recognition, i.e., credits, for your learning. The TQUK is the body that awards these credits and issues certificates. To achieve the award, you need to produce evidence of your learning.**

For each TQUK approved course you complete successfully, you will receive a certificate detailing the unit title (i.e., subjects), the level and number of credits you have been awarded. You can bank your credits, and then use them with credits from other accredited learning to achieve a qualification. You can progress to achieve higher level credits too. You can also use them to prove to an employer, or anyone else, that you have obtained new skills and knowledge.

**What are Credits and Levels?**

Your TQUK certificate will show the value of your achievements, and this will appear as credits and levels. The number of credits indicates the quantity of your learning achievements. The Level shows how demanding it was – for example, Level 2is at the same level as NVQ2 or GCSE A-C grades.

**How will my learning be assessed?**

1. You produce evidence of learning during the course through the activities you do.
2. You record this in your workbook or your notes.
3. Your tutor also observes your work and your contributions as an individual or group member.
4. Your tutor 'assesses' this evidence during and at the end of the course and then recommends to the TQUK what your award/level of credits should be.
5. If you disagree with your tutor’s assessment, you can appeal to the college.
6. Each term the tutors' recommendations are 'checked' by the TQUK’s ‘external moderator.’
7. An external moderator will then confirm to the TQUK the number and the level of credits you have achieved.
8. Again, if you disagree with the assessment, you can appeal to TQUK.
9. TQUK issue your certificate.

**Do you Qualify?**

Additional Learning Support can provide assistance, adjustments or technology to enable you to study more effectively. Ask your tutor to arrange a confidential discussion with our support staff.

 Unit declaration

|  |
| --- |
| **Candidate declaration:**  **I confirm that the evidence listed for these unit is authentic and a true representation of my own work.**  **Candidate name: …………………………………………………….**  **Candidate signature: …………….……………………….…………**  **Date: ……………………** |
| **Assessor declaration**:  I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one Assessor, the Co-ordinating Assessor for the unit should sign this declaration.)  Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient (VACSR).  Assessor name: …………….……………………………………………………………….……  Assessor signature: ………….…….……………………………….……… Date………  Countersignature: (if relevant) ……………………………………….……. Date: …….…….…… |
| **Internal Verifier declaration:**  **This section to be left blank if sampling of this unit did not take place.**  I have internally verified the assessment work on this unit in the following ways (please tick):   1. sampling candidate and assessment evidence 2. observation of assessment practice 3. discussion with candidate 4. other – please state:   I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.  ⬜ Not sampled  Internal Verifier name: …………………….…………………………………………………………  Internal Verifier signature: …………………….…………………………… Date: ….………….…  Countersignature: (if relevant) ……………………………………………… Date: ………………. |

**Course Statement**

This course is designed to develop the skills and knowledge and confidence of the Health and Safety Representative it will build on skills gained from the New Reps Induction and look deeper into issues that affect members in the workplace.

It will introduce the learner to relevant health and safety law and give the rep an understanding of workplace rights and show how the health and safety law can be used by the rep to benefit and protect workers.

During the course, the learners will discuss a number of topics including hazard identification, roles rights and responsibilities, various pieces of legislation and it’s uses, mental health in the workplace, gender and disability issues, safety committees, inspecting the workplace, risk assessments, COSHH, Manual Handling, noise and fire.

It also takes an in-depth look at accident investigation and the role of the rep during the process. It ensures the health and safety rep is comfortable in the risk assessment process and its variations, i.e., COSHH, Manual Handling and Fire.

The learners will develop skills and behaviours by taking an active role in discussions with management with the aim of gaining and understanding of how to formulate a discussion point and ensure the safety issue is not dismissed.

The learners will also look at issues in their own workplace and develop a project which sets out a plan of how to deal with a specific issue that should be beneficial to their members.

On completion of this course the Safety representatives will be able to identify working practices, working environments and systems of work which fall below the minimum standards required under various legislation. They will also be able to challenge and assist their employers in improving the health and safety in the workplace for all workers.

**Resources the learners will need to bring during the course.**

* Any current safety policy.
* Any company risk assessments.
* Any blank company risk assessments.

**Useful**:

* Own laptop, tablet, or Mobile Phone to aid topic research.
* Unite Health and Safety Guide.
* Copy of The Safety Reps and Safety Committees Regulations 1977. (Brown Book)
* Go to the Learn with Unite Internet Site, Home Page, Courses, Support, Activists Support, Click Here. This will show an abundance of information.

| **Title:** | | **Roles and responsibilities of a Union Safety Rep** | | **Level: 2** | **Credit value: 3** |
| --- | --- | --- | --- | --- | --- |
| **Unit reference number:** | | **A/617/9040** | | | |
| **Learner** | |  | | | |
| **Learning outcomes**  **The learner will:** | | **Assessment criteria**  **The learner can:** | | **EVIDENCE** | **LOCATION** |
| 1. | Understand the role of a trained Union Health and Safety Rep. | 1.1 | **Identify** the functions of a Union Health and Safety Rep. | **Activity 3** | **1** |
| 1.2 | **Explain** the benefits to the workplace of having a trained Union Health and Safety Rep. | **Activity 3** | **1** |
| 1.3 | **Explain** the benefits to union members of having a trained Union Health and Safety Rep. | **Activity 3** | **1** |
| 2. | Understand how health and safety committees’ function in the workplace. | 2.1 | **Outline** the functions of a safety committee as defined by the Safety Reps and Safety Committee Regulations. | **Activity 14** | **12** |
| 2.2 | **Evaluate** the way in which safety committees’ function in own workplace. | **Activity 14** | **12** |
| 2.3 | **Identify** ways in which safety committees can be made more effective. | **Activity 14** | **12** |
| 3. | Understand how to deliver an effective health and safety induction. | 3.1 | **Evaluate** the effectiveness of an employer’s current health and safety induction. | **Activity 19** | **17** |
| 3.2 | I**dentify** differences in the approaches to health and safety induction taken by employers. | **Activity 19** | **17** |
| 3.3 | **Give examples** of good and bad practice relating to health and safety inductions. | **Activity 19** | **17** |
| 3.4 | **Plan** a draft programme for health and safety induction training to include:   * Programme content * Programme duration * Session timings * Methods of delivery * Venue and training requirements. | **Activity 19** | **17** |
| 4. | Know how to identify the main hazards and health and safety problems faced by members. | 4.1 | **List** the main hazards likely to be encountered by members in own workplace. | **Activity 4** | **2** |
| 4.2 | **Explain** how the following factors can contribute to the likeliness of a hazard causing harm:   * Pace of work * Intensity of work * Hours of work and shift patterns. | **Activity 4** | **2** |
| 5. | Understand how to take positive action on health and safety problems on behalf of members. | 5.1 | **Prepare** a case to address a specific health and safety problem in a workplace. | **Activity 13** | **11** |
| 5.2 | **Identify** steps that need to be taken in order to bring the employer back into compliance with relevant legislation and guidance. | **Activity 13** | **11** |
| 5.3 | **Present** a case to address a specific health and safety problem to management. | **Activity 13** | **11** |

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# Level achieved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Title:** | | **Health and safety in the workplace for Union Safety Reps.** | | **Level: 2** | **Credit value: 2** |
| **Unit reference number:** | | **F/617/9041** | | | |
| **Learner** | |  | | | |
| **Learning outcomes**  **The learner will:** | | **Assessment criteria**  **The learner can:** | | **EVIDENCE** | **LOCATION** |
| 1. | Understand the approach to health and safety in the workplace of a specific union. | 1.1 | **Summarise**, using specific scenario examples, the position of a specific union on the importance of health and safety in the workplace. | **Activity 3** | **1** |
| 1.2 | **Identify** a specific union’s **key documents** relating to health and safety matters. | **Activity 3** | **1** |
| 1.3 | **Prepare** a short presentation for delivery to workplace membership on the view on health and safety of a specific union. | **Activity 8** | **6** |
| 1.4 | **Describe** the role of workplace health and safety inspections in maintaining safe working conditions. | **Activity 15** | **13** |
| 1.5 | **Summarise** a key successful health and safety campaign run by a specific union. | **Activity 8** | **6** |
| 2. | Understand how to prepare for a workplace health and safety inspection. | 2.1 | **Identify** the facilities and information that are required in order to undertake an inspection. | **Activity 8** | **6** |
| 2.2 | **Explain** how to involve and engage members in a health and safety inspection. | **Activity 15** | **13** |
| 2.3 | **Identify** potential challenges or barriers to a successful inspection. | **Activity 15** | **13** |
| 2.4 | **Explain** how to use the problem-solving sequence to overcome challenges or barriers to a successful inspection. | **Activity 8** | **6** |

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| **Title:** | | **Health, safety, and the law** | | **Level: 2** | **Credit value: 2** |
| --- | --- | --- | --- | --- | --- |
| **Unit reference number:** | | **J/617/9042** | | | |
| **Learner** | |  | | | |
| **Learning outcomes**  **The learner will:** | | **Assessment criteria**  **The learner can:** | | **EVIDENCE** | **LOCATION** |
| 1. | Know the legal documents and guidance relevant to health and safety in the workplace. | 1.1 | **List** legislation relevant to a Union Safety Rep in the course of their work. | **Activity 10** | **8** |
| 1.2 | **List** the guidance documents available for use by a Union Safety Rep in the course of their work. | **Activity 10** | **8** |
| 2. | Be able to use the Safety Rep and Safety Committee’s regulations. | 2.1 | **Identify** the six most quoted Health and Safety Regulations. | **Activity 10** | **8** |
| 2.2 | **Describe** a range of safety issues covered within the regulations. | **Activity 10** | **8** |
| 2.3 | **Identify** relevant:   * Regulations * Code of practice sections * Guidance notes   in specific scenarios where advice from a Union Safety Rep might be sought. | **Activity 6** | **4** |
| 2.4 | **Give** responses to a range of problem statements which may be made by management in situations involving health and safety issues. | **Activity 6** | **4** |
| 2.5 | **Prepare** a case for presentation to management relating to a specific health and safety issue. | **Activity 13** | **11** |
| 3. | Understand the provisions of the Health and Safety at Work Act 1974. | 3.1 | **Identify** relevant:   * Sections * Sub-sections * Key words or phrases   in specific scenarios where advice from a Union Safety Rep might be sought. | **Activity 7** | **5** |
| 4. | Understand common law duties, civil law and court systems in the UK and Republic of Ireland. | 4.1 | **Explain** the principles behind civil law and common law duties including:   * Burden of proof * Precedence * Required duty of care. | **Activity 7** | **5** |
| 4.2 | **Identify** the court systems used in civil and criminal cases. | **Activity 7** | **5** |
| 4.3 | **Explain** the key difference between the different court systems used in civil and criminal cases. | **Activity 7** | **5** |
| 5. | Understand the Management of Health and Safety at Work Regulations. | 5.1 | **State** the duties imposed on employers under the Management of Health and Safety at Work Regulations. | **Activity 9** | **7** |
| 5.2 | **Summarise** the **key regulations** contained in the Management of Health and Safety at Work Regulations. | **Activity 9** | **7** |
| 5.3 | **Describe** workplace situations which may place employers in breach of each of the key regulations. | **Activity 9** | **7** |

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**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Title:** | | **Risk assessments and safety policies and procedures in the workplace.** | | **Level: 2** | **Credit value: 3** |
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| **Unit reference number:** | | **L/617/9043** | | | |
| **Learner** | |  | | | |
| **Learning outcomes**  **The learner will:** | | **Assessment criteria**  **The learner can:** | | **EVIDENCE** | **LOCATION** |
| 1. | Understand risk assessments. | 1.1 | **Define** the terms:   * Risk * Hazard * Risk assessment. | **Activity 16** | **14** |
| 1.2 | **Outline** the purpose of a risk assessment. | **Activity 16** | **14** |
| 2. | Understand how to conduct a risk assessment. | 2.1 | **State** the information that you would need in order to carry out a complete assessment of risk. | **Activity 16** | **14** |
| 2.2 | **Describe** the steps involved in conducting a full risk assessment. | **Activity 16** | **14** |
| 2.3 | **Outline** the possible outcomes of a risk assessment. | **Activity 16** | **14** |
| 3. | Be able to conduct a risk assessment on a workplace scenario. | 3.1 | **List** the likely hazards associated with a given workplace scenario. | **Activity 16** | **14** |
| 3.2 | **Undertake** a likelihood and severity assessment of each identified hazard. | **Activity 16** | **14** |
| 3.3 | **Identify** which identified hazards can be eliminated and which can be controlled. | **Activity 16** | **14** |
| 3.4 | **Describe** how you would prioritise actions in order to address hazards which cannot be eliminated. | **Activity 16** | **14** |
| 3.5 | **Produce** recommendations to the company on future plans and actions. | **Activity 16** | **14** |
| 4. | Be able to assess the effectiveness of a health and safety policy. | 4.1 | **Assess** the fitness for purpose of an employer’s Health and Safety Policy. | **Activity 18** | **16** |
| 4.2 | **Describe** improvements which can be made to the policy. | **Activity 18** | **16** |
| 5. | Understand accident procedures. | 5.1 | **Define** what is meant by:  Workplace accident procedure  Accident  Incident  Immediate causes  Underlying causes  Root causes | **Activity 20** | **18** |
| 5.2 | **Describe** the difference between a remedial action and a preventative action. | **Activity 20** | **18** |
| 5.3 | **Provide** recommendations for remedial and preventative actions in a given accident scenario. | **Activity 20** | **18** |
| 5.4 | **Describe** the difference between a remedial action and a preventative action. | **Activity 20** | **18** |
| 5.5 | **Provide** recommendations for remedial and preventative actions in a given accident scenario. | **Activity 20** | **18** |
| 6. | Understand Reporting of injuries, diseases, and dangerous occurrences regulations (RIDDOR). | 6.1 | **State** the requirements for reporting under RIDDOR. | **Activity 21** | **19** |
| 6.2 | **Identify** a range of incidents that are reportable under RIDDOR. | **Activity 21** | **19** |
| 7. | Understand the risks involved with using hazardous substances at work. | 7.1 | I**dentify** a range of hazardous substances which may be encountered in the workplace and state:   * The forms they may be found in * The harmful effects they may cause | **Activity 22** | **20** |
| 7.2 | **Explain** how to check if a substance poses a risk to health. | **Activity 24** | **21** |
| 7.3 | **Explain** the role of the Union Safety Rep in communicating messages about harmful substances to members. | **Activity 24** | **21** |

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| **Title:** | | **Individual member health and safety** | | **Level: 2** | **Credit value: 3** |
| --- | --- | --- | --- | --- | --- |
| **Unit reference number:** | | **R/617/9044** | | | |
| **Learner** | |  | | | |
| **Learning outcomes**  **The learner will:** | | **Assessment criteria**  **The learner can:** | | **EVIDENCE** | **LOCATION** |
| 1. | Know how to involve and inform members on health and safety matters. | 1.1 | **List** the different ways that members are currently involved and informed on health and safety matters | **Activity 8** | **6** |
| 1.2 | **Identify** the types of information members receive about health and safety matters in the workplace. | **Activity 8** | **6** |
| 1.3 | **Identify** areas which are common gaps in health and safety knowledge. | **Activity 8** | **6** |
| 1.4 | **Prepare** a short presentation to be delivered to new starters at an induction session which covers own union’s health and safety approach. | **Activity 19** | **17** |
| 2. | Understand the impact of mental ill health on members and colleagues. | 2.1 | **Identify** common mental health conditions. | **Activity 11** | **9** |
| 2.2 | **Describe** the signs that an individual might be experiencing a mental illness. | **Activity 11** | **9** |
| 2.3 | **Explain** how a range of external influences could affect an individual’s mental well being | **Activity 11** | **9** |
| 2.4 | **Explain** how an individual with a mental illness can be supported in the workplace. | **Activity 11** | **9** |
| 3. | Understand gender related health and safety issues experienced at work. | 3.1 | **Explain,** with examples, how gender inequality inside and outside work can affect a worker’s occupational health and safety. | **Activity 12** | **10** |
| 3.2 | **Give** examples of general and specific health and safety issues faced at work by female members. | **Activity 12** | **10** |
| 3.3 | **Summarise** a specific union’s policy for dealing with general and specific gender related health and safety issues faced at work by members. | **Activity 12** | **10** |
| 3.4 | **Prepare** a case for improving women’s occupational health and safety within your workplace. | **Activity 12** | **10** |
| 4. | Understand the specific health and safety issues experienced at work by disabled members. | 4.1 | **State** the legislation that requires employers to provide adequate health and safety provision for disabled employees. | **Activity 17** | **15** |
| 4.2 | **Summarise** the requirements relating to health and safety provision for disabled employees. | **Activity 17** | **15** |
| 4.3 | **Give examples** of specific arrangements which may be required in order to safeguard the welfare and safety of disabled employees. | **Activity 17** | **15** |
| 4.4 | **Evaluate** compliance of own employer with requirements to ensure health, safety, and welfare of disabled employees. | **Activity 17** | **15** |

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**Development Plan**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Venue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tutor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Describe your own current health and safety skills.** |
| **Describe your own health and safety skills that need to be developed.** |
| **Describe Health and safety skills development opportunities.** |
| **Describe information about other health and safety skills development.** |
| **Describe barriers to your own health and safety skills development** |
| **Describe ways to overcome the barriers outlined previously.** |
| **How will I know I have reached my goal(s) for this Course?** What will I be able to do better, to discuss at the end of the course? |
| **Draw up an action plan for your own health and safety skills development to discuss at the end of the course.** |

**Review date for this plan:** (Suggest 6 months from conclusion of course)

***Learning outcomes - Safety Reps Skills Level 2 (All of this learning outcome)***

**Personal Skills assessment**

Please tick to indicate which of the skills listed below you are confident to do or indicate if you feel you could do with more practice or support in this area.

|  |  |  |
| --- | --- | --- |
| **Literacy skills** | **Confident** | **Practice** |
| Read and obtain information from common signs and symbols |  |  |
| Use punctuation correctly, including capital letters, full stops, and question marks |  |  |
| Organise writing in short paragraphs |  |  |
| Identify the main points and specific detail in texts |  |  |
| Read and understand a range of texts of varying complexity, accurately and independently |  |  |

|  |  |  |
| --- | --- | --- |
| **Numeracy skills** | **Confident** | **Practice** |
| Recognise and name common shapes such as rectangles, circles, cubes etc. |  |  |
| Read and understand information in simple diagrams and charts |  |  |
| Add or subtract using three-digit numbers |  |  |
| Recognise and use fractions, decimals simple percentages |  |  |
| Find the mean, median and mode and use them as appropriate to compare two sets of data |  |  |

|  |  |  |
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| **Computer skills** | **Confident** | **Practice** |
| Using email to send and receive messages |  |  |
| Create a simple letter from a template |  |  |
| Create a simple letter from a blank document |  |  |
| Use the internet to obtain information |  |  |
| Use office packages to create posters, presentations or spread sheets. |  |  |

**Name**

**Signature**

**Date**

**If you feel you require further assistance, speak to your tutor in private. Confidentiality will be maintained at all times.**

**Unite Health & Safety**

**Representatives’ Course**

**MODULE 2**

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**Activity 1: Student Introductions**

***Learning Outcomes: - N/A***

**Task: For this activity, please tell us a little about yourself. Write a paragraph or two covering the topics listed below**.

Name?

Any other union positions held?

Employer and role?

How many members do you represent?

Any experience of raising learning or training issues with your employer?

What you hope to do with the skills taught to you during this course?

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**Activity 2**

**Review of workplace issues since your last course**

**Aims:** To help us -

* Identify any ongoing workplace safety concerns.
* Share best practice with others in raising or dealing with health and safety in the workplace.
* Identify common safety concerns.

**Task:** Your tutor will split you into small groups.

* Discuss any safety issues you have had at your workplace and how you have dealt with them.
* Make notes of the issues and any ideas you feel will help you shared by others in your workbook.

**Activity 3**

**1.**

**What are the benefits in the workplace of a trained Unite Health and Safety Representative?**

***Learning outcomes – Roles and responsibilities of a Union Safety Rep 1.1, 1.2 & 1.3***

**Aims:** To help us-

* Understand the role and benefits of having a trained Unite Health and Safety Rep.in the workplace.

**Task**

1. **Identify** the key functions of a trained health and safety rep in the workplace
2. **Explain** the benefits to the workplace of a trained Unite Health and Safety Rep.
3. **Explain** the benefits to the members of a trained Unite Health and Safety Rep.
4. **Summarise,** using specific scenarios examples, the position of a specific union on the importance of Health and Safety in the workplace.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |
| --- |
| 1. **Identify** the key functions of a trained health and safety rep in the workplace |
|  |
| 1. **Explain** the benefits to the workplace of a trained Unite Health and Safety Rep. |
|  |
| 1. **Explain** the benefits to union members of having a trained Unite Health and Safety Rep. |
|  |
| **d) Summarise,** using specific scenarios examples, the position of a specific union on the importance of Health and Safety in the workplace. |
|  |

**Activity 4**

**2.**

**Identifying health and safety problems at work – Initial survey**

***Learning outcomes – Roles and responsibilities of a Union Safety Rep 4.1, 4.2***

**Aims:** To help us-

* Consider how management planning, organisation, and control of the work process may contribute to health and safety problems.
* To identify the main hazards and problems your members face at work.
* Start building a knowledge base and set of perspectives that will allow us to tackle both causes and consequences of workplace hazards.

**Task:**

Bearing in mind that a hazard is defined as “anything with the potential to cause harm,” discuss and make notes on,

1. **List** the most apparent hazards, e.g., slips trips, falls, working at height, poor lighting, working with chemicals and so on.
2. **Explain** how the following factors can contribute to the likeliness of a hazard causing harm: the pace, intensity, hours of work, shift patterns.
3. On the basis of your discussion, is management:

* health and safety conscious?
* capable in resolving members health and safety problems fairly and effectively?
* proactive in the area of health and safety?
* committed to health and safety education and training as an on-going priority?

**Decide who will lead back your group discussion and who will report back to the larger group.**

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| --- | --- |
| **Hazards in my Workplace** | |
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| **Factors** |
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**Activity 5**

**3.**

**The Unite approach to health, safety, and welfare.**

***Learning outcomes – Health and safety in the workplace for Union Safety Reps. 1.5***

**Aims:** To help us-

* Develop a worker centred approach to health, safety, and welfare at work.
* Develop a Unite focused organisational approach to health, safety, and welfare.
* Establish our attitudes to health, safety, and welfare at work.

**Task 1**

**Identify** a specific union’s **key documents** relating to Health and Safety matters.

**Task 2**

Your group will be allocated a number of statements or situations. You should discuss those allocated and say whether group members agree or disagree, listing the arguments for and against.

1. When things go wrong it is usually the fault of careless, apathetic workers.
2. Costs are always an obstacle to securing improvements in health and safety in the workplace.
3. Dealing with health and safety is a matter of common sense.
4. A safety representative should not also have to be a shop steward as there is a potential conflict between the two roles.
5. Safety Reps should take up the problems of non-members and provide representation.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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| --- | --- | --- |
|  | **True/False** | **Give reasons why you have made this decision?** |
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**Activity 6**

**4.**

**Safety Rep Functions and Law**

***Learning outcomes – Health, safety, and the law 1.1, 1.2, 2.3, 2.4***

**Aims:** To help us-

* Identify the functions of a safety rep.
* Use the Safety Representatives and Safety Committee Regulations 1977.
* Tackle problems involving Safety Reps rights.

In your small groups, use the Safety Representatives and Safety Committee Regulations booklet to **identify** the relevant:

* Regulation(s).
* Sections of the Code of Practice.
* Guidance Notes.
* Arguments you would use in response.

Identify the page number and summarise what the booklet says.

**Task: Respond to the range of problems and scenarios in the Workplace examples below.**

1. There has been a near miss, but nobody has been hurt. Management says there is no reason for you to waste time doing an investigation.
2. A member complains to her Safety Rep that she is being bullied by her supervisor. The Safety Rep's line manager says this is not a health and safety matter and refuses to allow the Safety Rep to see her member privately to investigate.
3. A Safety Rep requests a meeting with a senior manager about a part-time worker who feels that working on his own on a night shift is hazardous. He is told to raise it at the next safety committee.
4. Your employer intends to change work organisation, with new shift-working times and the introduction of new equipment etc. A senior manager informs the union Safety Rep and a senior union rep two weeks before the changes, saying "The decision is final, so don't bother challenging it."
5. An hour after you finished an inspection, someone tripped and injured themselves on a staircase, Management says that you are partially responsible for not reporting this hazard and may be legally liable.
6. After an inspection, you reported materials which were stored in a potentially dangerous way. Your manager says the situation has been remedied and there is no need for you to do a follow-up inspection.
7. You hear that a health and safety inspector has visited the workplace where you are a safety rep. Neither management nor the inspector contacted you.
8. There has been an accident. The accident site has been isolated. The safety adviser tells you that you can do your investigation and question the witnesses after their investigation is finished.
9. The occupational health nurse says you cannot examine members' personal files. You want to collect data on absenteeism owing to sickness and accidents at work.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  | **Page** | **Reg/ACoP/GN** | **Arguments you would use in response** |
| --- | --- | --- | --- |
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**Activity 7**

**5.**

**Using the Health and Safety at Work Act 1974 and common law duties/civil law**

***Learning outcomes – Health, safety, and the law 3.1, 4.1, 4.2, 4.3***

**Aims:** To help us-

* Become familiar with the provisions of the Health and Safety at Work Act 1974.
* Begin to apply legislation to workplace health and safety problems.
* Understand common law duties, civil law and the court system in the UK and Republic of Ireland.

**Task 1**

1. From those health and safety problems identified in Activity 4, select four from amongst the group members.
2. **Identify** the relevant parts of the Health and Safety at Work Act 1974, citing the relevant:

* Section.
* Sub-section.
* Key words that you would use.

**Your tutor will give you a short presentation on the Health and Safety at Work Act 1974, you will also find the Unite Safety Reps Guide particularly useful during this activity.**

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Task 1**

|  |  |
| --- | --- |
| health and safety problem | **Relevant Sections of the HASAWA 1974** |
|  |  |
|  |  |
|  |  |
|  |  |

**Task 2**

1. **Explain** the principles behind civil law and common law duties exploring the burden of proof, precedence and required duty of care.
2. **Identify** and report on the different court systems used in civil and criminal cases.
3. **Explain** the key difference between the different court systems used in civil and criminal cases?

**Your tutor will give you a short presentation Criminal and Civil Law.**

|  |  |
| --- | --- |
| **a** |  |
| **b** |  |

**Activity 8**

**6.**

##### **Involving members**

***Learning outcomes – Health and Safety in the workplace for Union Safety Reps 1.3, 1.5***

***Individual member Health and Safety 1.1, 1.2, 1.3***

**Aims:** To help us-

* Identify how members are currently informed and involved in health and safety matters.
* Identify gaps in information.
* Practice simple and easy ways of getting across to membership.

**Task**

1. **List** the different ways that members are currently informed and involved on health and safety matters by Unite and the employer.
2. **Identify** the types of information they receive about Health and Safety matters in the workplace.
3. Give one or two examples of things that have worked well in involving members.
4. **Identify** areas which are common gaps in Health and Safety knowledge
5. **Summarise** a key successful health and safety campaign run by a specific trade union.
6. **Prepare** a short presentation for delivery to workplace membership on the view on health and safety of a specific trade union.

**Your tutor will give you a short presentation on PIP.**

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Activity 9**

**7.**

**The Management of Health and Safety at Work Regulations 1999**

***Learning outcomes – Health, safety, and the law 5.1, 5.2 & 5.3***

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**Aims:** To help us-

* Develop knowledge and understanding of the Management of Health and Safety at Work Regulations 1999 (MHSWR).
* To assess your employer’s compliance with the MHSWR 1999.

**Task**

1. On the tables following

* **State** the duties imposed on employers under the Management of Health and Safety at Work Regulations 1999.
* **Summarise** the **key regulations** contained in the Management of Health and Safety at Work Regulations 1999.
* **Describe** workplace situations which may place employers in breach of each of the key regulations.

1. Discuss your findings in groups, list on Flipchart any breaches identified and agree who/how you will present your groups report.
2. For any breach indicate the actions you will take to ensure employer compliance.

**Decide who will lead back your group discussion and who will report back to the larger group.**

| Regulation | Summarise the regulation in brief. | Describe your current workplace situation where your employer is in breach. |
| --- | --- | --- |
| Reg 3: Risk Assessment |  |  |
| Reg 4: Principles of Protection |  |  |
| Reg 5: Health and Safety  Arrangements |  |  |
| Reg 6: Health Surveillance |  |  |
| Reg 7: Health and Safety Assistance |  |  |
| Reg 8 & 9: Serious and imminent danger |  |  |
| Reg 10: Information for employees |  |  |
| Reg 11 & 12: Co-operate & co-ordinate |  |  |
| Reg 13: Capabilities and training |  |  |
| Reg 14: Employees' responsibilities |  |  |
| Reg 15: Temporary Workers |  |  |
| Reg 16-18: New or expectant mothers |  |  |
| Reg 19: Young Persons |  |  |

**Activity 10**

**8.**

**Does the law help?**

***Learning outcomes – Health, safety, and the law 1.1, 1.2, 2.1, 2.2***

**Aims:** To help us-

* Become familiar with the six most quoted health and safety regulations.
* Become familiar with a range of safety issues covered within these regulations.

**Task 1**

1. **List** legislation relevant to a Union Safety Reps in the course of their work.
2. **List** the guidance documents available for use by a Union Safety Rep in the course of their work.
3. **Identify** the six most quoted Health and Safety Regulations?
4. **Describe** a range of safety issues covered within the regulations?

**Your tutor will give you a short presentation on the European Six Pack**

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |

**Activity 11**

**9.**

**Mental Health and Wellbeing**

***Learning outcomes – Individual member health and safety 2.1, 2.2, 2.3 & 2.4***

**Aims:** To help us-

* To raise our understanding of mental health issues.
* Help to identify mental health terminology.
* Understand the impact of mental ill health on out colleagues.
* To raise awareness of how to support our colleagues at work.

**Task 1**

Your tutor will give you a short presentation about Mental Health in the workplace. As a group you will be included in discussions throughout. Confidentiality and understanding should be paramount at all times.

**Task 2**

Answer the following questions.

|  |
| --- |
| 1. **Describe** the signs that someone might be suffering from mental illness? |
|  |
| 1. **Identify** common mental health conditions.? |
|  |
| 1. **Explain** how a range of external influences, experiences could affect our mental wellbeing? |
|  |
| 1. **Explain** how we can support someone with a mental illness at work? |
|  |
| 5. Why isn’t the recovery process linear? |
|  |

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Unite the union offers an extensive range of courses to improve your understanding of mental health and its impact on us as individuals. For all members and their families there is also a fully funded level 2 certificate in mental health awareness available via www.learnwithunite.org. This is just one of a wide range of courses available.**

**Activity 12**

**10.**

**Gender issues and health and safety at work**

***Learning outcomes – Individual member health and safety 3.1, 3.2, 3.3 & 3.4***

**Aims:** To help us-

* Understand the specific health and safety problems Unite women members face at work.
* Examine and consider the Unite/TUC policy on gender issues at work.
* Consider positive solutions to health and safety problems faced by our Unite women members.

**Task**

1. **Explain,** with examples, how gender inequality both inside and outside work affect women’s occupational health and safety?
2. **Give** examples of general and specific health and safety issues faced at work by female members?
3. What particular health and safety problems do your women members face at work?
4. **Summarise** a specific unions policy for dealing with general and specific gender related health and safety issues faced at work by women members.
5. **Prepare** a case for improving women’s occupational health and safety within your workplace using the TUC Gender and Occupational Safety and Health “Gender Sensitive Checklist”

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **a** |  |
| **b** |  |
| **c** |  |
| **d** |  |
| **e** |  |

**Activity 13**

**11.**

**Taking action on problems – negotiating with management**

***Learning outcomes – Roles and responsibilities of a Union Safety Rep 5.1, 5.2***

***and 5.3***

***Health, Safety, and the Law 2.5***

**Aims:** To help us-

* Practice using procedures to resolve health and safety problems.
* Present a health and safety case to management.

**Task**

1. **Prepare** a case to address a specific health and safety problem in a workplace
2. **Identify** steps that need to be taken on an issue in your workplace, in order to bring the employer back into compliance with the relevant legislation and guidance.
3. **Present** the case to deliver to management, referencing relevant legislation and any Approved Codes of Practice to ensure compliance.

**Decide who will lead back your group discussion and who will report back to the larger group**

|  |  |
| --- | --- |
| **a** |  |
| **b** |  |

**Activity 14**

**12.**

**Health and safety committees**

***Learning outcomes – Roles and responsibilities of a Union Safety Rep 2.1, 2.2 & 2.3***

**Aims:** To help us-

* Discuss how safety committees’ function in workplaces.
* Identify ways that committees could be made more effective.

**Task**

1. **Outline** the functions of a Safety Committee as defined by the Safety Reps and Safety Committee Regs 1977.
2. **Evaluate** the way in which Safety Committees function in your own workplace and **identify** ways in which Safety Committees can be made more effective.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |  |
| --- | --- | --- |
| **a** |  | |
| **b** | |  |

**Activity 15**

**13.**

**Workplace inspections**

***Learning outcomes – Health and safety in the workplace for Union Safety Reps 1.4, 2.1, 2.2, 2.3***

**Aims:** To help us-

* To consider the workplace inspection process and inspection checklists.
* To help ensure that a systematic approach is adopted to the provision and maintenance of a safe and healthy working environment.

**Task**

In groups, use the resources provided and your own knowledge and experience, to help you discuss and draw conclusions as to following:

1. **Identify** the facilities and information that are required in order to undertake an inspection?
2. **Describe** the role of workplacehealth and safety inspections in maintaining safe working conditions.
3. **Explain** how to involve and engage members in a health and safety inspection?
4. What would you need to do following the inspection e.g., plan of action?
5. **Identify** potential challenges or barriers to a successful inspection.
6. **Explain** how to use the problem-solving sequence to overcome challenges or barriers to a successful inspection.
7. Select a problem with inspections that one of your groups has identified - for example, no inspections taking place, infrequent inspections, inadequate follow up inspections, lack of consultation etc.

Use the problem-solving sequence referred to earlier to tackle the issue.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
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| **a** |  |
| **b** |  |
| **c** |  |
| **d** |  |
| **e** |  |
| **f** |  |
| **g** |  |

**Activity 16**

**14.**

**Risk assessment: situation assessment**

***Learning outcomes – Risk assessments and safety policies and procedures in the workplace. 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 & 3.5***

**Aims:** To help us-

* Practice applying the principles of risk assessment to situation assessment.

**Task 1 a) Define** the terms:

* Risk
* Hazard
* Risk assessment

**b) Outline** the purpose of a Risk Assessment.

1. **State** the information that you would need in order to carry out a complete Risk Assessment.
2. **Describe** the steps involved in conducting a full Risk Assessment.
3. **Outline** the possible outcomes of a Risk Assessment.

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **E** |  |

**Task 2**

1. **List** the likely hazards associated with the scenario described on the next page.
2. **Undertake** a likelihood and severity assessment of each.
3. **Identify** which hazards can be eliminated and which hazards can be controlled to an acceptable level.
4. **Describe** how you would prioritise actions in order to address hazards that cannot be eliminated.
5. **Produce** recommendations to the company on future plans and actions.

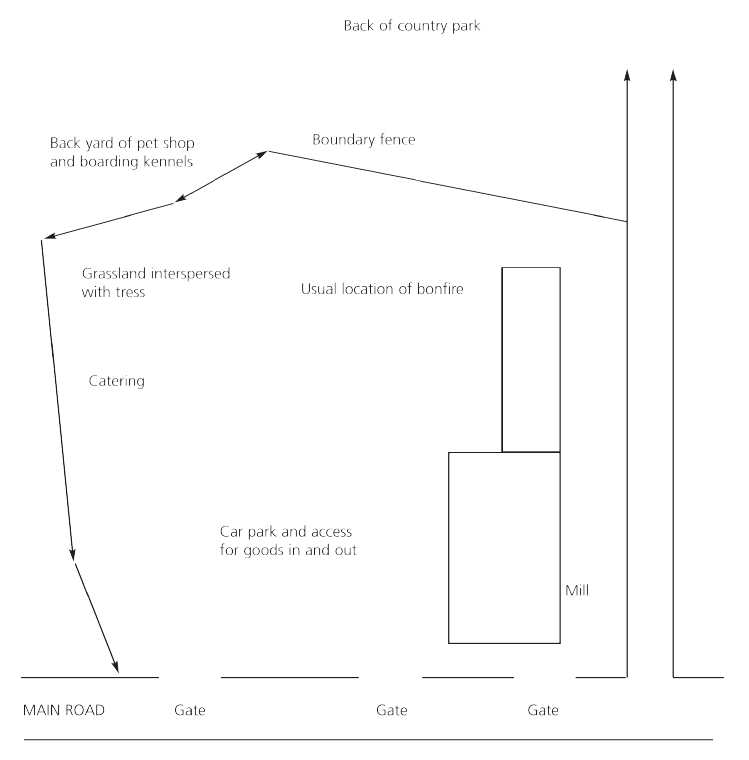
**Decide who will lead back your group discussion and who will report back to the larger group.**

**Risk Assessment Scenario**

You are the union representatives on the Safety Committee of a textiles company employing 300 people located in a 150-year-old refurbished textile mill (the figure overleaf is a schematic of the site). Every year it has been customary to hold a bonfire party for mill employees and their families in November. Usually about a 100 people show up to see the fireworks and to eat and drink. There have been a few instances where people have had few too much to drink and the catering arrangements, while rough and ready, are appreciated. Last year there was an unfortunate incident when a canister of paint exploded in the bonfire and some people had to go to hospital with minor injuries. Nobody knows how the canister got there. It is assumed that it had been thrown over the fence onto the woodpile in the week before the party.

The company wants to cancel the bonfire party but is reluctant to do so because of the effect on employee morale. They have asked you to do a Risk Assessment on the event.

You are unhappy at the prospect of cancellation as it is one of the few things the company is prepared to pay for and is a bit of fun.



|  |  |
| --- | --- |
| **a** |  |
| **b** |  |
| **c** |  |
| **d** |  |
| **e** |  |
| **f** |  |

**Activity 17**

**15.**

**Ensuring disabled workers are treated fairly.**

***Learning outcomes – Individual member health and safety 4.1, 4.2, 4.3 & 4.4***

**Aims:** To help us-

* Understand the requirements that employers provide adequate health and safety provision for disabled employees.
* Evaluate employer compliance with regard to ensuring the health, safety and welfare of disabled is assured.

**Task**

1. **State** the legislation that requires employers to provide adequate Health and Safety provision for disabled members.
2. **Summarise** the requirements relating to Health and Safety provision for disabled employees.
3. **Give** examples of specific arrangements which may be required in order to safeguard the welfare and safety of disabled employees.
4. **Evaluate** compliance of own employer with requirements to ensure Health, Safety and Welfare of disabled employees.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |

**Activity 18**

**16.**

**Contents of a health and safety policy**

***Learning outcomes – Risk assessment and safety policies and procedures in the workplace 4.1, 4.2***

**Aims:** To help us-

* Check your employer's health and safety policy.
* Identify improvements that need to be made.

**Task:**

1. Use the worksheet following to check what is covered in your employer's health and safety policy.
2. In your small group:

* **Access** the fitness for purpose of an employer’s Health and Safety Policy.
* **Describe** any improvements that need to be made to your employer’s health and safety policy.

**Decide who will lead back your group discussion and who will report back to the larger group.**

| **Name Workplace** | | |
| --- | --- | --- |
| **What is covered?** | Yes | No |
| Statement of intent |  |  |
| Details of responsibilities for health and safety in the organisation |  |  |
| **Safe systems of work/safe working practices including:** |  |  |
| Provision and maintenance of plant and related systems of work |  |  |
| Arrangements for safe use, handling, storage and transport of articles and substances |  |  |
| Identification of particular hazardous or dangerous production processes, plant or equipment |  |  |
| Provision of comprehensive information, instruction, training, and supervision |  |  |
| Arrangements for dissemination of health and safety rules |  |  |
| Availability of technical documents, notes on safe use of articles and substances |  |  |
| Maintenance of the workplace in a safe and risk-free condition |  |  |
| Safe means of access and egress |  |  |
| Provision and maintenance of a safe and healthy working environment  (Heating, lighting etc.) |  |  |
| Welfare facilities and arrangements (are night shift workers covered and arrangements for breast feeding mothers?) |  |  |
| Arrangements for induction and refresher training |  |  |
| First aid training and facilities |  |  |
| Arrangements for fire safety |  |  |
| Use of protective clothing and equipment |  |  |
| Arrangements for contractors on site |  |  |
| Equal health and safety treatment for all. For example: provision for the health and safety of workers with disabilities |  |  |
| Proper recognition of the health and safety concerns of women workers |  |  |
| Recognition of harassment and bullying as health and safety issues |  |  |
| Recognition of the different problems that may be faced by part-time workers, temporary workers etc. |  |  |
| **Identification of procedures including:** |  |  |
| Use of safety audits and inspections |  |  |
| Use of risk assessments and procedures |  |  |
| Accident investigation procedures |  |  |
| **What is covered?** | Yes | No |
| Arrangements for review of the safety policy |  |  |
| Role of Safety Reps |  |  |
| Consultation with Safety Reps |  |  |

**Notes**

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**Activity 19**

**17.**

**Draft health and safety induction programme**

***Learning outcomes – Roles and Responsibilities of a Union Safety Rep 3.1, 3.2, 3.3 & 3.4***

***Individual member Health and Safety 1.4***

**Aims:** To help us-

* Evaluate the effectiveness of employer health and safety induction training.
* Identify the safety rep’s role in induction training programme.

**Task**

1. **Evaluate** the induction training provision made by group members' employers.
2. **Identify** any differences/similarities in respect of organisations represented.
3. **Give** examples of good practice and of poor practice, relating to health and safety inductions.
4. **Prepare** a short presentation to be delivered to the new starters at an induction session which covers all own unions health and safety approach.

Include

* Induction content
* Induction duration
* Session Timings
* Methods of delivery
* Venue and Training Requirements

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **a** |  |
| **b** |  |
| **c** |  |
| **d** |  |

**Activity 20**

**18.**

**Ensuring employers have effective accident procedures.**

***Learning outcomes – Risk assessments and safety policies and procedures in the workplace. 5.1, 5.2 and 5.3***

**Aims:** To help us-

* Identify appropriate short term remedial actions and long-term preventative actions in a given situation.

**Task**

In your groups decide what you would do given the following situation. Produce a report on your recommendations.

1. **Define** what is meant by: -

Workplace accident procedure

Accident

Incident

Immediate causes

Underlying causes

1. Root causes
2. **Describe** the difference between a remedial action and a preventative action.
3. **Provide** recommendations for remedial actions in a given accident scenario.
4. **Outline** the general and human factors which can contribute to accidents in the workplace
5. **Describe** the impacts of accidents in the workplace
6. **Provide** recommendations for preventative actions in a given accident scenario.

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Situation**

You are the Safety rep working in the loading area of a large supermarket. A new member of staff driving a forklift truck accidentally smashes 600 one litre bottles of bleach while loading a case onto a high shelf. The driver and another member of staff who was working nearby are injured. The driver with bleach in the eyes and cuts; the other with cuts and bruises. It is 10 .00 a.m. on Christmas Eve, your busiest time of the year. Just prior to the incident you heard the store manager remonstrating with the loading bay supervisor and shortly thereafter you heard the supervisor shouting at the FLT driver to “Get a move on.”

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**Activity 21**

**19.**

**Reporting of Injuries, Diseases and Dangerous Occurrences**

**Regulations 2013 (RIDDOR)**

***Learning outcomes – Risk assessments and safety policies and procedures in the workplace 6.1 & 6.2***

**Aims:** To help us-

* Understanding the requirements of RIDDOR.
* Ensure employer compliance.

**Task**

Consult the material in the Resources pack along with The Unite Health and Safety Guide and the TUC Hazards book and discuss the following:

1. **State** the requirements for reporting under RIDDOR.

Are the following reportable under RIDDOR?

1. A member of the public taking a short cut across a large DIY outlet car park trips over a baton left by contractors when loading their vehicle. He breaks his leg and is taken to hospital by ambulance.
2. A school technician fractures a finger when repairing a storage cabinet.
3. A staff member is abused by a member of the public so severely that while suffering no physical injury, is so shaken by the experience that he is off work for two weeks.
4. A nurse is physically attacked in the Casualty Department on Friday morning and is off until the following Friday, when she returns to w work.
5. A four-meter-high scaffold collapses on a building site.

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **a** |  |
| **b** |  |
| **c** |  |
| **d** |  |
| **e** |  |
| **f** |  |

**Activity 22**

**20.**

**What are we using? What forms do they come in?**

**Types of health risk.**

***Learning outcomes – Risk assessments and safety policies and procedures in the workplace 7.1***

**Aims:** To help us-

* To raise our understanding of substances in use at work.
* Help to identify the harm caused by certain substances.
* Understand the impact of these items on our health.
* To raise awareness a wide range of health risks.

**TASK 1: What are we using?**

1. In your groups identify what is a hazardous substance?
2. We want you to look at the some of the many potentially hazardous substances that you come into contact with on a daily basis. These could be at your place of work, at home or in your hobbies/leisure time. Do you know if they are dangerous or not? How do you know? How much do you know about their potentially hazardous content? How do you know?
3. How do you believe that the union could be involved in getting the message across to its members on any potential issues that may arise from contact with these substances? Suggest ways of getting the message across.

**TASK 2: What forms do they come in?**

You have identified in task 1, a number of substance/agents that may be able to potentially cause you harm.

1. In your groups we want you to look at the various forms that these potentially hazardous agents may take. You should be able to identify up to six.
2. If ‘a hazardous substance is one which can cause ill-health to people at work.’ How might they be deemed harmful?
3. What is the difference between Acute and Chronic in terms of effect on an individual?

**TASK 3: The harmful effects they may cause.**

Now that we have identified the various forms that the potential hazardous substances may come in, we are going to look at the possible health risks that may arise from contact with these substances.

We are also going to look at how we are at risk from all these hazardous substances that we may come across in our workplace and in our everyday world.

1. There are three principal routes of entry into the human body for these substances to take. There is also a fourth rarer but possible entry route. In your groups I want you to identify and discuss all four?
2. Once you have identified all four, we want you to list the potential risks to health that they may arise from the substance?
3. What control measures can we put in place to reduce the risk from these health issues?

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| **Task 1 What are we using?** | |
| **a** |  |
| **b** |  |
| **c** |  |
| **Task 2 What forms do they come in?** | |
| **a** |  |
| **b** |  |
| **c** |  |
| **Task 3 The harmful effects they may cause?** | |
| **a** |  |
| **b** |  |
| **c** |  |

**Activity 23**

**COSHH and the Duties on Employers and Employees.**

***Learning outcomes – N/A***

**Aims:** To help us-

* To raise our understanding of COSHH and relevant legislation.
* Our role in the safe use of hazardous substances.
* What steps our employer must take to keep us safe.

**TASK**

The regulations impose duties on employers to protect employees and others who may be exposed to substances hazardous to their health and requires employers to control exposure to such substances.

1. In your groups identify the benefits to the employer and employee if these regulations are followed?
2. The COSHH regulations impose duties on employers to ensure the safety of their staff, what do you think these duties are?
3. Does the employee have any duties placed on them in regard to the COSHH regulations?

**Decide who will lead back your group discussion and who will report back to the larger group.**

|  |  |
| --- | --- |
| a |  |
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**Activity 24**

**21.**

**The COSHH Risk Assessment**

***Learning outcomes – Risk assessments and safety policies and procedures in the workplace 7.2 & 7.3***

**Aims:** To help us-

* Understand the COSHH risk assessment process.
* Identify risks and record your findings.

..

* Gain practical experience of the risk assessment process.

**Task 1**

1. **Explain** how to check if a substance poses a risk to health.
2. **Explain** the role of the Union Safety Rep in communicating messages about harmful substances to members.

**Task 2**

In your role as a Health and Safety rep in the workplace you have all conducted a risk assessment / safety inspection of one kind or another. Conducting a COSHH risk assessment is no different.

In your groups we want you to conduct a COSHH risk assessment on a substance that you may find in your workplaces.

1. Identify the hazard?
2. Who might be harmed and how?
3. What control measures should be put in place to prevent exposure?
4. Record the assessment?
5. Review the assessment?

**Decide who will lead back your group discussion and who will report back to the larger group.**

**COSHH RISK ASSESSMENT TEMPLATE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **COSHH RISK ASSESSMENT TEMPLATE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use our risk assessment template to simplify the COSHH risk assessment process for your common hazardous substances: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Substance:** | | |  | | **COSHH Reference:** | | | | | |  | | | | | **Supplied by:** | | | | | | |  | | | | | | | **Date of Assessment:** | | | | | | |  | | | | |
| Persons at Risk: | | | Staff | | | | |  | Public | | |  | | Visitors | | | |  | | | Contractor | | | |  | | Young/  Pregnant Workers | | | |  | | | | Review Date: | | | | | | |
| Assessor: | | | Print name: | | | | | | | | | | | | Supervisor: | | | | | | | | | | | | | | Print name: | | | | | | | | | | | | |
| Signed: | | | | | | | | | | | | Signed: | | | | | | | | | | | | |
| Description of Substance: | | |  | | | | | | | | | | | | Method of Use: | | | | | | | | | | | | | |  | | | | | | | | | | | | |
| Site and Location of Substance: | | |  | | | | | | | | | | | | Department: | | | | | | | | | | | | | |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hazards Identification and PPE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Routes of Entry:** | | | **Personal Protective Equipment (Tick Required Boxes):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Tick here for none** | | | | |  |
| Inhalation |  | |  | | |  | | | | | | |  | | | | | |  | | | | | | |  | | | | | | |  | | | | |  | | | |
| Absorption |  | |
| Ingestion |  | |
| Location of PPE: | | | Hand  Protection | | | Protective  Clothing | | | | | | | Protective  Footwear | | | | | | Safety Glasses | | | | | | | Face Shield | | | | | | | Face Mask | | | | | Respirator | | | |
|  | | |  | | | | | | |  | | | | | |  | | | | | | |  | | | | | | |  | | | | |  | | | |
| Hazard & Precautionary  Statements: | | | | | | Occupational Exposure  Standard (OES): | | | | | | | | | | | | | Maximum Exposure Limits  (MEL): | | | | | | | | | | | | | | Workplace Exposure Limits  (WEL): | | | | | | | | |
|  | | | | | |  | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | | | | | | |
| **Frequency and Duration of Exposure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount Used:   * Small (millilitres) * Medium (litres) * Large (cubic metres) | | | | | | | |  | | How Many Times per Day:   * 1–5 * 5–10 * More than 10 | | | | | | | | | | | | | |  | | | | Duration:   * 1–5 minutes * 6– 0 minutes * 31– 60 minutes * 1 hour+ | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Substance Properties (Tick all that apply)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| You should review the current MSDS for your product and ensure that the correct symbols are ticked. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Control Measures** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Precautions | | | | | | | | | | | | | | | | | | | | First Aid Measures | | | | | | | | | | | | | | | | | | | | | |
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| Further Controls Required | | | | | | | Responsibility | | | | | | | | | | | | | By When | | | | | | | | | | | | Date Completed | | | | | | | | | |
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| Spillage Procedure | | | | | | | | | | | | | | | | | | | | Fire and Explosion Prevention | | | | | | | | | | | | | | | | | | | | | |
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| Handling and Storage | | | | | | | | | | | | | | | | | | | | Disposal Considerations | | | | | | | | | | | | | | | | | | | | | |
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| **COSHH Assessment Comments** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Assessor Summary | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 1. Has the assessment considered all factors pertinent to the use of the substance? If NO, please give details of further action required. | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 2. Has the assessment considered the  practicability of preventing exposure? If NO, please give details of further action required. | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 3. Has the assessment considered the steps to be taken to achieve and maintain adequate control of exposure where prevention is not  reasonably practicable? If NO, please give  details of further action required. | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 4. Has the assessment considered the need for  monitoring exposure to the substance? If NO,  please give details of further action required. | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 5. Has the assessment identified all action  required to comply with regulations? If NO,  please give details of further action required. | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| **COSHH Assessment** | | | | | | | | | | **Please tick** | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| The task is safe to be carried out with current control procedures. | | | | | | | | | |  | | | | | | | | | | | | | | | | | | Tick if no further action required. | | | | | | | | | | | | | |
| The task is safe to be carried out subject to  actions listed. | | | | | | | | | |  | | | | | | | | | | | | | | | | | | Tick if use of the substance is not causing significant problems but requires some action to bring it within COSHH guidelines. Action should be prioritised and specific dates set for completion. | | | | | | | | | | | | | |
| Task/substance is unsafe, significant noncompliance with health & safety standards. | | | | | | | | | |  | | | | | | | | | | | | | | | | | | Tick if the task or substance has potential to cause significant problems to users; use of substance to be discontinued until problems have been rectified. | | | | | | | | | | | | | |
| The task/process should be re-assessed on a regular basis either annually, or if there are significant changes to the task or process or if there  is a significant change in personnel who carry it out it e.g. young/inexperienced workers, pregnancy, workers with pre-existing conditions  such as asthma, dermatitis, etc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessor Name: | | | | | | | | | | | | | | | | | | | | Date: | | | | | | | | | | | | | | | | | | | | | |
| This Assessment has been discussed with the user and their line  manager and action agreed. | | | | | | | | | | | | | | | | | | | | Signed: | | | | | | | | | | | | | | | | | | | | | |
| User: | | | | | | | | | | Line Manager: | | | | | | | | | | | | | | | | | | Date: | | | | | | | | | | | | | |

**Activity 25**

**22.**

**Local Exhaust Ventilation (LEV) and its implications in the workplace.**

***Learning outcomes – Roles and responsibilities of a Union Safety Rep 5.2***

**Aims:** To help us-

* Understand what LEV means and how it is used in the workplace.
* Identify risks and record your findings.
* Gain practical experience of dealing with issues arising from the use of LEV equipment in the workplace.

**Task**

We are now going to look at the implications of LEV in the workplace. This may be commonplace for many of the students attending this course whilst others may never have come into contact or have knowledge of the systems necessary in the workplace.

**The tutor will show you a short video from the HSE site. When you have watched the film, complete the following activities.**

1. I would like you to discuss in your groups the LEV that you have used or have knowledge of in your own workplaces.
2. Are the LEV systems in place effective or not? If not, why aren’t they effective?
3. What are the possible health issues that may arise for the operators if the systems are not of a suitable standard?
4. If the LEV systems in place are of an unsuitable standard, how would you raise the issue with the employer? Is there any legislation to support you and if so, what is it?

**Decide who will lead back your group discussion and who will report back to the larger group.**

**HSE Video at this link -** [**https://youtu.be/Ky8y2jDk6i8**](https://youtu.be/Ky8y2jDk6i8)

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**Activity 26**

**Using the Manual Handling Regulations 1992 to assess risks.**

***Learning outcomes – N/A***

**Aims:** To help us-

* Understand the impact of manual handling on our colleagues.
* Identify and describe those at risk.
* Identify and describe the tasks that might increase our risk of manual handling injuries.

**Task**

1. Define the term Manual Handling.
2. Outline the key requirements of the Manual Handling Regulations 1992
3. In your groups we want you to list some of the areas of the body that may be affected by manual handling.
4. Once you have built up your list, can you identify a number of the health issues that may affect the individual? (Avoid using RSI as that is a generic term and can affect many areas of the body.)
5. Are there any workplaces that may be susceptible to manual handling injuries? Think about your own workplace and the workplaces of your fellow students.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Activity 27**

**How to complete a manual handling risk assessment?**

***Learning outcomes – N/A***

**Aims:** To help us-

* Demonstrate the ability to conduct a Manual Handling Risk Assessment.
* Identify those at risk.
* Identify the tasks that might increase our risk.

**Task**

Depending on our workplace or our role in industry, we may have to conduct a Manual Handling Risk Assessment. These are similar to a standard risk assessment but have certain requirements.

These are easier to remember if we use the acronym T.I.L.E. This stands for: -

Task

Individual

Load

and Environment.

We must remember all four elements.

We would now like you no complete a manual handling risk assessment on the following case study.

A group of workers who are employed as baggage handlers at a major international airport in the United Kingdom have complained of various health issues. You decide to conduct a manual handling risk assessment.

**Remember the acronym T.I.L.E.**

**Decide who will lead back your group discussion and who will report back to the larger group.**

**MANUAL HANDLING RISK ASSESSMENT**

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| **MANUAL HANDLING RISK ASSESSMENT** | | | |
| **Assessor Name:** |  | **Date:** |  |
| **Employee name (if applicable):** |  | | |
| **Description of Task:** |  | | |

| **Factor to Consider** | **Yes,**  **No, N/A** | **Level**  **of Risk** | | | **Comments**  What is already being done to control the risk?  What further controls are needed? | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **H** | **M** | **L** |
| **Tasks – do they involve:** | | | | | | | |
| * Holding loads away from trunk? |  |  |  |  |  | | |
| * Twisting? |  |  |  |  |
| * Stooping? |  |  |  |  |
| * Reaching upwards? |  |  |  |  |
| * Large vertical movement? |  |  |  |  |
| * Long carrying distances. |  |  |  |  |
| * Strenuous pushing or pulling? |  |  |  |  |
| * Unpredictable movement of loads? |  |  |  |  |
| * Repetitive handling? |  |  |  |  |
| * Insufficient rest or recovery? |  |  |  |  |
| * A work rate imposed by a process? |  |  |  |  |
| **Loads – are they:** | | | | | | | |
| * Heavy? |  |  |  |  |  | | |
| * Bulky/unwieldy? |  |  |  |  |
| * Difficult to grasp? |  |  |  |  |
| * Unstable/unpredictable? |  |  |  |  |
| * Intrinsically harmful (e.g., sharp/hot)? |  |  |  |  |
| **The working environment – are there:** | | | | | | | |
| * Constraints on posture? |  |  |  |  |  | | |
| * Poor floors (e.g., uneven, wet, etc.)? |  |  |  |  |
| * Variations in level? |  |  |  |  |
| * Hot/cold/humid conditions? |  |  |  |  |
| * Strong air movements? |  |  |  |  |
| * Poor lighting conditions? |  |  |  |  |
| **Individual capability – does the job:** | | | | | | | |
| * Require unusual capability e.g., additional strength? |  |  |  |  |  | | |
| * Hazard to those with a health problem. |  |  |  |  |
| * Hazard to those who are pregnant. |  |  |  |  |
| * Call for special information/training? |  |  |  |  |
| **Other factors:** | | | | | | | |
| * Personal Protective Equipment |  |  |  |  |  | | |
| * Use of knives |  |  |  |  |  | | |
| **Action** | | | **Date** | | | **Action By:** | **Date to be Completed:** |
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**Activity 28**

**Working with Display Screen Equipment**

***Learning outcomes – N/A***

**Aims:** To help us-

* Understand three key areas covered by the Health and Safety (Display Screen Equipment) Regulations 1992?

1. What is display screen equipment?
2. Who is a display screen equipment user or operator?
3. What is a workstation?

* Identify common safety concerns.

**Task 1**

Think about your own work area and using your resource material decide –

1. Whether or not you have DSE.
2. Are you classed as a user or an operator?
3. Do you use a workstation?

**Task 2**

Think about the DSE you use, then tasks you undertake and where you use the equipment –

1. Complete the checklist in your workbook.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Display screen equipment (DSE) workstation checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workstation location and number (if applicable)** |  | | | |
| **User’s Name** |  | | | |
| **Checklist completed by** |  | | | |
| **Assessment checked by** |  | | | |
| **Any further action needed** | **Yes** |  | **No** |  |
| **Follow action completed on** |  | | | |

| **Risk Factor** | **Tick Answer** | | **Action to Take** |
| --- | --- | --- | --- |
| **Yes** | **No** |
| **KEYBOARDS** | | | |
| Is the Keyboards separate for the Screen? |  |  |  |
| Does the Keyboard tilt? |  |  |  |
| Is it possible to find a comfortable Keying position? |  |  |  |
| Does the User have good Keyboard technique? |  |  |  |
| Are the characters on the Keyboard clear and readable? |  |  |  |
| **MOUSE AND TRACKER BALL** | | | |
| Is the device suitable for the task it is being used for? |  |  |  |
| Is the device positioned close to the user? |  |  |  |
| Is there supports for the User’s wrist? |  |  |  |
| Does the device work smoothly at a speed that suits the User? |  |  |  |
| Can the User easily adjust software settings for the speed and accuracy of the pointer? |  |  |  |
| **DISPLAY SCREENS** | | | |
| Are the characters clear and readable? |  |  |  |
| Is the text size comfortable to read? |  |  |  |
| Is the image stable? i.e., free from flicker and jitter |  |  |  |
| Is the screens specification suitable for its intended use? |  |  |  |
| Are the brightness and contrast adjustable? |  |  |  |
| Does the screen swivel and tilt? |  |  |  |
| Is the screen free from glare and reflections? |  |  |  |
| Are adjustable window coverings provided and in adequate condition? |  |  |  |
| **SOFTWARE** | | | |
| Is the software suitable for the task? |  |  |  |
| **FURNITURE** | | | |
| Is the work surface large enough for all the necessary equipment, paper’s etc? |  |  |  |
| Can the User comfortably reach all the equipment and papers the need to use? |  |  |  |
| Are the surfaces clear for glare and reflections? |  |  |  |
| Is the chair suitable: -  Is the chair stable?  Does the chair have a working? -  Seat back height and tilt adjustment?  Seat height adjustment?  Castors or glides? |  |  |  |
| Is the chair adjusted correctly? |  |  |  |
| Is the small of the back supported by the chair’s backrest? |  |  |  |
| Are the forearms horizontal and the eyes roughly in line with the top of the Screen? |  |  |  |
| Are the feet flat on the floor without too much pressure from the seat on the backs of the legs? |  |  |  |
| **ENVIRONMENT** | | | |
| Is there enough room to change position and vary movement? |  |  |  |
| Is the lighting suitable to work comfortably? -  Not too bright  Not too dull |  |  |  |
| Does the air feel comfortable? |  |  |  |
| Are the levels of heat comfortable? |  |  |  |
| Are the levels of noise comfortable? |  |  |  |
| **FINAL QUESTIONS TO THE USER** | | | |
| Have they experienced any problems when working with the DSE |  |  |  |
| Has the user been advised of their entitlement to an eye and eyesight testing? |  |  |  |
| Does the user take regular breaks? |  |  |  |

**Activity 29**

**Provision and Use of Work Equipment (PUWER)**

***Learning outcomes – N/A***

**Aims:** To help us-

* Understand the duties placed on our employers to ensure that the equipment they provide is correct for the task and safe to use.
* Understand why equipment must be fitted with guards.
* Identify common safety concerns.

In your groups discuss the following issues affecting compliance with the Provision and use of Work Equipment Regulations 1998.

**Task 1**

Think about your own workplace area and the tasks undertaken.

1. Draw up a list of the equipment you use daily, and then using your resource material, decide whether or not each item is ‘work equipment’ in terms of the Regulations.

**Task 2**

For all the items that are ‘work equipment,’ what are the arrangements for:

1. Ensuring they are ‘right for the job.’
2. Training users in correct and safe us.
3. Ensuring the equipment is maintained.

**Task 3**

1. Identify any equipment in your workplace that is not fit for purpose?
2. Identify any possible trapping points where guarding has not been fitted?
3. What evidence can you use to persuade the management to act on any potential problems identified?

**Task 4**

Think about your inspection rights as a union safety rep:

1. Review the checklist from HSE Guidance INDG 229
2. Use this to draw up a checklist for safety reps that could be used on an inspection tour to determine whether or not the regulations are being adhered to

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Task 1**

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**Task 2**

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**Task 3**

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**Task 4**

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**Activity 30**

**Noise in the workplace.**

***Learning outcomes – N/A***

**Aims:** To help us-

* Identify the risks associated with workplace noise.
* Identify those at risk.
* Identify the tasks that might increase our risk of exposure to noise.

**Task**

Noise induced ill health comes in two forms (short term and long term) and each has three principal effects.

1. In your groups identify the type of sounds that can cause hearing loss in the workplace
2. What are the three different effects that they can cause? Give examples of each.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Activity 31**

**Fire!**

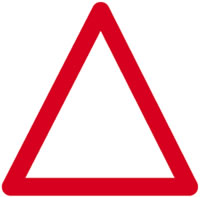
***Learning outcomes – N/A***

**Aims:** To help us-

* Understand the Fire Triangle.
* Identify those at risk.
* Identify elements that may cause a fire to occur.

**TASK 1**

Any fire no matter when, where or how large must have three essential components for it to start and run its course. Can you label up the triangle in your workbook with those three elements?



**TASK 2**

Look at the picture below of fire extinguishers. You may well be aware that all extinguishers are colour coded but can you identify what particular fire risk are they designed for? Use a tick or cross to identify which fires each extinguisher can deal with.

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| --- | --- | --- | --- | --- | --- |
|  | Water fire extinguisher - a type of extinguisher | foam fire extinguisher | dry powder ABC - blue label | co2 fire extinguisher type | wet chemical extinguisher - yellow label - fire extinguisher types |
|  | **Water** | **Foam Spray** | **ABC Powder** | **Carbon Dioxide** | **Wet Chemical** |
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| Choosing the right fire extinguisher - Marsden Fire Safety |  |  |  |  |  |

**TASK 3**

**The Fire Risk Assessment**

<http://www.hse.gov.uk/risk/casestudies/factory.htm>

This example risk assessment shows the kind of approach a small business might take. It can be used as a guide to think through some of the hazards in your business and the steps you need to take to control the risks. Please note that it is not a generic risk assessment that you can just put your company name on and adopt wholesale without any thought. This would not satisfy the law - and would not be effective in protecting people.

Every business is different - you need to think through the hazards and controls required in your business for yourself.

ABC Engineering manufactures parts for the motor industry. The company employs forty people on a site built in the 1970s.

The managing director reviewed the company’s health and safety arrangements and found that although risk assessments for the production, storage and distribution of products were done and the necessary risk control measures had been put in place, no risk assessment had been done and recorded for maintenance work in the factory. The MD told the maintenance manager (the ‘fitter’) to do this risk assessment and to put its findings into practice.

Where possible, maintenance work at the factory is done in-house by the fitter. His main job is to support production by, for example, maintaining plant, machinery and tools and undertaking minor jobs on the building fabric. The company also uses outside contractors, for example for most building repairs, detailed repairs to machinery, and most electrical work and work on the LEV system. The fitter’s job includes the selection of contractors and, with the works manager, the oversight of their work.

The fitter works out of a small workshop, which has some basic engineering machinery, a welding kit and secure storage for solvents and flammables. His work, however, takes him to all parts of the factory.

Complete the risk assessment in your workbook.

**Decide who will lead back your group discussion and who will report back to the larger group.**

# Risk assessment template

## Company name:       Assessment carried out by:

## Date of next review:       Date assessment was carried out:

| What are the hazards? | Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
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**Activity 32**

**Review of previous accident investigation workplace**

**experience/procedures.**

***Learning outcomes – N/A***

**Aims:** To help us-

* Identify their own current accident investigation procedures.
* Review what experiences/involvement they have had in their organisations accident investigation processes/procedures and compare them with other organisations.

**Task**

You will be working in groups. Complete the following tasks, outlining the main points from your discussions on the flip chart & report back to the rest of the class.

1. Identify what accident/incident investigation procedures, if any, your respective organisations currently have in place i.e., consider the following: do you investigate all accidents, when is it done, who is involved, forms used, what happens to findings, any recommendations for corrective actions etc. Then compare them with what happens in your other group member’s organisations, any similarities/differences?
2. Outline any experience/involvement, if any, you may have had with accident investigation (or accident you are aware of)

Give brief account of the accident.

Outline the causes of the accident/incident found by the investigation.

Identify what was the outcome of the investigation and any recommendations, corrective actions etc.

1. Discuss & outline what you feel the overall attitude towards accident investigation is in your own organisation i.e., how it is viewed by; senior management, line management, supervisors, TU Representatives, members & compare findings of the group.
2. Discuss/compare how the Union is organised in your own workplaces (i.e., branch structure, other Reps, meetings, communication, members support etc.)

**Decide who will lead back your group discussion and who will report back to the larger group.**

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## Activity 33

## The cost of workplace accidents & ill-health

***Learning outcomes – N/A***

**Aims:** To help us-

* Identify the reasons their companies should want to prevent accidents.
* Outline the costs associated with workplace accidents.
* Consider why accidents may occur in the workplace.

**Task**

In your groups discuss the following questions, give an overview of the main points on a flip chart & select one person from each group to do a report back. Ensure your notes are added to your workbook.

1. Discuss and identify the reasons why a company should want to prevent workplace.
2. Each year the HSE produce statistics on workplace reportable accidents. In your groups, have a guess at the approximate annual figures (averaged) for each of the following.
3. Worker fatalities (does not include road transport/travel or fishing) caused by an accident within a workplace (i.e., factory, office, farm, building site etc.)
4. Non-employee fatalities (as above i.e., visiting a workplace, public)
5. Major injuries (as listed in RIDDOR schedule 1) following workplace accidents (as above)
6. Occupational illness (as listed in RIDDOR)
7. Discuss/list all the possible costs incurred by a company that can arise following a workplace accident & then consider the costs to people involved.
8. The HSE say “all accidents are preventable” in your groups discuss this statement & state whether you agree/disagree.
9. Outline why you think accidents occur at work & state how they could be prevented (or the actual severity of the injury may be reduced). Then discuss if ‘cost’ can be used to argue your case when considering control measures?

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Activity 34**

# Accident causation factors and definitions

***Learning outcomes – N/A***

**Aims:** To help us-

* Identify & discuss the identified legal definitions and workplace factors that contribute to accidents.

**Task**

1. Identify the HSE definitions of “Accidents & Incidents” & consider if this is the same definition used by your own companies.
2. Identify the HSE definitions of “Immediate Causes, Underlying Causes & Root Causes.
3. Outline the general factors (symptoms) that can contribute to workplace accidents & give examples of the types of conditions/hazards that they can lead to.
4. Explain the different types of Human Factors (i.e., errors & violations) contributory factor in accidents.

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Task**

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**Activity 35**

**Accident investigation**

***Learning outcomes – N/A***

**Aims:** To help us-

* To identify the steps taken during an investigation and the categories of witnesses.
* Consider the various theories relating to human memory.
* Describe the accident investigation process.

**Task**

Working in groups, complete the following questions on the flip chart provided.

1. Outline the systematic steps you could take during a “scene examination” as part of an investigation.
2. Identify the types (categories) of witness that may be utilised as part of the accident & during any resulting enforcement action.
3. Describe the various theories relating to how the human memory works & how it obtains/ records/recalls information. Give some examples of how this impact on what information the witness may provide.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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# Activity 36

**Fatality case study and protocol for liaison**

***Learning outcomes – N/A***

**Aims:** To help us-

* To review information from the given case study, discuss/analyse the main points discovered following the case findings.
* Identify the possible inclusion of different agencies & ways in which certain cases change procedures/protocols of those enforcing agencies.

**Task**

Working in groups, complete the following tasks.

1. Read the course Material & Mr. Galloway’s speech to Parliament following this case; then discuss & present your groups thoughts on the.

* Investigation process & following enforcement action.
* Training provided, systems of work, equipment used & managements attitudes etc.

1. Identify/discuss the standard procedure that should follow a workplace fatality & what role you feel the Safety Rep should play.
2. Outline the different types of enforcement agency that may be involved in an investigation following a work-related death & their area of responsibility.
3. Give an overview of the “Protocol for Liaison” required between the enforcing authorities.

**Decide who will lead back your group discussion and who will report back to the larger group.**

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**Activity 37**

**Gristle and Bone Engineering - Case study**

***Learning outcomes – N/A***

**Aims:** To help us-

* Identify possible symptoms/causes of the conditions & their associated hazards/ risks that contributed to the accident in this case study & reflect on their own workplace conditions.

You may wish to conduct this exercise in a separate notebook. You should be working through the exercise in pairs, discussing each part as a team, not separately dividing the work.

**Task 1**

Working in groups, read the case study from the course pack & complete the following questions on the flip chart provided.

1. Outline the hazards (i.e., unsafe acts/conditions) you feel were associated with this incident & how they contributed to the accident.
2. List all the Risk Assessments you feel should be made available?
3. Identify what you feel were the symptoms (i.e., workplace and personal factors) & causes of the conditions in the case study, which resulted in hazards being present.
4. List the types of documents/information you could review that may explain why the identified conditions/risks were present in the workplace.
5. Identify any legal requirements & company policies/standards that may have been relevant in this particular case.

**Task 2**

Working on your own & considering the groups finding in the case study, complete the following questions.

1. Consider how similar conditions, hazards & risks may be present in your own workplaces & give examples.
2. Identify some possible sources of information you may wish to review while considering these conditions.
3. Propose some control measures & an action plan that will assist in preventing these conditions resulting in an accident.

**Decide who will lead back your group discussion and who will report back to the larger group.**

**Task 1**

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**Task 2**

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**Activity 38**

**Major incident video and discussion.**

***Learning outcomes – N/A***

**Aims:** To help us-

* Understand the aftermath of a major incident.
* Assess the impact on individuals.
* Review the investigation process.
* Promote a safety culture in the workplace.

**Task**

An open group discussion on why and how major incidents takes place. The impact on individuals, their families, and colleagues. What steps could and should have been completed to prevent this incident taking place?

**This is not a blame culture!!!!**

**ACTIVITY 39**

**Research Skills**

***Learning outcomes – N/A***

**Aims:** To help us-

* Understand the need to research.
* To be able to identify a variety of methods of researching.
* Understand the usefulness of suitable researched material.

**Task 1**

List at least 3 sources of information that you have recently used.



Now use your list of information sources and complete the following table:

|  |  |
| --- | --- |
| **Information Source** |  |
| **Where It Was** |  |
| **Why I Chose It** |  |
| **What Kind of Information** |  |
| **How Useful It Was** |  |

**Task 2**

Decide which of the following are primary information (P) and which are secondary (S) by ticking in the relevant column:

|  |  |  |
| --- | --- | --- |
|  | **P** | **S** |
| HSE Statistics on accidents, ill health and near misses |  |  |
| Year-end company report on accident statistics |  |  |
| Newspaper report of the latest health and safety prosecution |  |  |
| An account of a training programme on manual handling |  |  |
| Online article about compensation claims |  |  |

**Task 3**

What do you think the ‘pros’ and ‘cons’ could be of the following methods?

|  |  |  |
| --- | --- | --- |
| **Method** | **Pros** | **Cons** |
| Questionnaire that only allows you to give ‘yes’ or ‘no’ answers |  |  |
| Questionnaire that allows you to give open answers (i.e., to say as much as you like) |  |  |
| An open interview with an individual - i.e., *“tell me what you think about…”* |  |  |
| An open interview with a group of people |  |  |
| An invitation for people to ‘give their views / comments on…” |  |  |

**Task 4**

Using the HSE Web Site, research the accident figures for your type of work and look for trends. Complete notes in workbook

|  |  |  |
| --- | --- | --- |
| **Source of Information** | **Number on Incidents** | **Notes of any trends** |
|  |  |  |
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**Additional notes**

**Please reference the activity your notes are referring too.**

**Additional notes**

**Please reference the activity your notes are referring too.**

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**Additional notes**

**Please reference the activity your notes are referring too.**

**Reflective learning journal one**

|  |
| --- |
| **The main points I have learnt from today are:**  uniteLogo |
| **How I could develop my practical skills as a result of today:** |
| **How I could develop my knowledge and understanding of my new role as a result of today’s learning:** |

Student signature: …………………………………………. Date: ………………….....................

Reflective learning journal two

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| --- |
| **The main points I have learnt from today are:**  uniteLogo |
| **How I could develop my practical skills as a result of today:** |
| **How I could develop my knowledge and understanding of my new role as a result of today’s learning:** |

Student signature: …………………………………………. Date: ………………….....................

Reflective learning journal three

|  |
| --- |
| **The main points I have learnt from today are:**  uniteLogo |
| **How I could develop my practical skills as a result of today:** |
| **How I could develop my knowledge and understanding of my new role as a result of today’s learning:** |

Student signature: …………………………………………. Date: ………………….....................

|  |
| --- |
| **The main points I have learnt from today are:**  uniteLogo |
| **How I could develop my practical skills as a result of today:** |
| **How I could develop my knowledge and understanding of my new role as a result of today’s learning:** |

**Reflective learning journal four**

Student signature: …………………………………………. Date: ………………….....................