**STFC SHE for Technical Managers 5 Year Refresher Workshop Workbook**

**Note: This document contains the exercises to be use as part of the above course.**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STFC SHE for Technical Managers 5 Year Refresher Workshop**

**Outline programme**

**\*\* Please note timings are approximate and will be adjusted to suit progress through the course material \*\***

|  |  |
| --- | --- |
| 09:00 to 09:15 | Course aims and programme  Introductions |
| 09:15 to 10:30 | STFC SHE performance update  Learning from recent incidents  Policy and Management Arrangements review |
| 10:30 to 10:45 | Break |
| 10:45 to 12:15 | SHE Management system developments  SHE Codes and summary exercise  SHE IT systems review |
| 12:15 to 13:00 | Lunch |
| 13:00 to 15:30 | Risk assessment and exercises |
| 15:30 to 15:45 | Break |
| 15:45 to 17:00 | Training and improvement planning  Leadership  Concluding thoughts |

**STFC SHE for Technical Managers 5 Year Refresher Workshop**

**Personal Action Log**

|  |  |  |
| --- | --- | --- |
| **Session Title** | **Action** | **Notes** |
|  |  |  |

**Exercise 1: What Why learning posters review**

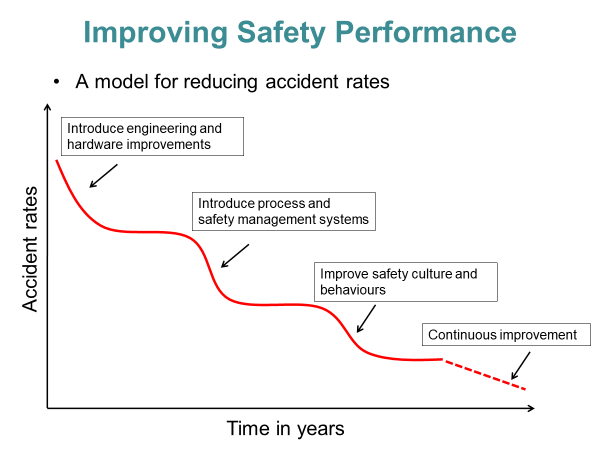
**Guidance for the “What, Why, Learning” exercise: Syndicate 1**

STFC SHE Group regularly issues What Why Learning posters which are frequently triggered by recent incidents and the investigations that follow them. These posters can be easily accessed on the SHE website and are displayed prominently on notice boards around STFC sites.

The purpose of this exercise is to consider a small number of posters relevant to your department or activities and to suggest the types of management action which are essential, or which may help to prevent a recurrence in the area highlighted.

**Activity**

Review the What Why learning posters listed overleaf, and determine the possible SHE management activities required based around the stages of the improving safety performance model below:



Concentrate on:

* Hardware and installed system improvements
* Management process improvements
  + Anything to do with risk assessment
  + Anything to do with training and competence
* Cultural and behavioural change
  + Everything to do with leadership and supervision

**What Why Learning Notes**

**Exercise 2: Review of delegated SHE management responsibilities set out in the H&S Management Arrangements, Sections 3.2 and Appendix 2**

The table below summarises the delegation of safety responsibilities to all STFC Mangers in Section 3.2 of the H&S Management Arrangements document - use the laptops to look at full wording. Assess the status of these responsibilities in your own work environment and consider what actions you think may be necessary for you at this stage. How have things progressed over the last 5 years?

| **Management Responsibility** | **Your Present Situation.** | **Thoughts on future management actions required.** |
| --- | --- | --- |
| Codes  Implementing the H&S standards and controls set out in STFC SHE Codes and management systems, ensuring adequate monitoring of H&S performance. |  |  |
| Risk assessment  Identifying hazards in your delivery areas, assessing the risks these pose to the H&S of your staff and others, identifying and implementing suitable control measures, communicating the outcome of the assessment to those who are affected. |  |  |
| Training  Ensuring your staff are competent via the provision of suitable information, instruction and training and experience to undertake their tasks. |  |  |
| Premises and equipment  Ensuring any premises, plant and equipment under your control are safe and adequately maintained, including the arrangements for safe evacuation in the event of a fire or other emergency. |  |  |
| Supervision  Provide adequate supervision of work and the workplace to ensure that H&S standards are maintained for staff and others working on STFC sites. |  |  |
| Incident reporting  Encouraging the reporting of all injuries and incidents and ensuring any incidents under your authority are investigated by line managers, drawing on competent advice as necessary, to determine immediate and root causes and acting on the investigation findings to minimise the likelihood of recurrence. |  |  |
| Staff consultation  Consulting staff and others working under your authority on H&S matters to enable improvement to arrangements and performance and share lessons identified across STFC. |  |  |
| Personal commitment  Demonstrating your commitment to the health, safety and welfare of those under your authority and others affected by your activities and thus promote a positive safety culture. |  |  |
| Appendix 2 – Staff and non-STFC people  Shared responsibilities and duty to agree where there is a possibility of doubt/confusion |  |  |

**Exercise 3, Part 1: Code application**

**List the top 5 SHE Codes which apply to your work, department, activities, or staff and discuss their level of implementation**

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| --- | --- | --- | --- | --- | --- | --- |
| **Work Activity** | **Applicable SHE Codes and title** | **Known about or not?** | **Not in Use** | **Partially in use** | **Fully implemented** | **Notes** |
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**Exercise 3, Part 2: SHE Code use experiences**

* Summarise your experiences of the SHE Codes in action.
* Consider their strong points and opportunities for improvement.
* Discuss the positive aspects in the application the SHE Codes, and suggest any improvements

**Exercise 4: Risk assessment departmental RA review and report for chairman**

The purpose of this exercise is to prepare a short report to the Chairman of your Departmental Safety Committee as part of an annual Departmental led audit of RAs.

For your activities, the Chairman needs to know:

* If the RA coverage is complete.
* If all RAs are in your opinion “suitable and sufficient” including if they are “in date”.
  + The Chairman is keen to know about the quality of the RAs in the light of criticism in the last external safety audit (see Appendix 6 of SHE Code 6 for checklist on RAs being “suitable and sufficient”)
* Your recommendations for improvement.
* The following questions may be relevant:
  + Is the Department in a strong position in relation to consulting staff and any other relevant people while risk assessments are being written?
  + Is the Department in a strong position on briefing all those involved on completion of the RA?
* Are there any unresolved issues?

The presentation should last no more than 5 minutes.

**The most significant risk assessments which apply to my work**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title or description** | **Written less than 2 yrs ago?** | **Suitable and Sufficient?** | **Any missing info?** | **Areas for improvement** |
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**The most significant Risk Assessments for which I am responsible**

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| --- | --- | --- | --- | --- |
| **Title or description** | **Written less than 2 yrs ago?** | **Suitable and Sufficient?** | **Any missing info?** | **Areas for improvement** |
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**Appendix 6 of SHE Code 6: Risk Management**

**Aide memoire for production of a ‘suitable and sufficient’ risk assessment**

* + 1. Describe the task, activity or situation that you’re assessing from start to finish. This frames your risk assessment and makes it clear what needs to be included. Have you considered the HSE’s 5 step process in your risk assessment?

**Step 1:** Identify all hazards associated with the particular activity being considered.

Hazards may be identified by observation, using various sources of information such as legislation, published guidance, trade publications, industry codes of practice, manufacturers or suppliers information (e.g. Material Safety Data Sheets), STFC safety codes, incident records, or drawing on previous experience.

All aspects of the work must be considered, not just the obvious. For example, a raised paving stone on a path presents an obvious trip hazard, while the shedding of wet, slippery leaves from an adjacent tree may be overlooked if the assessor considers only summer conditions. In workshops the use of a band saw presents a hazard in terms of the cutting blade but there are also hazards associated with the release of dust in the atmosphere (explosion, inhalation of a hazardous substance). Similarly the use of a lathe will have particular machine hazards, but there may be other hazards associated with the use of cutting oils (skin contact with a potential carcinogen).

Non-routine aspects of the activity must also be considered e.g. during maintenance and repair.

**Step 2:** Identify groups of people of people who are not directly involved in the work but who could potentially be harmed (and how). Have you thought about anyone other than staff who could be affected by the activity, e.g. visitors, cleaners, maintenance staff, contractors, etc.?

Consideration must also be given to vulnerable individuals (e.g. those with certain medical conditions, which may be permanent or temporary) or specific groups (e.g. young or inexperienced workers who may lack maturity and expertise) and expectant or new mothers (e.g. who may need to refrain from manual handling or handling certain hazardous substances). However, other groups should not be overlooked e.g. persons with disabilities or impairments (ability to hear alarms, see / read warning notices, difficulties with access / egress) and some overseas workers (with experience of different safety cultures, nuances of language and comprehension).

**Step 3:** Consider all precautions and control measures that you already have in place and take account of them. Evaluate the level of risk.

The assessment should acknowledge any existing measures that control risk. These may have been introduced for other operational reasons but they may, nevertheless, mitigate problems. The assessment should also consider the impact of existing control measures suddenly becoming unavailable e.g. power loss to an external light or basement, or loss of mains water supply in a water cooled system.

**Step 4:** Record the finding of the risk assessment (and implement the measures identified)

**Step 5:** Review the risk assessment at regular intervals and when there are material changes

The STFC proforma identifies these 5 steps so it is important to complete all entries. Do you focus on prevention? The control hierarchy forms part of the control measure column in the proforma to ensure prevention is considered first. In deciding what additional control measures are to be applied priority should be given to those that protect the whole workforce or workplace, by avoiding the risk completely or combating risks at source.

* + 1. Does your risk assessment reflect what actually happens ’on the ground’? Is your methodology accurately reflected in the risk assessment? Should an incident take place and highlight discrepancies in the risk assessment, a court may rule that the risk assessment was not ‘suitable and sufficient’.
    2. Does your risk assessment consider factors that might adversely impact an individual’s ability to do the task? e.g. ability to lift heavy items with a history of back problems?
    3. Is the focus on high risks, i.e. have you checked that major risks have not been overlooked and minor risks given too much priority? One way to help prevent this is rank the hazards in your assessment from high to low.
    4. Have control measures for the highest risks been incorporated into a regular monitoring scheme? Should the implementation of control measures take time, have interim measures been put in place to minimise risk?
    5. Do you involve your team:
       1. By asking their views about the workplace, they tasks they undertake, and the risk assessments that are relevant to them?
       2. By seeking their suggestions, advice and comments on potential solutions to problems (e.g. improvements to working conditions, changes in the way work is organised, etc)?
       3. By ensuring that people are empowered to contribute and feel that their views are listened to and acted on?
       4. By effectively communicating outcomes (e.g. action plans)?
    6. Do you seek to develop and adopt solutions that are 'reasonably practicable' (i.e. taking into account the cost and effort needed to reduce the risk against its likelihood of occurrence and potential severity)?
    7. Have all risk assessments been logged on Evotix Assure and are all actions captured on Evotix Assure action manager?

**Exercise 5: Felt leadership**

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| **A healthy safety culture is one where there is…** | **Actions I can take to improve my leadership** | **Support I need** |
| What do I say? |  |  |
| How do I act? |  |  |
| What do I prioritise? |  |  |
| What do I measure? |  |  |
| What sort of shadow do I cast? |  |  |

**Notes**