

## University Health & Safety Arrangements: Chapter 11



### Learning, Development and Competence

Key word(s):	Learning; development; health and safety training; 70:20:10; competence; competency; competence management
Target audience:	All members of staff with management responsibility. Managers involved in safety competence management; all involved in induction of new members of staff; staff with specific health & safety roles; anyone interested in developing health & safety skills; faculty / directorate / school and other local safety advisers

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Note:-

**“Senior Managers”** are responsible for health and safety within their organisational unit, specified areas or as a consequence of their activities, and for any additional activities as agreed and delegated to them (e.g. where they accept responsibility for day-to-day safety arrangements for staff who have other Line Managers, for reasons of geographical or other convenience). They may be Deans, Heads of School, Directors of Institutes, Directors and Heads of Service in non-academic areas, the University Librarian, the Directors of the Manchester Museum and the Whitworth Art Gallery, and their equivalents.

**“Line Managers”** are responsible for assessing and approving the competency of staff in safety critical roles and to ensure there are arrangements in place to cover for staff absence. They are also responsible for carrying out Performance and Development Reviews (P&DRs) during which health and safety training needs should be discussed.

**“Competency”** refers to a combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely.

**“Competences”** refers to what people need to do to perform their job to the required standard.

**“Competence Management”** the process in place to ensure that competency is defined, regularly assessed and levels of competency are maintained.

**“Learning and Development”** refers to the practice of providing learning opportunities workshops, coaching, mentoring and formal courses / training to employees and students to inspire, challenge and motivate them to perform the functions of their role to the best of their ability and to pre-set standards.

**“70:20:10”** refers to the concept that 70% of learning comes from experience, 20% comes from social learning with and from colleagues and 10% comes from formal learning such as classroom training or online courses.

## Introduction

1. This chapter describes the University’s arrangements for

- Health & Safety Induction
- Essential training for those with specific health & safety responsibilities

- Supporting University Safety Advisers in assessing their own competency through a competency development framework and 360° feedback
- Identifying University contacts who can provide advice and support in relation to learning, development and competency.

## Health & safety induction

2. Prior to induction, Line Managers must identify the competency criteria for safety critical activities and assess the individual against this. This is an essential part of competence management.
3. The Line Manager must assess the level of competency of the individual in relation to the role that they are being asked to undertake, ideally starting during the recruitment and selection process. For staff with safety responsibilities, the Safety Adviser competency development framework can support this activity by identifying some of the competencies required in the role.
4. There are health and safety induction requirements at the University for new, transferring or relocating staff, including those on temporary contracts and agency staff, and where staff move due to the physical relocation of their workplace. This is because people are more at risk when starting work or facing new situations.
5. On taking up their appointment, all employees must be advised by their Line Manager (or his/her representative) of the arrangements that will enable them to work safely, this should include information about health and safety induction, first aid assistance, fire safety and evacuation arrangements.
6. The Line Manager must ensure that all new members of staff have completed the University's [Staff Health & Safety Induction course \(THS1E\)](#). The course is delivered via Blackboard for the majority of University staff, and records of completion will be uploaded from Blackboard to individual training records and data relating to completion reported to the Occupational Health, Safety and Training Advisory Group (OHSTAG).
7. For staff that do not have a Blackboard account, or limited access to PC's, a video format of this induction course is available for use with their Line Managers, via Learning & Organisational Development's website. [THS1V Video Health & Safety Induction \(Staff\)](#) Records of course completion should be kept by the Line Manager and Safety Adviser, and provided to Learning & Organisational Development who will update individual's training records accordingly to record completion.
8. The University's [Induction Checklist](#) should be completed and signed off by the new member of staff, their Line Manager and the local Safety Adviser. The

checklist cannot specify all possible risks and variations in practical arrangements, and should therefore be amended by a competent person (such as the line manager or School Safety Adviser) as local circumstances demand.

9. Where the member of staff indicates they do not understand the information given or the arrangements, the Senior Manager is responsible for ensuring that suitable additional assistance is given. The understanding by the individual of the additional assistance and support given should also be checked.
10. Completed copies of the local induction checklist and any supplementary information provided should be returned to the local Safety Adviser and Line Manager for checking and retaining. These may be audited from time to time as part of the ongoing HASMAP audit programme.

### **Essential health and safety training for those with specific health & safety responsibilities**

11. Managers are required to appoint sufficient numbers of staff to various roles such as School Safety Adviser, Faculty Safety Manager, to assist them in their management of local health and safety. The competences for each role should be identified. Those appointed with specific duties must be competent and able to perform the tasks allocated to them to the required standard.
12. In making and/or reaffirming appointments, managers should also take into account other factors such as :
  - knowledge and experience
  - existing qualifications or training undertaken
  - the resources available to the appointees (including time, administrative support, IT ability)
  - their communications skills (to receive, interpret and redirect health & safety information, their ability to develop rapport and in many cases, to cascade training)
  - their interest in and commitment to the work.
13. Appointments should be made in writing, detailing the role and responsibilities involved.
14. Managers are key to identifying the standards required, ensuring that appointees receive the support they will need to perform their role(s) effectively, and remain competent. They can use the recommended and essential minimum training tables (Appendix 1) and the University's Safety Advisers [Competency Development Framework](#) (Appendix 3) to inform their assessment of learning and development needs.

15. Managers should take steps to ensure that any learning or development requirements are met within a reasonable time of initial appointment – normally within 3 months. The competency of existing appointees should be assessed regularly. Discussions around this should form part of regular one to one meetings and the annual Performance and Development Review.
16. In all cases, further advice about learning and development opportunities, equivalent alternatives such as coaching and mentoring opportunities, training, refresher periods, etc. is available from Learning & Organisational Development and Safety Services. Specialist staff contacts are included in Appendix 5 Specialist Staff Contacts

### **Safety Advisers Competency Development Framework**

17. The purpose of the University's competency development framework is to identify the key characteristics and standards that make Safety Advisers effective in their role.
18. The framework allows Safety Advisers (and their Line Manager) to measure themselves against these key standards and it is recommended that Safety Advisers use the framework during their Performance and Development Review. Managers should ensure the competency of their staff by providing them with learning opportunities appropriate to the activities to be undertaken and consistent with training needs analysis and the Performance and Development Review discussion. See Appendix 4 – Hierarchy of Learning / 70:20:10
19. The framework identifies four attributes from which twelve key characteristics are described. The 4 attributes are:
  - Making a Positive Impact (A)
  - Applying your Knowledge and Expertise (B)
  - Being Effective in Your Health & Safety Role (C)
  - Managing your Professional Health & Safety Knowledge (D)
20. Contained within each characteristic are a number of specific descriptors, which are then linked to observable behaviours that can be used for assessment purposes. A representation of the framework is in Appendix 3
21. The framework is supported by a 360° feedback process which can be accessed through Learning & Organisational Development. A 360° report is a method appraising your performance by gathering feedback from a number of sources, including self, peers, direct reports, more senior colleagues and customers.

22. The Line Manager and / or the Directorate or Faculty Safety Lead should consider practical ways of assessing an individual's competency against the framework. This could include:

- Observation
  - Performing an activity
  - Knowledge and behaviours exhibited during a meeting
  - Drills / simulations (for higher risk work)
- Taking part in inspections and accident investigations
- By assessing results in:
  - Meeting the pre-defined standards
  - Research undertaken
  - Quality of the written documents produced e.g. risk assessments, safety policy

### **Recording Training**

23. Learning and Organisational Development maintain training records for any training that is delivered via this unit.

24. It is recognised that much learning takes place in the workplace. Individual members of staff are encouraged to ensure that they check their training and development records are up to date and are encouraged to add other learning activities they have been involved with to their own training record.

25. It is the responsibility of the Line Manager and the individual member of staff to identify when refresher training / re-validation of any specific training may be due.

26. Where training is delivered locally managers should complete the [Recording of Locally Delivered Compliance Training template](#) (which can be found on the [Learning and Organisational Development website](#) under Resources) and forward this to Learning and Organisational Development. This training will then be added to an individual's training record.

<b>Document control box</b>	
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## Appendix 1: General health & safety appointments and recommended minimum training requirements

Appointment	Usual abbreviation	Minimum training (or equivalent*)	Length of course	Course code	Refresher period	Source of advice
School Safety Adviser	SSA	IOSH Managing Safely IOSH Managing Safely (eLearning)  NEBOSH General Certificate in Health & Safety (Note: IOSH Managing Safely is a prerequisite)	3 days  40 hrs	<a href="#">TLCA555</a> <a href="#">TLCA550</a>  <a href="#">THS12</a>		Learning and Organisational Development for course booking  Faculty Safety Manager, Learning and Organisational Development and your University Safety Coordinator
Directorate Safety Manager (or equivalent)	?	NVQ Level 5 in Safety and Health  NEBOSH Diploma in Occupational Health and Safety	6-12 months  500 hrs	Contact Learning & Organisational Development		Learning and Organisational Development / Safety Services
First aider	n/a	First Aid at Work Certificate (higher risk areas)  First Aid at Work – Requalification	3 days  2 days  1 day	<a href="#">THS87</a>  <a href="#">THS88</a>  <a href="#">THS119</a>	3 years  3 years  3 years	Safety Services



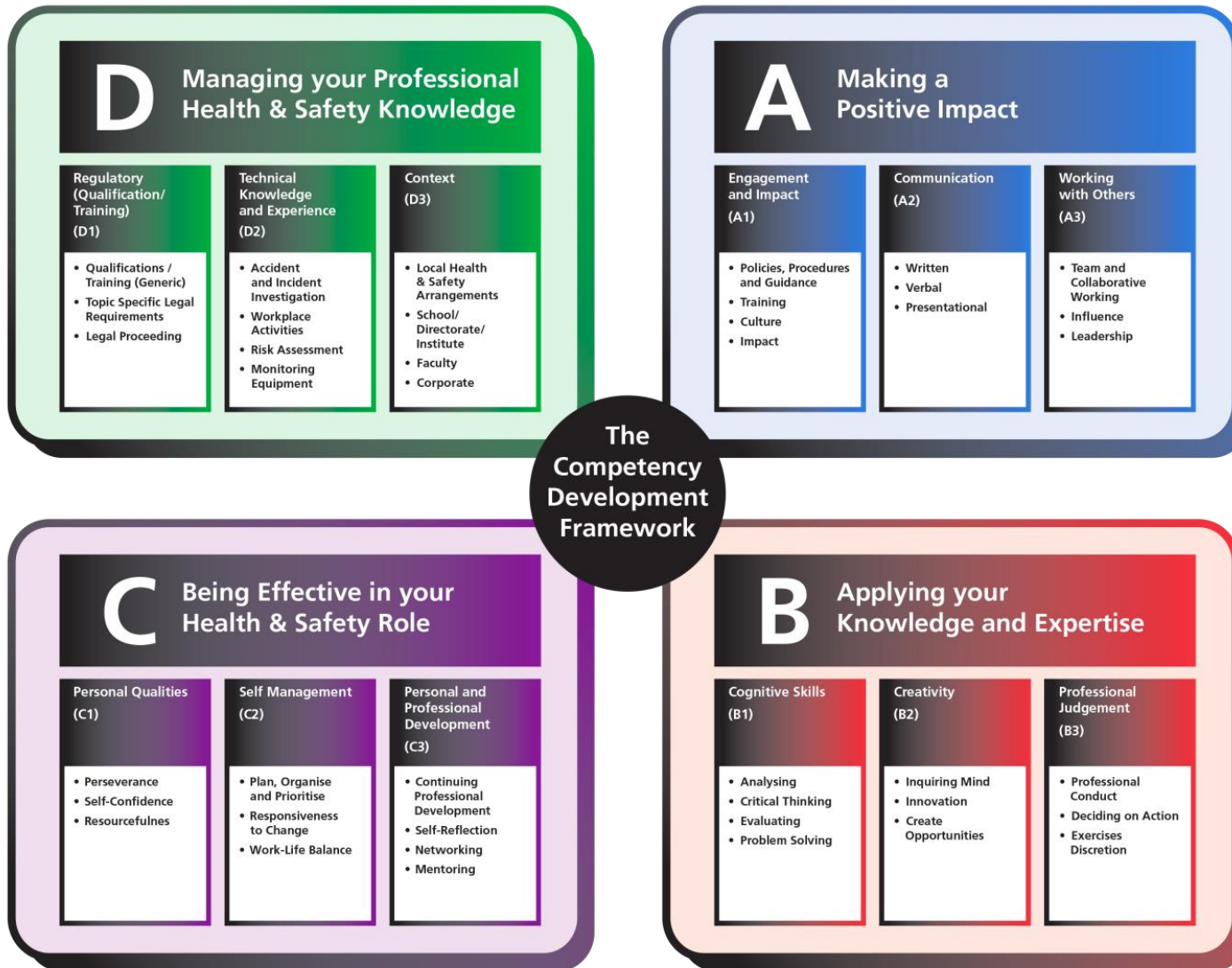
Appointment	Usual abbreviation	Minimum training (or equivalent*)	Length of course	Course code	Refresher period	Source of advice
		Emergency First Aid at Work (low risk areas)				
Display screen assessor	DSA	Assessing Display Screen Equipment (eLearning)	2 hours	<a href="#">TLCO100</a>		Learning and Organisational Development
Fire Evacuation Marshal	FEM	Fire Awareness (eLearning)  Fire Evacuation Marshall Training (TLCF100 is a course prerequisite)	2 hrs	<a href="#">TLCF100</a>  <a href="#">TLCF101</a>		Safety Services

## Appendix 2: Specialist appointments and essential minimum training requirements

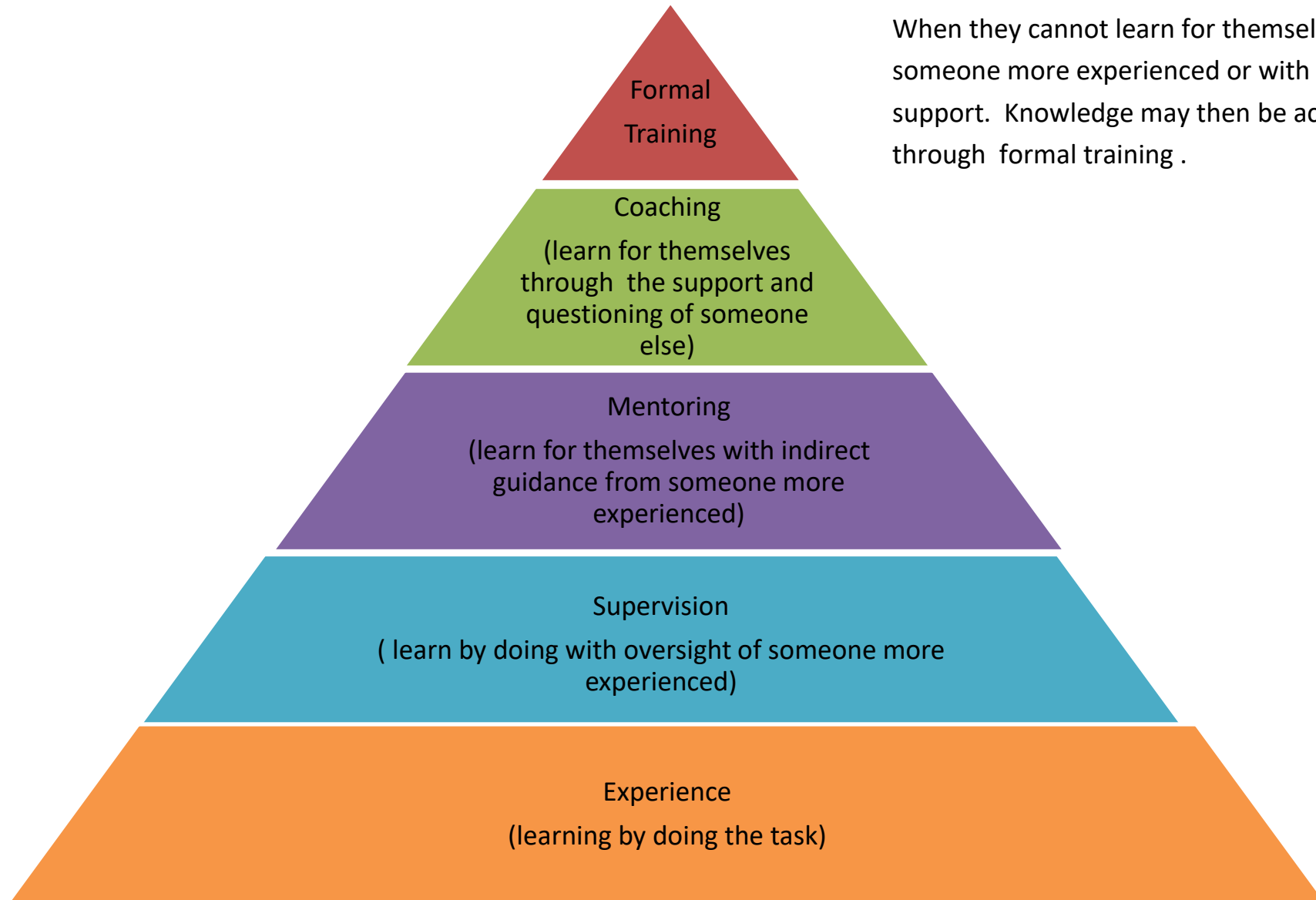
Appointment	Usual abbreviation	Minimum training (or equivalent*)	Length of course	Course Code	Refresher period	Source of advice
School Biological Safety Advisers / Officers	SBSA / O	Safety for Biological Safety Officers	3 hours	<a href="#">THS44</a>		Learning and Organisational Development for course booking  University Biological Safety Officer

Radiological Protection Supervisor	RPS	Radiation Protection Supervisors course or equivalent as agreed with RSU in respect of complexity of needs		<a href="#">THS48X</a>		Head of Radiological Safety
School Laser Safety Officer	SLSA	Laser Safety - for lasers > class 3B	3 hours	<a href="#">THS42</a>		Learning and Organisational Development for course booking  Katherine Sullivan, Technical Adviser, Radiation Safety Unit for advice.
Non-ionising radiation adviser	n/a	Safe U.V. practices : a users guide	1 hour	<a href="#">THS75</a>		Learning and Organisational Development for course booking  Katherine Sullivan, Technical Adviser, Radiation Safety Unit for advice.

**Appendix 3: Simple representation of Competency Development Framework**



## Appendix 4 – Hierarchy of Learning / 70:20:10



When they cannot learn for themselves, with someone more experienced or with additional support. Knowledge may then be acquired through formal training .

## Appendix 5 – Specialist Staff Contacts

Name	Job Title / Specialism	Telephone Number	Email address
Patrick Seechurn	Head of Safety Services	64004	<a href="mailto:Patrick.seechurn@manchester.ac.uk">Patrick.seechurn@manchester.ac.uk</a>
Patrick Seechurn	Deputy Head of Safety Services / Biological Safety	50972	<a href="mailto:Patrick.seechurn@manchester.ac.uk">Patrick.seechurn@manchester.ac.uk</a>
Ian Haslam	Head of Radiological Safety	56983	<a href="mailto:Ian.haslam@manchester.ac.uk">Ian.haslam@manchester.ac.uk</a>
Katharine Sullivan	Technical Adviser / Non ionising radiation	56982	<a href="mailto:Katharine.sullivan@manchester.ac.uk">Katharine.sullivan@manchester.ac.uk</a>
Catherine Davidge	University Safety Coordinator (FSE)	57542	<a href="mailto:Catherine.davidge@manchester.ac.uk">Catherine.davidge@manchester.ac.uk</a>
Elaine Armstrong	University Safety Coordinator (FBMH)	58912	<a href="mailto:Elaine.armstrong@manchester.ac.uk">Elaine.armstrong@manchester.ac.uk</a>
Sheila Chisholm	University Safety Coordinator (PS exc DSE and E&F)	64015	<a href="mailto:Sheila.chisholm@manchester.ac.uk">Sheila.chisholm@manchester.ac.uk</a>
Joanne Read	University Safety Coordinator (DSE)	58909	<a href="mailto:Joanne.read@manchester.ac.uk">Joanne.read@manchester.ac.uk</a>
Sarah Fernandez	First Aid Administrator	62460	<a href="mailto:Sarah.fernandez@manchester.ac.uk">Sarah.fernandez@manchester.ac.uk</a>
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