

Item 9 LB 27/03/17

Occupational Health & Safety

Board of Management/SMT

Training Course Outline



1. Introduction to Leading Safely.
2. PLAN - Planning for Health and Safety.
3. DO - Doing Health and Safety.
4. CHECK - Monitoring Health and Safety.
5. ACT - Reviewing Health and Safety

Key learning points

- Understanding your safety and health responsibilities.
- Appreciating the consequences of poor safety and health and the benefits of good health and safety.
- Planning the overall direction for safety and health in the college.
- Understanding the key elements of the health and safety management system.
- Understanding the importance of adequately resourcing the health and safety management system.
- Monitor and reviewing the health and safety performance.

Outline of course

The aim of the course is to raise awareness to the Board of Management and Senior Management Team who have responsibilities not only for the general role of managing and directing the general business of the college but also, for the health, safety and welfare of the employees, learners and others who use or visit the organisation and those who could be affected by the activities.

Whilst the legal requirements set the tone of ensuring that health and safety is addressed accordingly, the emphasis of the sessions is focussed on the management approach as presented by the Health and Safety Executive, (HSE) and, The Institute of Directors, (IoD), and Health and Safety Commissions, HSC.

The HSE provided a model for the management of health and safety in 1992 in their first edition document, *Successful Health and Safety Management, HSG65*. This provided a

management model known generally as POPMAR (Policy, Organising, Planning, Measuring performance, Auditing and Review) and was aimed at meeting the requirements of the Management of Health and Safety at Work Regulations and used by the HSE as a means of auditing an organisations legal requirement to have a management system in place.

They have now moved away from using the model to a **'Plan, Do, Check, Act'** (PDCA) approach as provided in the updated document ***Managing for Health and Safety, HSG65***. This is now in line with other management systems approach including standards; ***BS EN ISO 9001-Quality Management system, BS ISO 31000 International Standard for Risk Management and ISO 14001 Environmental Management***. The HSG65 approach allows organisations to put a system into place which has no upfront or continuing costs to external suppliers nor the need to have external auditing carried out by the relevant standards bodies.

The key guidance documents on the PDCA approach and, referred within the sessions are; **"Managing for Health and Safety" (HSG65) HSE, and "Leading health and safety at work"- Leadership actions for Directors and Board Members (IoD/HSC)**.

In 2016 the HSE issued their document ***'Helping Great Britain work well'*** which focusses on 6 strategic themes; ***Acting together, Tackling ill-health, Managing risk well, Supporting small employers, Keeping pace with change and, Sharing our success***. These themes also coincide with the **8 Strategy Goals** as provided by the HSE in the **Further Education Safety and Health Forum (FESH) Tool** which is intended to be used in the FE sector to measure H&S performance. This is explained within the course materials and which will be used throughout the sessions.

The sessions also reflect the principles embodied in other relevant publications including:

- Association of Scottish Colleges, ASC - Summary Guide for College Board Members
- The Turnbull Report- Combined Code on Corporate Governance
- Lord Young and Lofstedt reports and changes to H&S
- HSE Fees for Intervention (FFI)

Key legislation;

- The Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999 and other relevant legislation requirements as appropriate.
- The Corporate Manslaughter and Corporate Homicide Act 2007

Module 1 Introduction to Leading Safely

Key learning points

- General responsibilities as a member of the Board of Management.
- Health and safety legal responsibilities.
- Appreciating the consequences of poor safety and health and the benefits of good health and safety.

Module 2 - Plan

Key learning points

- Understanding your safety and health responsibilities.
- Planning the overall direction for safety and health in the college.
- Understanding the key elements of the health and safety management system.
- Understanding the importance of adequately resourcing the safety and health management system.

Module 3 - Do

Key learning points

- Understanding the importance of adequately resourcing the safety and health management system.
- Understanding the importance of seeking competent advice
- Ensuring that the risk profile and completion of risk assessments receives the highest priority.
- Understanding the importance and benefits of worker involvement in the management of health and safety

Module 4

Key learning points

- Understand the importance of reactive and proactive monitoring of the health and safety management system.
- Recognising the key internal and external factors impacting on the organisation.
- Appreciating the importance of worker involvement in decision making for health and safety.

Module 5

Learning outcomes

- Recognise the importance of regular reviews of the health and safety management system.
- Appreciate the benefits of employee consultation in health and safety matters.
- Identify areas for improvement within current policy and system

Modules 2-5 address the Plan, Do, Check, Act approach. This will require delegates to consider the key elements in detail and in relation to NCL Health and Safety Policy and the FESH Tool. The aim is to enable you to consider the policy content in detail and determine its suitability relative to the strategic and operational needs of the college.

The Further Education Safety and Health Forum (FESH)

(Letter to Principal Chief Executive and Chair of Board of Management of colleges 2006)

FESH was established in 2006 as a joint stakeholder forum of college representative bodies, trades unions and agencies, including the HSE. We are the principal stakeholder body concerning occupational health and safety across the further education sector in the UK.

Currently, the organisations represented on FESH are:

- Association of Managers in Education (the leadership section of ATL)
- Association of Colleges
- Colegau Cymru
- Educational Institute of Scotland
- Health & Safety Development Network, Colleges Scotland
- UNISON
- Health and Safety Executive

FESH Tool

The tool comprises of 8 HSE Strategy Goals, 8 FESH 'Goal' Interpretations and FESH Evidence examples associated with the goals and interpretations. The evidence examples are designed to enable each college to use as a guide as to the type of evidence that can be used to show the current position the college is at in terms of meeting the HSE Goal. This also provides the basis of information from which the college can prepare an action plan to meet the goals or, parts of where there is currently insufficient or inappropriate forms of evidence.

The NCLan evidence has been entered to the FESH Tool and was presented to the Corporate Health and Safety Committee in November 2016 for discussion and member comments. However, due to several Committee members being unable to attend the meeting, the decision was taken to place it on the Agenda of the February 2017 meeting for full discussion.

As these training sessions have started ahead of the February meeting it was decided to utilise the sessions to consider the evidence in order for you to gauge 'where the college is at' and to show where elements have still to be satisfied.

The theme of the training sessions is that of workshops whereby;

Against each of the evidence examples you are required to consider the PDCA Elements, HSE and FESH Goals and evidence examples against NCLan H&S Policy and evidence.

The aim of this is to enable Board Members and Senior Management to have direct input to the policy and the Health and Safety Management System based on the PDCA approach and how this reflects the college strategic and operation goals.