

**TUC Risk Assessment Workbook**

**October 2008**

## **Publisher's note**

1. TUC Education has done its best to ensure that all legal references and extracts quoted in these short course materials were accurate at the time of writing. However, health and safety law and practice are evolving all the time and participants should not rely on these materials as an authoritative statement or interpretation of health and safety law. If you are in any doubt about where you stand legally, seek the advice of your trade union, the Health and Safety Executive or a qualified legal professional.
2. Throughout these course materials there are many references to useful web pages. Although all links were checked for accuracy some may expire over the life of this edition. In such instances participants may be able to find the information they need by going to the root website and navigating from there
3. Information in the form of fact sheets and a Risk assessment Guide, produced by the TUC, is located at the end of the activity section. Although activities will make reference to these resources it is advisable to take time to read, digest the information so that you are confident when referencing to them when dealing with issues in your workplace

## **Acknowledgements**

- The Risk Assessment short course materials have been prepared for TUC Education by Peter Kirby. In developing these materials Peter has drawn upon a wide range of TUC health and safety material and other sources acknowledged below. Angela Perry has updated the materials for European Safety Week 2008.
- Examples of Risk Assessment Activities from TUC tutors at Derby College, City of Sunderland College and City College Southampton.
- The use of risk assessment materials from the HSE.

## **Workplace activities**

You have been sent a collection of activities that will help you get more out of the course if you are able to undertake them in the workplace. If the course you are attending is a block of 3 consecutive days then you will need to undertake these activities before you attend the course. If you are attending the course 1-day a week it is preferable that you try to do the activities before the course as you are likely to have more time than when you are attending the course.

## **Workplace Activity 1    Finding information about risk assessment**

### **Aims**

This activity will help you:

- find out how management carry out risk assessments in your workplace
- establish how safety reps are involved
- gather examples of completed risk assessment and forms

### **Task**

1. Talk to other union representatives, workers and management in your workplace. Find out the procedures for risk assessments including:

- Who carries out the assessments on behalf of your employer and how they are done
- The way that union safety representatives and workers are consulted and involved

2. Collect information about risk assessment from your workplace, including:

- Management procedures, policies and methods for risk assessment
- Copies of risk assessment forms/paperwork used for risk assessments
- Examples of completed risk assessments (names could be deleted to preserve anonymity)

3. Gather information produced by your trade union on risk assessment (bring examples)

## Workplace Activity 2 Hazard mapping and priorities

### Aims

This activity will help you:

- involve members in discussion about hazards
- use hazard mapping to find out about problems at work
- use a priority plan to decide on an initial issue to be tackled

This activity is to help you, with the help of your members and work colleagues, to identify hazards in a section of your workplace so that you can begin to assess how the workplace is risk assessed by your employer and hazards identified. Look at the tasks on the next page and then use the headings in the box below to prepare for the activity.

**Preparation:** Before you undertake the activity think about the following. If you run into difficult speak with your tutor or other union reps or members

**How will you carry out this activity?**

**When will you do it?**

**Which group of members will you map with?**

**What do you need to do to prepare?**

**Are there any potential problems that you envisage?**

**What can you do to overcome the problems?**

## Tasks

Draw a simple layout/map of your immediate workplace or a section of your workplace on a large piece of paper. Try to get other reps or members to help you if necessary. If your members move around in their jobs, your plan should try to illustrate this.

Either approach members individually or organise a session at work to gather together members from a particular work area and give an explanation of what you are proposing to do

With a coloured pen ask members to circle and number hazards on the map/plan, and explain about the hazard, who is at risk, is the level of risk different for different types of workers i.e. agency, contract, women, migrant workers etc? Give members a chance to think about and influence priorities

Record this explanation of the hazard on the following Hazard plan – what members think worksheet

Discuss the findings with members. Common patterns can be identified. A lot of circles will show that there is likely to be a problem that needs to be tackled

Explain that you will be investigating their priorities as part of your TUC risk assessment course and reporting back to them. It is important that you further explain to members that all their concerns are worthy of tackling and will be taken up with management. Some of the hazards identified may be easy to tackle and could be prevented quite easily by management.

## Resources

Fact Sheet 3 below

- Worksheet

*Assessment criteria – Risk assessment: Level 2: 1.2 Level 3: 1.2*

## Worksheet: Hazards plan: What do members think?

Hazard number & detail	Cause	Effect	What can be done?

**Introduction**

It is important that we identify with our members whether the employer has addressed the important hazards during the risk assessment process. The TUC is keen to promote new methods of identifying hazards with members. Hazard mapping is one of these methods which gives a much more visual picture than statistics from surveys etc. and should help to identify and prioritise hazards. With hazard mapping, a rough map of the workplace is used to highlight where problems are found.

**How to hazard map****1. What you'll need**

(See the Workplace Activity above)

- a simple plan/map of the workplace on a large piece of paper. Coloured pens and the worksheet Hazards plan
- The plan should also include identification of where workers are situated
- Links can be made to the symptoms of ill health from the results of body mapping

**2. Organising the session**

- Time off for members to take part in the session
- See the preparation note on the activity

**3. Examples of hazards**

- Physical hazards - noise, radiation, vibration, temperature etc.
- Chemical hazards- cleaning agents, solvents, diesel exhaust fumes etc.
- Biological hazards- infectious diseases, bacteria, needlesticks, body fluids
- Work design hazards - ergonomic hazards, working alone, no procedures for dealing with potential violence etc.
- Stress hazards - workload, harassment, discrimination, shiftwork, etc.

**4. Planning the next steps**

- Once the safety rep and members have identified the priorities, the causes, effects and action can be discussed

## Workplace Activity 3 Analysing risk assessments

### Aims

This activity will help you:

- talk to members and management
- find information for the next session of the course

### Tasks

#### Members

Talk to your members and other safety reps to find out their views about:

- examples of risk assessments that have taken place that have resulted in improvements to their health and safety at work
- hazards that they face where risk assessments have not controlled the risks
- Record your findings and bring to the course

#### Employer

Speak to the person responsible for health and safety in your workplace. Find out their views about:

- examples of risk assessments that have taken place that have resulted in improvements to the health and safety of workers
- hazards that still exist where risk assessments have not prevented or controlled the risks satisfactorily
- Record your findings and bring to the course

#### Copies of risk assessments

Obtain copies of the risk assessments that have been identified above and bring them to the next session of the course.

*Assessment criteria - Conditions at work: Level 2: 3., Level 3: 3.1*

## Activity

## Introductions

### Aims

This activity will help you:

- get to know more about each other
- share our first thoughts about the course
- practise interviewing, listening and note-taking skills

### Task

Work with another person on the course (preferably someone you don't know).and use the checklist below to find out some information about them:

- Name
- Union and their union position/s
- How long they have been a union safety rep
- Workplace and their job
- How many members they represent
- What types of workers do they represent – shift, migrant, women, part time, etc
- Other union courses they have done
- How they are involved in risk assessments at the workplace
- Initial thoughts on what they want to get out of the course

### Report back

You will be asked to introduce your partner to the rest of the course

**Worksheet: Paired Introduction**

Partners Name;	
Union and Positions held	
Length of time as Union Safety Rep	
Their workplace and Job	
How many workers they Represent	
Various Types of Workers	
Other Union Courses Attended	
Experience in Assessments	
What they want to get from this course	

## **How the course will work**

Those of you who have attended TUC courses before know that they aim to be practical and to help you develop your knowledge, confidence and skills. The TUC Risk Assessment short course follows the same principles which include:

- Learning by doing - you learn far more by doing something yourself
- Collective work - work in small groups with regular reporting back
- Action at work - close links between you and your members
- Work on real problems – hazards, experiences and problems faced by members of the course
- Activities - specific tasks that you and other course participants undertake during the course
- Course file - a record of your work on the course. This is useful for a future reference point back at your workplace, and accreditation purposes

## **Course aims**

You will have an opportunity to comment on the course aims and sample programmes which are reproduced below. They are based upon the TUC's assessment of the needs of health and safety representatives. Your tutor will also draw your attention to the learning outcomes and assessment criteria for the course (Risk Assessment) that has been accredited by the National Open College Network.

The course should help trade union health and safety representatives to:

- identify the key legal requirements concerning risk assessments
- understand the risk assessment process
- relate risk assessment to strategies for improving health and safety at work

## **Different experience of safety reps on this course**

Some safety reps attending this short course may have a lot of experience of risk assessment from their workplace, trade union, and health and safety courses. Some other safety reps attending this short course may have less experience and have come on the course to understand and apply the basic principles. Whatever our experiences, it is important that we work together so that everybody can get the most out of the course, apply it in the workplace and gain NOCN credits for their learning.

The TUC has produced activities and resources in this short course pack that can be used in entirety or selectively to suit your needs. In addition, your tutor may introduce new activities to suit your needs.

## **Course programme**

The course can be run as a two or three day course on a day or as a block release basis. It can also be organised as a blended learning course where course attendance could be one day or 2 half days with the rest completed by distance learning with tutor support and guidance. It can be organised in a variety of ways depending on the experience of reps, a selection of activities are provided in this Risk Assessment workbook so that tutors can choose those activities most relevant to the needs of the group.

## **Course guidelines**

Equal opportunities are an integral feature of any TUC course. It is important that we identify rules for the course that incorporate equal opportunities principles. Your tutor will ensure that course guidelines are set collectively by the course participants.

## **Jargon list**

During the course you might come across terms that you are unfamiliar with. It is useful to keep a jargon list so that people can check what words, phrases and abbreviations mean or what they stand for. If anyone (including the tutor) uses a word, phrase or abbreviation you are not familiar with then say so. The word, phrase or abbreviation and the meaning can then be written on the jargon list.

## **Your tutor's role**

Some of the things your tutor will be doing are:

- helping to organise the work, by suggesting tasks and ways of working
- organising resources, including basic information, internet access where possible, publications, and photocopying facilities, to help the course work
- giving advice and support
- leading some discussions and summarising key points
- giving guidance on the preparation of work for accreditation

## **Record of achievement**

If you have previously attended a TUC Course, you will be familiar with accreditation of your learning by the National Open College Network. If you have not, your tutor will explain the basic principles.

An Achievement Record for the TUC Risk Assessment short course is provided below. Your course file will normally contain the evidence of your learning.

## **Action at work**

As the course is a practical one, there will be a number of matters that arise where you will need to take some action at work and in your union. It is useful to keep a record of what needs to be done, and when you need to do it.

## **Progression**

As a trained and experienced safety rep you will be skilled and valued by your members. Good employers will appreciate a safety rep who knows what they are doing and can represent members effectively. But your training and development needs won't stop at the end of this short course. And so as a part of your action planning at the end of the course, you will have the opportunity to think about what you need to do after the course has finished. Your tutor will give you details of other TUC core and short courses.

**NAME** \_\_\_\_\_**UNIT TITLE Risk Assessment (3 credits)**

LEARNING OUTCOMES	LEVEL 2	LEVEL 3	EVIDENCE	LOCATION
1. Identify the key legal requirements concerning risk assessments	1.1 Outline the main legal requirements on employers concerning risk assessment 1.2 Describe the role of the safety rep in risk assessments	1.1 Analyse the key legal requirements placed upon employers concerning risk assessments, and explain the role of union health and safety rep in the process 1.2 Relate the key legal requirements and provisions to own workplace practice		
2. Understand the risk assessment process	2.1 Identify the steps taken in risk assessment 2.2 Describe methods of risk assessment 2.3 Describe risk assessment procedures at work	2.1 Identify steps taken in risk assessment 2.2 Evaluate different methods of risk assessment 2.3 Evaluate risk assessment procedures at work		
3. Relate risk assessment to strategies for improving health and safety at work	3.1 Give examples of improvements in health and safety following risk assessment 3.2 Explain how union organisation can contribute to securing improvements stemming from risk assessment	3.1 Assess the impact on health and safety at work as a result of a risk assessment 3.2 Explain how union organisation can contribute to securing improvements in areas of difficulty identified		

KEY: WS=Work Sheet

TO/PO=Tutor/Peer Observation

SS=Summary Sheet

P=Plan

O=Other

Level achieved \_\_\_\_ Date \_\_\_\_\_ Signed: Tutor \_\_\_\_\_

Learner \_\_\_\_\_

## Activity

## What is a risk assessment?

### Aims

This activity will help you:

- define a risk assessment
- Identify the key stages to a risk assessment
- agree the purpose of a risk assessment

Your tutor will put 5 flipcharts on the wall each headed with a step from the 5 steps to Risk Assessments, so that you can record your groups concerns from task 3 below. Your tutor will provide your group with a flipchart for your responses to tasks 1 & 2 below

### Tasks

In your small group:

- 1 Using your own knowledge and information that you gathered from the pre-course activity, discuss and agree a definition of a risk assessment write this on your flipchart
- 2 Discuss and agree what the purpose of a risk assessment is write your groups response also on your flipchart
- 3 Using the HSE guide: 5 steps to Risk Assessments discuss the steps to the Risk Assessment process and identify your groups concerns under each of the steps. Record these on the appropriate flipcharts on the wall, which will be used for subsequent activities.

### Report back

Elect a spokesperson to report back from your group

### Resources

Pre-course Activity - HSE guide: 5 Steps to Risk Assessment

The risk assessment guide pages: 1 & 2: what is a risk assessment? And page 9: HSE approach.

## Activity

## The law and risk assessment – MHSW Regs

### Aims

This activity will help you:

- analyse the legal requirements for risk assessments
- explain the role of union safety representatives in the process
- relate the legal requirements to your workplace practice

### Tasks

In your small group:

1. Look at the risk assessment requirements in the **Management of Health and Safety at Work Regulations 1999**. Analyse the key legal requirements concerning risk assessments, using the resources that are listed below
2. Identify any references in the law, approved code of practice, or guidance to consultation with safety representatives during the risk assessment process. Use these references and relevant parts of the Safety Representatives and Safety Committees Regulations 1977 (SRSC regs 1977) to explain the role of union safety reps
3. In your workplace, identify areas of good practice and/or areas for improvement

### Report back

You may find it helpful to use the worksheet below to record your findings. Photocopy it for all the other participants. Elect a spokesperson who will be asked to explain some of the key points

### Resources

SRSC Regulations 1977  
Fact Sheets  
Pre-course activity  
HSE guidance - web link below  
Chapter 13, TUC Hazards at Work: organising for safe and healthy workplaces  
Risk Assessment Guide

*Assessment criteria – Risk assessment: Level 2: 1.1 & 1.2, Level 3: 1.1 & 1.2*

**Worksheet****Legal Standards and Risk Assessment**

Legal Standard and source	Current workplace practice	Good practice and/or improvements needed

Legal Standard and source	Current workplace practice	Good practice and/or improvements needed

## Activity

## The law and risk assessment – other Regs

### Aims

This activity will help you:

- analyse the legal requirements for risk assessments
- explain the role of union health and safety representatives in the process
- relate the legal requirements to your workplace practice

### Tasks

In your small group:

1. Look at the list of the main Regulations (other than the MHSW Regs 1999) with risk assessment requirements on the following pages. Pick **one** set of the Regulations that are relevant to you and your members. Analyse the key legal requirements concerning risk assessments placed upon employers under the Regulations that you choose, using the resources that are listed below
2. Using the Regulations and guidance identify any references to consultation with safety representatives during the risk assessment process. Use these references and relevant parts of the Safety Representatives and Safety Committees Regulations 1977 (SRSC Regs 1977) to explain the role of union safety reps
3. In your workplace, identify areas of good practice and/or areas for improvement

### Report back

You may find it helpful to use the worksheet below to record your findings. Elect a spokesperson to explain the key points

### Resources

SRSC Regulations 1977  
Fact Sheets  
Pre-course activity  
HSE guidance - web link below  
Chapter 13, TUC Hazards at Work: organising for safe and healthy workplaces Risk Assessment Guide

*Assessment criteria – Risk assessment: Level 2: 1.1 & 1.2, Level 3: 1.1 & 1.2*

## Worksheet: Legal Standards and Risk Assessment

Legal Standard and source	Current workplace practice	Good practice and/or improvements needed

Legal Standard and source	Current workplace practice	Good practice and/or improvements needed

## Activity

## Attitudes to risk assessment

### Aims

This activity will help you:

- discuss different attitudes to risk assessment
- develop a trade union approach to risk assessment

### Task

In your small group, discuss the statements below, say whether you agree or disagree and list the arguments for and against on a flipchart.

- 1 “A risk assessment is a paperwork exercise that protects employers from potential compensation claims.”
- 2 “Safety representatives should be very careful about risk assessments made by employers that are based upon numerical values. Numerical ranking systems involve the subjective views of the assessor. Unless the safety representative has been involved in the assessment, the risk may be ranked too low and preventive and protective measures not taken.”
- 3 “It would be better if trained trade union safety reps carried out the risk assessments for their employer. At least the safety reps would take workers’ views into account.”
- 4 “Risk assessments leave too much in the hands of employers. Health and safety laws should tell employers exactly what to do so that there is no doubt.”
- 5 “If trade union safety representatives use their rights effectively under the Safety Representatives and Safety Committees Regulations, they can make sure that risk assessments are properly conducted by employers, implemented and reviewed regularly.”

### Report back

Elect a spokesperson to report back.

### Resources

Fact Sheets

*Assessment criteria – Risk assessment Level 2: 1.1; 1.2 Level 3: 1.1*

## Activity **Report on hazard mapping and prioritisation**

### Aims

This activity will help you:

- analyse the results of the hazard mapping activities
- select priorities

Your tutor will divide you into small groups based upon similar workplaces, to discuss the outcomes of the workplace hazard mapping activities you have done.

### Tasks

Look at the marked hazard maps and prioritisation charts in turn, for each person in your group. Each person should prepare a short report for their workplace explaining the priority hazards identified.

Select **one** priority for each person for use in the next activity – HSE 5 Steps to Risk Assessment.

### Report back

Elect a spokesperson to report back to the whole group on the priorities identified in Task 2.

### Resources

Hazard maps from the workplace

*Assessment criteria – Risk assessment: Level 2: 1.2, Level 3: 1.2*

## Activity

## HSE Five steps to risk assessment

### Aims

This activity will help you:

- identify the steps taken in a risk assessment
- apply the HSE 'Five Steps' to risk assessment to a hazard that you face at work

### Task

In your pairs, using the priority hazard chosen for each of your workplaces in the last activity and the HSE 'Five Steps' to risk assessment prepare a brief report to explain the risk assessment steps that should be taken in relation to each priority hazard.

### Report back

You will be asked to report back to a role play safety committee meeting

### Resources

HSE 'Five Steps' to risk assessment  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)

*Assessment criteria – Risk assessment: Level 2: 2.1, Level 3: 2.1*

## Activity

## Using HSE assessment tools

### Aims

This activity will help you:

- practise conducting a risk assessment
- compare assessments with those of the HSE
- identify strengths and weaknesses
- suggest improvements

Your tutor or a visiting HSE trainer will introduce you to either the electronic or paper based HSE Manual Handling Risk Assessments (MAC) tools

### Task

Working in pairs:

1. Go to the HSE web page [www.hse.gov.uk/msd/mac/index.htm](http://www.hse.gov.uk/msd/mac/index.htm) or as instructed by your tutor.
2. Follow the instructions to conduct manual handling risk assessments for lifting, carrying and team handling.
3. Watch the series of videos and use the interactive score sheet. Compare your responses to those of the HSE.
4. Identify the strengths and weaknesses of this method of risk assessment and how it could be improved.

### Report back

Prepare a report back to the rest of the group

### Resources

HSE manual handling assessment tool (MAC)  
[www.hse.gov.uk/msd/mac/index.htm](http://www.hse.gov.uk/msd/mac/index.htm)

## Activity

## Practising risk assessments

### Aims

This activity will help you:

- practise conducting a risk assessment so that we are clear about management's responsibility
- think about remedial steps that can be taken
- compare assessments

### Tasks

Work in pairs to conduct a basic risk assessment for another priority hazard that you face at work. Use a good example of a risk assessment form that has been brought in from a workplace.

As a pair complete the risk assessment form.

Pass on your risk assessment to another pair who will read through it and compare it with their own approach. At the same time, you should do the same with their risk assessment and compare it with your own approach. Make notes on your activity summary sheet.

### Report back

Prepare a brief report covering the main points of your own assessment.

Include any problems you experienced trying to complete it.

### Resources

Good examples of risk assessment forms from your workplaces  
Resources in the trade union studies centre

*Assessment criteria – Risk assessment: Level 2: 2.2, Level 3: 2.2*

## Activity

## Evaluating different methods of risk assessment

### Aims

This activity will help you:

- compare different methods of risk assessment
- identify strengths and weaknesses
- suggest improvements

### Tasks

In your small group:

1. Choose examples of the different methods of risk assessments that you have brought in from your workplaces to evaluate
2. Identify the strengths and weaknesses of each method
3. Make suggestions about how the methods that you chose can be improved

### Report back

Elect a spokesperson to give a short report on your findings

### Resources

Pre-course activity  
Methods of risk assessments from your workplaces  
Previous activities on this short course

*Assessment criteria – Risk assessment: Level 2: 2.2, Level 3: 2.2*

## Activity

## Evaluating risk assessment procedures

### Aims

This activity will help you:

- evaluate your employer's risk assessment procedures
- propose improvements

### Tasks

In pairs:

1. Use the risk assessment audit in Fact Sheet 4 below to evaluate the risk assessment procedures of your employer
2. Use the worksheet on the next page to explain the current situation; identify strengths and weaknesses; propose improvements
3. Pass on your worksheet to another pair who will read it through and make comments. At the same time, you should comment on their worksheet. Pass back to the group
4. Make any amendments that are necessary and finalise your report.

### Report back

Elect a spokesperson to report back

### Resources

Your pre-course activity  
Fact Sheet below

*Assessment criteria – Risk assessment: Level 2: 2.3, Level 3: 2.3*

**Worksheet****Improving risk assessment procedures**

Current situation	Strengths and weaknesses
Proposals to improve the situation	Comment for improvement of the report

## Activity

## Evaluating gender-sensitivity of risk assessments

### Aims

This activity will help you:

- evaluate whether risk assessments in your workplace are conducted using a gender-sensitive approach
- propose improvements

### Tasks

In small groups:

1. Using the European Agency for Safety and Health resources from Fact Sheet 5 on the following pages evaluate the risk assessment procedures of your employer from a gender-sensitive perspective.
2. Use the worksheet on the next page to explain the current situation; identify strengths and weaknesses; propose improvements.
3. Pass on your worksheet to another group who will read it through and make comments. At the same time, you should comment on their worksheet.
4. Make any amendments that are necessary and finalise your report

### Report back

Elect a spokesperson to report back

### Resources

Your workplace activity  
European Agency gender-sensitivity resources from Fact Sheet below  
Chapter 42 of TUC Hazards at Work – organising for safe and healthy workplaces

*Assessment criteria – Risk assessment: Level 2: 2.3, Level 3: 2.3*

**Worksheet****Improving risk assessments from a gender-sensitive perspective**

Current situation	Strengths and weaknesses
Proposals to improve the situation	Comment for improvement of the report

## Activity

## Assessing the impact of risk assessment

### Aims

This activity will help you:

- identify measures taken as a result of a risk assessment
- assess the impact on health and safety at work

### Task

In your small group:

1. Discuss good and bad examples of approaches to risk assessment in your workplaces, choose examples where there has been a direct consequence of the bad approach and direct improvement following a good approach.
2. Identify and discuss the arguments that your employer would use for each approach and the union counter arguments.
3. Now assess the over all impact that risk assessments have had on your workplace health and safety at work.
4. Propose any improvements that could be made to the approach to risk assessment in your workplace

### Report back

Elect a spokesperson to give a short report on your findings

### Resources

Examples of risk assessments from your workplaces  
Previous activities on this short course

*Assessment criteria – Risk assessment: Level 2: 3.1, Level 3: 3.1*

## Activity

## Policies for risk assessment

### Aims

This activity will help you:

- review policies on risk assessment
- agree what should be covered in a policy

### Task

In your small group:

1. Look at the health and safety policies that have been brought in from your workplaces.
2. Analyse what has been written about risk assessment.
3. Reflecting on the activities that you have undertaken on the course Create a checklist that identifies the key points that should appear in a policy about risk assessments.

### Report back

Elect a spokesperson to report back to the rest of the group.

### Resources

Policies from your workplaces  
Pre-course activity  
Fact Sheet below

*Assessment criteria – Risk assessment: Level 2: 2.3, Level 3: 2.3*

## Activity

## Negotiating a policy to deal with risk assessments

### Aims

This activity will help you:

- negotiate policies that deal with risk assessments
- practise presentation and negotiation skills

### Tasks

The course will be divided into negotiating teams ideally of 5:

- 2 from the management side consisting of the Health and Safety manager and one other
- 2 union health & safety reps
- 1 Observer who will report back on the outcome of the negotiations.

The trade union side has requested a meeting to discuss the development of a policy for risk assessments. They are seeking to ensure that management adopt a more effective policy for their workplace with the involvement of safety reps clearly built in.

- Each side should prepare a negotiating plan
- Conduct a role play safety committee meeting to try and reach an agreement
- The observer will debrief the team with the main points from the negotiation that they watched. Team members should record these on the following observers reports as evidence for accreditation

### Report back

The observer will report back summarising the outcome of the meeting and the arguments and techniques used.

### Resources

Negotiating plan below  
Fact Sheet below  
Policy checklist developed in the previous activity  
Observers report

*Assessment criteria – Risk assessment: Level 2: 3.2, Level 3: 3.2*

**Observers report:** Group members:

Key points from debrief:

What worked well?

**Arguments:**

**Techniques:**

Where improvements could be made:

**Arguments:**

**Techniques:**

**Organisation/Prep:**

**Worksheet: outline negotiating plan**

<b>Main Facts:</b> Law, evidence from workplace, case studies employers policy documents	
Your Aims	Fallback: not less than the law requires

Your main Arguments	Management/union Response	Your Response	Evidence/back up
Opening Position		Other Factors	

## Activity

## Identifying hazards - 'suitable and sufficient' test

### Aims

This activity will help you:

- develop an understanding of the terms 'suitable and sufficient'
- identify the types of risk assessment employers use and their methods and
- apply the suitable and sufficient test to both

Methods for identifying hazards and assessing risks must be both 'suitable and sufficient'. The Management of Health & Safety Management at Work Regulation 1999 provides a definition for this term, which is provided on pages 4 & 5 of the Risk Assessment Guide for reps in the back of this pack.

### Tasks

You tutor will introduce the term 'suitable & sufficient' and lead a class discussion before moving into groups for this activity.

Using the information you have gathered from your workplace activities discuss and flipchart

- a. the various types of risk assessments that your employers undertake
- b. their purpose and
- c. evaluate whether they are fit for purpose – 'suitable and sufficient'
- d. the various methods your employers use to identify hazards and
- e. again whether they are 'suitable and sufficient'

### Report back

Elect a spokes person to report back

Your tutor will summaries and provide information regarding any types or methods of risk assessments that have not already been identified by the activity.

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps

## Activity

## Identifying hazards – checklist

### Aims

This activity will help you:

- use regulations effectively
- Identify and propose the steps an employer should take to comply with MHSW Regulation 3 to identify hazards in the workplace

### Tasks

Your tutor will aim to put you into group of similar job or employer groups. In your groups:

1. Discuss your finding from your workplace hazard mapping activity
2. Select one workplace job or activity that you are familiar with to work in pairs for this activity.
3. In pairs look at the MHSW Regs 1999, Regulation 3: Risk Assessments (identifying hazards in the workplace) and the Approved Code of Practise (ACoP) for Regulation 3 to identify the steps your employer needs to make to comply the regulation.
4. Using the worksheet on the following page create a step by step checklist of the actions and tasks that your employer needs to take to comply with the MHSW Regulation 3 and the ACoP.
5. Again using the ACoP and guidance notes for Regulation 3 and the Safety Reps & Safety Committee Regulation 1996 identify where there are opportunities for Union Safety Reps to be involved in this process to ensure that the employer is fulfilling their duties under the regulations.

### Report back

Using your checklist report back your list of steps and at which steps the union has the opportunity to get involved.

The whole group should try to identify if there is one generic checklist for all jobs or whether the checklist needs to be specific to the job, task or activity.

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps



## Activity

## Practical risk assessment

### Aims

This activity will help you:

- describe how a practical Risk assessment should be carried out
- identify the key issues for Trade Union Safety Reps

### Tasks

Staying in the same pairs as for the previous activity and using the same job activity identify one task related to that job. Using the worksheet on the following pages and referring to the example worksheet go through the steps below to identify hazards and assess the hazard risk factors

1. List the hazards related to that task in your workplace.
2. Select hazard 1.
3. List the Risks (likelihood of harm) associated to that hazards to your member, employee, public and other (e.g. drop the object, lift awkwardly).
4. For each risk list the potential harm and severity.
5. Now using the Risk matrix from the Risk Assessment Guide for safety reps pages 10 to 12, work out the risk factor for every potential harm. Do not complete the remaining 2 columns as you will be returning to the this form later in the course.
6. Repeat from task 3 –5 until all the Risks have been measured for that particular Hazard.

**Note:** To complete the risk assessment steps 2 to 6 would have to be repeated until all the Hazards had been risk assessed – but we do not have time to do this on the course.

Now looking at the examples of risk assessments that you have collected from your workplace compare them with the one you have just carried out. Identify whether they are suitable and sufficiency for identifying hazards and recording the risk assessment.

### Report back

Be prepared to report back on task 7 and your comment on this process

### Resources

Worksheet  
Completed Risk Assessments from your employer  
MHSW regs 1999  
Risk Assessment Guide for safety reps

**EXAMPLE Worksheet: Practical Risk Assessment**

**Industry: Retail Job: Nightshift shelf stacker**

**Task: Lifting stock from a roll cage onto a shelf stacking trolley**

**Date of Risk Assessment:**

List of Hazards Associated with Task				
1. Jamming hands in roll cage due to bad stacking	4. Gripping & lifting heavy objects	7. Gripping and lifting bulky objects		
2. Injuring hands or wrists on defective roll cages	5. Night shift fatigue	8. Injuring hands, wrists on unseen damage stock in the roll cage		
3. Exposure to chemicals due to unseen damaged stock	6. Falling stock from badly stacked roll cage			
<b>Hazard 1: Injuring hands or wrists on defective roll cages</b>				
List the Risk Involved	Potential Harm	Measure the Risk (Matrix)	Require Full or additional Risk Assessment	Protective and preventative measure
Cuts	Infection due to germs on cages from rats, dirt, damaged goods. Deep cuts needing hospital treatment Damage to nerves			
Glass in cut	As above			
Strain or fracture to hands or wrists	Unable to use hands or wrist Needing hospital treatment			
Bruises	From Unsightly and painful to blood clots			
Nails and finger injuries	Minor knocks - bruising Broken fingers Ripped off nails Objects down the finger nails Splinters – as for cuts above Cuts – as above			
<b>Hazard 2: Injuring hands or wrists on defective roll cages</b>				
Repeat above				

**Worksheet**

**Practical Risk Assessment**

**Industry:** \_\_\_\_\_ **Job:** \_\_\_\_\_

**Task:** \_\_\_\_\_ **Date of Risk Assessment:** \_\_\_\_\_

**Staff involved with Risk Assessment:** \_\_\_\_\_

List of Hazards Associated with Task				
1.	2.	3.		
4.	5.	6.		
7.	8.	9.		
Hazard 1:				
List the Risk Involved	Harm	Measure the Risk (Matrix)	Require Full or additional Risk Assessment	Protective and preventative measure

## Activity

## Who might be at risk?

### Aims

This activity will help you:

- identify how different workers experience the workplace
- understand the issues for the Union Health and Safety Reps to ensure that the Diversity of Workers is recognised in the Risk assessment process

### Tasks

The tutor will lead a discussion on how different workers experience the workplace and the role Union Reps have in recognising how different workers health safety and welfare issues need to be addressed.

1. Using your Risk assessment from the last activity, the fact sheet on Gender Sensitive Risk Assessments, the Risk Assessment Guide pages 7 & 8 on specific groups and the worksheet on the following page to record your findings.
  - a. Identify the groups of workers that are likely to be exposed to these potential risks
  - b. Justify why these particular groups of people are at particular risk
  - c. State how these group of workers are at risk differently to other groups of workers
  - d. Indicate if it is necessary to undertake a separate Risk Assessment for this group of workers
2. For each group identify any additional duties placed on the employer in the MHSW Regs 1999 add your findings to the worksheet

### Report back

Using the main points from your worksheet below

### Resources

MHSW regs 1999  
Gender Sensitive Risk Assessments  
Worksheets  
Risk Assessment Guide pages 7 & 8

**Worksheet**

**Who might be at potential risk?**

Group of Workers	Why they are at Risk	How they are at Risk	Reg. ref no & duty summary	Additional R A

Notes for Union Safety Reps action to be taken

## Activity

## Health surveillance

### Aims

This activity will help you:

- identify where Health Surveillance would be appropriate to protect individual from risks
- develop a case for Health Surveillance not identified by specific health and safety regulation

Exposure to some workplace risks whether immediate or long term can result in harm that is not apparent without some form of health check. Occupational illnesses can range from damage to eye sight to cancers and organ failure. It is therefore important that union safety reps are aware of the risks that require some form of health surveillance.

### Tasks

In groups and using the worksheet on the following page to make notes:

1. Use the MHSW Regs 6 Health Surveillance and ACoP 41 to:
  - identify any Risks in your workplaces that require Health Surveillance that do not already have them
  - identify if there is any specific duty on the employer to consult union reps
2. Use the Guidance notes 44 – 45 to:
  - identify any further health and safety surveillance that unions reps could press for
  - identify further opportunities for consultation with union reps
3. Compare your findings from the tasks above with current practise and identify where improvements could be made.
4. Develop arguments for these improvements whether they are for health surveillance or consultation with union reps put the main points on the worksheet below.

### Report back

Elect a spokesperson to report back

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps  
Worksheet

**Worksheet**

**Health Surveillance – proposed improvements**

Specific Hazard	Reference / Duty	Improvement / union consultation	Arguments to support improvements

Notes for Union Safety Reps action to be taken back in the workplace

## Activity

## Prevention or control

### Aims

This activity will help you:

- assess the impact on health and safety at work as a result of a Risk Assessment
- explain how Union Organisation can contribute to securing improvements in area's of difficulty identified

### Task

Your tutor will put you into groups to focus on a job activity you are familiar with. Using the Risk Assessment Guide pages 13 & 14 prioritising prevention and the following worksheet:

1. identify the risks associated with your groups job activity
2. identify if these risks could be prevented and propose what you would expect the employer to do to achieve this
3. if the risks could not be prevented suggest how the employer could take steps to control them
4. Disagreement between the employer and the union may occur to whether it is reasonably practicable to prevent a risk or the type of control measures that are being suggested. Identify whether the MHSW regs 1999, ACoP and guidance notes are able to help determine what is reasonable practicable
5. From the task above formulate arguments why is it reasonably practicable to prevent or control these risks

Note: the methods for prevention or control of risks should be made by the employer in consultation with union safety reps following specialist advice

### Report back

Elect a spokesperson to report back for your group

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps  
Worksheet



## Activity

## Health and safety arrangements

### Aims

This activity will help you:

- relate the Key Legal requirements and provisions to own workplace
- give examples of improvements in health and safety following risk assessments

### Tasks

In your groups and using the worksheets on the following page:

1. Look at Regulation 5 - Health and Safety Arrangements:
  - identify the arrangements that your employer has the duty to put into place for risk management
  - identify where the employer has any specific duty to consult or involve union safety reps
2. Looking at ACoP 34 and referring to Regs 7 again:
  - identify the key duties placed on employers and
  - any specific duty to consult or involve the union safety rep
3. Compare the employers duties identified in tasks 1 & 2 with current practices in your workplaces:
  - identify any duties that your employers are not complying with and
  - any similarities between workplaces
4. Propose action points to be addressed in your workplace to improve your employer's compliance with any duties place upon them.

### Report back

Elect a spokesperson to report back summarising the key points from your worksheets and discussions

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps  
Worksheet



## Activity

## Information for employees

### Aims

This activity will help you:

- identify the information that employers have a duty to provide in relation to risk assessment
- analyse how the union can contribute to securing improvements for information to all their members

### Task

In groups using the following worksheet to record your findings:

- look at Information for Employees Regs 10 in the MHSW 1999 to identify the type of information employers are required to provide to employees and the method for providing this information
- compare this with current practices in your workplace
- explain the action that Union Safety Representative need to take to ensure that employers comply with the Legislation

### Report back

Elect a spokesperson to report back to the rest of the class

### Resources

Management of Health & Safety at Work Regs 1999  
Risk Assessment guide for safety reps  
Worksheet

**Worksheet**

**Information for Employees**

Employers Requirements	Current Practices	Action Points For Trade Union Health and Safety Representatives

## Activity

## Trade union strategy

### Aims

This activity will help you:

- plan an strategy to improve procedures for risk assessments and your employers compliance with regulations concerning risk assessments

### Task

In your small group:

1. Look back at any previous activities that have required you to identify action points for reps to deal with in the workplace
2. Discuss these action points to identify whether:
  - there is a root cause to why the employer is failing to comply with any particular area of regulations i.e. attitude, not recognising union safety reps involvement etc  
or
  - there are selective areas which need to be addressed individually with the employer or through union organisation
3. Use the Worksheet below to:
  - Identify what needs to be done in relation to improve the risk assessment process in relation to your employers actions, union organisation, members involvement
  - Propose a strategy or the steps that need to be taken to bring about these improvements

### Report back

Elect a spokesperson to report back to the rest of the course

### Resources

Previous activities  
Workplace activity  
Any relevant Fact Sheets or sections and checklists of the Risk Assessment guide  
Worksheet

*Assessment criteria – Risk assessment: Level 2: 3.2, Level 3: 3.2*

**Worksheet****TU Strategy for improving risk assessment**

Action you need to take :	Aims	What needs to be done?	When?
Employer			
Members			
Other union representatives	Aims	What needs to be done?	When?
Other			

## Activity

## European Safety Week

### Aims

This activity will help you:

- develop an understanding of the campaign for European safety week and
- an awareness of the resources available to support the campaign

### Task

In your small group:

1. Look at:
  - the information pack from the HSE provided for European Safety Week
  - the European Agency for Safety & Health at Work web site <http://hw.osha.europa.eu>
  - any information from your union regarding the European Safety week, including your unions website
2. Identify:
  - the key features of the campaign
  - the aims of the campaign
  - how your union is promoting the campaign
3. Put your findings on a flipchart

### Report back

Elect a spokesperson to report back

### Resources

HSE European Safety Week information pack  
Information concerning anything they your union is doing to support the campaign

*Assessment criteria – Risk assessment: Level 2: 1.1 & 1.2, Level 3: 1.1 & 1.2*

## Activity

## Getting involved in European Safety Week

### Aims

This activity will help you:

- identify opportunities for your union and workplace to get involved in European safety week
- identify any obstacles that need to be overcome

### Task

In your small group:

1. Using the information from the previous activity
2. Discuss any opportunities for you to get involved in European Safety week - you might want to think about some of the following ways that you can get involved in the campaign:
  - A workplace campaign to raise awareness amongst members and work colleagues about risk assessments and the relevance to them
  - An organising campaign to improve union safety reps awareness and involvement in the risk assessment process
  - A joint campaign with your employer to improve their performance with complying with the requirements of the regulations
  - Joint approach with the employer to improving their identification of hazards – undertaking risk assessments and a joint safety inspection to test out the risk assessments for particular job or work activities
3. Choose one approach either from the above or something else that is relevant to the campaign
4. Develop a strategy to take back to your workplace to discuss with your union/branch reps, your members or your employer to get their support
5. Present your strategy to the course and amend it in light of any feedback
6. Implement your strategy in the workplace before the next session of the course, record the response to your strategy and note any difficulties or barriers to getting support.

## Strategy for getting involved in the European Safety Week Campaign

**Campaign:** \_\_\_\_\_

**Strategy presented to:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Outline of your strategy		
Your Aims for the campaign		
Who would need to be involved – whose support would you need?		How would you achieve this?

Literature/evidence you need to win support for the strategy	Response to your strategy		Barriers to over come		
Checklist of things needing to be done – next stage					

## Activity

## Developing a campaign plan

### Aims

This activity will help you:

- develop an understanding of how to project plan
- develop a project plan for your campaign

European Safety Week (ESW) is about raising awareness or improving performance concerning safety at work – each year there is a theme to focus activity on. The week is about stimulating a chain of activity that will continue until the improvements or campaign aims have been achieved. During ESW is National Inspection Day, this is an ideal opportunity to test whether the improvements, procedures, processes etc that have been put in place are working, so in a way a monitoring of the campaign. Ideally you would need to start planning a campaign about 6 months before any intend activity or event to take place. So if you are planning activity for ESW you need to start planning in April or May when the HSE ESW pack become available.

### Tasks

Your tutor will put you in groups appropriate to your campaign. In light of the previous activity develop a checklist using the project planner on the next page of things that you need to do in time order to roll out your strategy. You may wish need to consider the point below when completing the planner. Once you have completed the project planner below it would be useful if you transferred this onto calendar spreadsheet with the dates are the column headings. Depending on how complex the campaign you could need a spreadsheet for each task, which in fact acts as a diary of tasks, start and completion time.

Don't forget to build in reviews period of how your campaign is going other wise it may lose momentum

#### Things to consider:

##### Planning an event

- Venue – cost, booking, facilities, access etc
- Catering – nibbles, drinks, etc – costs, supplier, taking charge of the booking and delivery?
- Publicity – what sort, who will be used, costs, time frame
- Guests – key figures, speakers

### **Campaign for securing improvements**

- What needs to be done and when by?
- Who will need to be involved?
- Who carries the weight in the union/employer
- Member
- Workers
- HR
- Training manager
- Company H&S manager
- etc
- What resources will be needed to bring about the improvement;
- Paid time off to attend meetings, talk to member etc
- Training – for reps, managers, members
- Will rooms need to be booked for meetings etc
- Will there be expenses incurred – travel, subsistence etc
- Publicity to raise awareness of the change – procedure, process etc
- Difficulties to be overcome before progressing onto the next stage

### **Report back**

Present your plan to the rest of the class for feedback. In light of any feedback amend your plan if necessary





## Activity

## Learning opportunities

### Aims

This activity will help you:

- identify future learning needs
- consider ways you will meet those learning needs

### Task

In your pairs:

- Identify your any learning needs for health and safety
- What learning opportunities are provided by the TUC or your union to meet your learning needs?
- Identify the steps that you need to take to make use of the learning opportunities

### Report back

Prepare a short report for the rest of the group.

### Resources

Details of TUC core and short courses from your tutor  
Details of your union courses from your union website

**Introduction**

The Health and Safety at Work etc Act, gives powers to make important sets of regulations (now normally derived from European Directives). The key feature of most of these regulations is the requirement for employers to conduct risk assessments. Some of the main regulations requiring risk assessments are outlined below.

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

The Management of Health and Safety at Work Regulations 1999 place many general requirements upon employers, which include duties to:

- assess hazards and risks
- record the conclusions of those assessments
- apply certain principles of prevention
- make arrangements for the effective planning, organisation, control, monitoring and review of preventive and protective measures
- to carry out a specific risk assessment where women of child-bearing age or new and expectant mothers may be at risk from a work process, working conditions or physical, chemical or biological agents
- carry out specific risk assessments for young workers

According to the Health and Safety Executive, the duties in the Management of Health and Safety at Work Regulations overlap with other Regulations (see below) because of their wide-ranging general nature. Where:

- duties overlap, compliance with the more specific Regulations will normally be sufficient to comply with the corresponding duty in the Management of Health and Safety at Work Regulations
- the duties in the Management of Health and Safety at Work Regulations go beyond those in the more specific Regulations, additional measures will be needed to comply fully with the Management of Health and Safety at Work Regulations

(For more information, see Chapter 13 of TUC Hazards at Work – organising for safe and healthy workplaces).

**Web pages**

- HSE: Five steps to risk assessment [www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)
- HSE: A guide to risk assessment requirements – common provisions [www.hse.gov.uk/pubns/indg218.pdf](http://www.hse.gov.uk/pubns/indg218.pdf)

**Control of Asbestos at Work Regulations 2002**

These regulations include new duties to manage asbestos in non-domestic premises. (For more information, see Chapter 17 of TUC Hazards at Work – organising for safe and healthy workplaces).

**Web pages**

- HSE: Asbestos resources page [www.hse.gov.uk/asbestos/](http://www.hse.gov.uk/asbestos/)
- HSE: A short guide to managing asbestos in buildings [www.hse.gov.uk/pubns/indg223.pdf](http://www.hse.gov.uk/pubns/indg223.pdf)

### **Control of Substances Hazardous to Health Regulations 2002** (as amended)

These regulations require risk assessment and the prevention or control of exposure to hazardous substances. (For more information, see Chapter 21 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Hazardous substances resources page [www.hse.gov.uk/coshh/](http://www.hse.gov.uk/coshh/)
- HSE: COSHH Essentials online assessment tool [www.coshh-essentials.org.uk/](http://www.coshh-essentials.org.uk/)
- HSE: COSHH - A brief guide to the Regulations [www.hse.gov.uk/pubns/indg136.pdf](http://www.hse.gov.uk/pubns/indg136.pdf)

### **Health and Safety (Display Screen Equipment) Regulations 1992**

(as amended) These regulations cover workstation assessment, risk reduction, workstation standards, periodic breaks, free eye tests, provision of information and training. (For more information, see Chapter 25 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Display screen equipment resources page [www.hse.gov.uk/smallbusinesses/common/dse.htm](http://www.hse.gov.uk/smallbusinesses/common/dse.htm)
- HSE: Working with VDUs [www.hse.gov.uk/pubns/indg36.pdf](http://www.hse.gov.uk/pubns/indg36.pdf)

### **Manual Handling Operations Regulations 1992** (as amended)

These regulations cover avoidance of manual handling wherever possible, risk assessment and risk reduction. (For more information, see Chapter 32 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Musculoskeletal disorders resources page [www.hse.gov.uk/msd/index.htm](http://www.hse.gov.uk/msd/index.htm)
- HSE: Manual handling assessment chart tool (MAC) [www.hse.gov.uk/msd/mac/index.htm](http://www.hse.gov.uk/msd/mac/index.htm)
- HSE: Getting to grips with manual handling [www.hse.gov.uk/pubns/indg143.pdf](http://www.hse.gov.uk/pubns/indg143.pdf)

### **Control of Noise at Work Regulations 2005**

These regulations provide for the assessment, prevention or control of noise exposure. (For more information, see Chapter 34 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Noise resources page [www.hse.gov.uk/noise/](http://www.hse.gov.uk/noise/)
- HSE: Noise at work – advice for employers <http://www.hse.gov.uk/pubns/indg362.pdf>

**Personal Protective Equipment at Work Regulations 1992** (as amended) These regulations require the provision of personal protective equipment where risks are not adequately controlled by other means. (For more information, see Chapter 36 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: A short guide to the PPE Regulations [www.hse.gov.uk/pubns/indg223.pdf](http://www.hse.gov.uk/pubns/indg223.pdf)

### **Provision and Use of Work Equipment Regulations 1998 (as amended)**

These regulations deal with suitable and safe work equipment, maintenance, information, instruction and training. (For more information, see Chapter 43 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Work equipment resources page [www.hse.gov.uk/equipment](http://www.hse.gov.uk/equipment)
- HSE: A simple guide to PUWER 1998 [www.hse.gov.uk/pubns/indg291.pdf](http://www.hse.gov.uk/pubns/indg291.pdf)

### **Regulatory Reform (Fire Safety) Order 2005**

Under this Order the 'responsible person' for each premises is required to carry out a fire risk assessment and take steps to reduce or remove the risk. The risk assessment will have to take into consideration the effect a fire may have on anyone in or around the premises. The risk assessment will need to be kept under regular review. (For more information, see Chapter 29 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Fire and explosion resources page [www.hse.gov.uk/fireandexplosion](http://www.hse.gov.uk/fireandexplosion)
- Regulatory Reform (Fire Safety) Order 2005 [www.opsi.gov.uk/si/si2005/20051541.htm](http://www.opsi.gov.uk/si/si2005/20051541.htm)

### **Control of Vibration at Work Regulations 2005**

These regulations apply to both hand-arm and whole-body vibration. (For more information, see Chapter 34 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Vibration resources page [www.hse.gov.uk/vibration/index.htm](http://www.hse.gov.uk/vibration/index.htm)
- HSE: Control the risks from hand-arm vibration [www.hse.gov.uk/pubns/indg175.pdf](http://www.hse.gov.uk/pubns/indg175.pdf)
- HSE: Control back-pain risks from whole-body vibration [www.hse.gov.uk/pubns/indg242.pdf](http://www.hse.gov.uk/pubns/indg242.pdf)

### **Work at Height Regulations 2005**

These regulations apply to all work at height where there is a risk of a fall liable to cause injury. (For more information, see Chapter 37 of TUC Hazards at Work – organising for safe and healthy workplaces).

#### **Web pages**

- HSE: Falls from height resources page [www.hse.gov.uk/falls/](http://www.hse.gov.uk/falls/)
- HSE: Work at height Regulations – a brief guide [www.hse.gov.uk/pubns/indg401.pdf](http://www.hse.gov.uk/pubns/indg401.pdf)

### **Principles of prevention**

All the laws and standards referred to above, have risk assessment as a central element. This is the case whether it is a requirement to conduct a risk assessment under specific Regulations or, a risk assessment under the more general Management of Health and Safety at Work Regulations.

The purpose of doing a risk assessment is for an employer to identify measures that are needed to comply with the law. Regulation 4 and Schedule 1 of the Management of Health and Safety at Work Regulations specify the principles that an employer must follow when implementing preventive and protective measures identified by the risk assessment. On the basis of:

- avoiding risks
- evaluating the risks which cannot be avoided
- combating the risks at source
- adapting the work to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production methods, with a view, in particular, to alleviating monotonous work and work at a predetermined work-rate, and to reducing their effect on health
- adapting to technical progress
- replacing the dangerous with the non-dangerous or less dangerous
- developing a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment
- giving collective protective measures priority over individual protective measures
- giving appropriate instruction to employees

#### **Checklist: employer action on hierarchy of prevention and control mechanisms**

- ✓ What hazards and risks have been identified?
- ✓ Are any preventive measures already being used working properly?
- ✓ Are the control measures followed and do control measures appear to work?
- ✓ Is information, instruction and training provision adequate?
- ✓ What preventive and protective measures have been identified under the hierarchy of principles laid down in Regulation 4 and Schedule 1 of MHSWR 1999?
- ✓ Can risks be avoided and have risks that cannot be avoided been evaluated?
- ✓ Are risks controlled at source?
- ✓ Is the work adapted to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production measures?
- ✓ Are prevention measures adapted to technical progress?
- ✓ Is the dangerous replaced by the non or less dangerous?
- ✓ Has the employer developed a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment?
- ✓ Are collective protective measures given priority over individual protective measures?
- ✓ Are appropriate instructions given to employees?

#### **Checklist: employer action on results of the risk assessment**

- ✓ Have protective and preventive measures been introduced?
- ✓ Has a plan of action been drawn up for putting into practice the necessary measures identified by the risk assessment?
- ✓ Does the plan identify priorities and set an agreed timetable for action?
- ✓ Has the money been made available to implement control measures?
- ✓ Are there plans to monitor the success of new measures?

## **Fact Sheet**

## **Involving safety representatives in risk assessments**

Several Regulations refer to the involvement of safety representatives in the accompanying Approved Codes of Practice or guidance. The examples given below illustrate this.

### **Examples of references to safety representatives**

#### **Approved Code of Practice to the MHSW Regulations 1999**

"The risk assessment process needs to be practical and take account of the views of employees and their safety representatives who will have practical knowledge to contribute."

**(Paragraph 15)**

#### **Approved Code of Practice to the MHSW Regulations 1999**

Organisation: "includes:

(a) involving employees and their representatives in carrying out risk assessments, deciding on preventive and protective measures and implementing those requirements in the workplace. This may be achieved by the use of formal health and safety committees where they exist, and by the use of team working, where employees are involved in deciding on the appropriate preventative and protective measures and written procedures etc.

(b) establishing effective means of communication and consultation in which a positive approach to health and safety is visible and clear. The employer should have adequate health and safety information and make sure it is communicated to employees and their representatives, so informed decisions can be made about the choice of preventive and protective measures."

**(Paragraph 34)**

#### **Guidance for employers on the Control of Noise at Work Regulations 2005**

"Consulting with trade union appointed safety representatives or other employee representatives is a legal requirement. Working with safety representatives is a very useful means of communicating about health and safety matters in your workplace. For example, discuss with them your risk assessment and action plan, including any proposal to average exposure over a week, selection of hearing protection, any hearing protection zone and your health surveillance programme." **(Page 16)**

#### **Safety Representatives and Safety Committees Regulations**

Consulting with trade union safety representatives is a legal requirement that is placed upon employers. You will have seen that safety representatives have extensive rights under the Safety Representatives and Safety Committees Regulations 1977 (SRSC). These are set out in full under Regulations 4, 5, 6 and 7 of SRSC and include the rights to:

- be consulted
- investigate health and safety matters
- inspect their workplace
- information

It is important that union safety representatives use these rights fully, to become constructively involved in the risk assessment process; to check their employers' risk assessments; and to check plans for risk prevention and control, so that members' health and safety is properly protected. All the evidence shows that the safest workplaces are those where there are well organised and active safety representatives using their rights fully.

### **Safety reps' views on management compliance with the law**

A TUC survey of women in 1998 identified that 29% thought that reproductive health (including pregnancy and breast feeding) was made worse by work. The same survey showed that more than half (54%) of all employers had not conducted risk assessments for pregnant workers. In the 2004 TUC Safety Representatives Survey, according to the safety representatives responding:

- 29% of employers had done risk assessments that were considered inadequate by the safety representatives
- there had been no risk assessments done in 8% of cases
- less than three out of ten safety representatives (29%) were satisfied with their involvement in drawing up the risk assessment
- almost half (44%) of safety representatives were not involved at all
- 27% of safety representatives were involved, but not involved enough

While it is the employer's responsibility to carry out risk assessments and not the safety representative's, the figures from the TUC survey represent a serious problem. Safety reps and their members have a wealth of experience and a detailed and intricate knowledge of the workplace and the jobs that are being done. Risk assessments cannot be suitable and sufficient when safety representatives have not been involved at all, or are inadequately involved.

### **Checklist: Safety representative involvement in risk assessments**

- ✓ Are workers and safety representatives involved in the risk assessment process?
- ✓ If they are involved, are they satisfied with the extent of their involvement?
- ✓ Do they feel that the risk assessments are satisfactory?
- ✓ Are safety representative inspections used to monitor and review the employer's risk assessment procedures?
- ✓ Do safety representatives notify employers where risk assessments need to be carried out?
- ✓ Do risk assessments need to be reviewed because safety representatives were not consulted about them?
- ✓ Are safety representatives consulted about the level of risk assessment training taking place?
- ✓ Have safety representatives been given copies of the written risk assessments (or been given access to copies)?

**Are there any procedures or agreements regarding risk assessments?**

**European Agency for Safety & Health at Work model**

The TUC considers that risk assessment should take account of gender issues, differences and inequalities. Work, its organisation and the equipment used should be designed to match people, not the other way round. This principle is enshrined in EU legislation and enacted in Regulations in the UK. The legislation requires employers to carry out risk management based on risk assessment, and this can be divided into five stages:

- Hazard identification
- Risk assessment
- Implementation of solutions
- Monitoring
- Review

The European Agency for Safety and Health at Work has developed suggestions for making this process more gender-sensitive which are reproduced below. The TUC agrees with this approach.

**Web pages**

The full guide to making risk assessments more gender sensitive and other excellent resources can be found on the European Agency's women and health at work web resource pages at:

[http://europe.osha.eu.int/good\\_practice/person/gender/](http://europe.osha.eu.int/good_practice/person/gender/))

As there are gender differences in a variety of broader issues relating to work circumstances, such as sexual harassment, discrimination, involvement in decision-making in the workplace, and conflicts between work and home life, a holistic approach to risk prevention is needed. Another aim is to identify less obvious hazards and health problems that are more common for female workers.

Key issues for gender-sensitive risk assessment:

- Having a positive commitment and taking gender issues seriously
- Looking at the real working situation
- Involving all workers, women and men, at all stages
- Avoiding making prior assumptions about what the hazards are and who is at risk

**Step 1: Hazard identification**

For example, include gender by:

- considering hazards prevalent in both male- and female-dominated jobs
- looking for health hazards as well as safety hazards
- asking both female and male workers what problems they have in their work, in a structured way
- avoiding making initial assumptions about what may be trivial
- considering the entire workforce, e.g. cleaners, receptionists
- not forgetting part-time, temporary or agency workers and those on sick leave at the time of the assessment

- encouraging women to report issues that they think may affect their safety and health at work, as well as health problems that may be related to work
- looking at and asking about wider work and health issues

## **Step 2: Risk assessment**

For example, include gender by:

- looking at the real jobs being done and the real work context
- not making assumptions about exposure based purely on job description or title
- being careful about gender bias in prioritising risks according to high, medium and low
- involving female workers in risk assessment. Consider using health circles and risk mapping methods. Participative ergonomics and stress interventions can offer some methods
- making sure those doing the assessments have sufficient information and training about gender issues in occupational safety and health (OSH)
- making sure instruments and tools used for assessment include issues relevant to both male and female workers. If they do not, adapt them
- informing any external assessors that they should take a gender-sensitive approach, and checking that they are able to do this
- paying attention to gender issues when the OSH implications of any changes planned in the workplace are looked at

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For example, for stress include:

- Home–work interface, and both men’s and women’s work schedules
- Career development
- Harassment
- Emotional ‘stressors’
- Unplanned interruptions and doing several tasks at once

For example, for reproductive health:

- include both male and female reproductive risks
- look at all areas of reproductive health, not just pregnancy

For example, for musculoskeletal disorders:

- look critically at ‘light work’. How much static muscle effort is involved? Does the job involve significant standing? What loads are really handled in practice and how often?

## **Step 3: Implementation of solutions**

For example, include gender by:

- aiming to eliminate risks at source, to provide a safe and healthy workplace for all workers. This includes risks to reproductive health
- paying attention to diverse populations and adapting work and preventive measures to workers. For example, selection of protective equipment according to individual needs, suitable for women and ‘non-average’ men
- involving female workers in the decision-making and implementation of solutions

- making sure female workers as well as men are provided with OSH information and training relevant to the jobs they do and their working conditions and health effects. Ensure part-time, temporary and agency workers are included

#### **Steps 4 and 5: Monitoring and review**

For example, include gender by:

- making sure female workers participate in monitoring and review processes
- being aware of new information about gender-related occupational health issues. Health surveillance can be part of both risk assessment and monitoring:
- include surveillance relevant to jobs of both male and female workers
- take care about making assumptions, for example, based on job title, about whom to include in monitoring activities

Accident records are an important part of both risk assessment and monitoring:  
Encourage the recording of occupational health issues as well as accidents.

## Fact Sheet

## Action planning for risk assessment

Now that you have established what should be happening in relation to risk assessments, you must work out what you want to achieve. This will depend on:

- the problem
- what you have found out
- short and long term aims
- members' support and union negotiating strength
- management's attitude to risk assessments

So, you need to think in advance about what the minimum is that you will accept.

### Involving your members

It is important to involve trade union members, get them to discuss problems with each other, and to make them aware that risk assessments can improve their health and safety at work. If members feel strongly, and are prepared to support you, this will be your main source of strength. So:

- keep them informed about what you are doing
- involve them in identifying hazards, planning an approach and deciding what to accept
- discuss whether management plans and procedures are adequate
- provide an opportunity for workers to express/register their concerns – by holding meetings, conducting surveys and using body mapping and hazard mapping techniques
- inspect the workplace regularly
- encourage workers to report problems to management and safety representatives
- win their support

### Pro-active safety reps

Safety representatives can identify whether risk assessments are a problem in their workplace. Safety representatives can:

- do a special inspection checking on risk assessments carried out, whether action plans have been implemented and if the risk assessments are due for review
- survey their members to identify hazards and areas of the workplace where risk assessments have not prevented or controlled risks adequately
- use mapping techniques to identify problems. (See the *Hazards* workers' guide to body mapping, hazard mapping and interactive hazards detective [www.hazards.org/tools/](http://www.hazards.org/tools/))
- report their concerns and those of their members to management in writing
- start preparing for in January for European Safety Week – usually 3<sup>rd</sup> week in October: <http://hw.osha.europa.eu> more information about getting involved at: [http://hw.osha.eu/about/partners/focal\\_points/](http://hw.osha.eu/about/partners/focal_points/) TUC courses will help you get a campaign started, evaluated in the lead up to the key week and review how the campaign went.
- get involved in Workplace Safety Inspection Day – usually the Wednesday of European Safety Week

### Risk management

You can urge your employer to prepare and implement a plan to manage risks. You should:

- be consulted by management

- monitor how management is following their plan
- keep the workforce informed of progress

Ask for copies of the risk assessments that the employer has done to ensure that they are preventing and controlling the hazards, and make sure that the employer is fully consulting you and other safety representatives. Where control measures are in place you can check that they are being adhered to and maintained and also that they are effective in preventing injuries and ill health.

Finally, check that where there is any potential risk, your employer has given the workforce appropriate training and information.

### **Health and safety policy and risk assessments**

Safety representatives can ensure that the employer's procedures for risk assessment form an integral part of the overall health and safety policy. An effective policy on risk assessment should:

- ✓ be jointly developed and agreed with unions
- ✓ have commitment from highest management
- ✓ ensure that adequate resources are committed to carrying out risk assessments and solving problems
- ✓ ensure that risk assessors are trained and competent to carry out the task
- ✓ ensure that safety representatives and workers are consulted in carrying out risk assessments and review
- ✓ provide for regular review
- ✓ contain agreed arrangements for joint monitoring and review to assess effectiveness

### **Taking up the issue with management**

Sometimes, minor issues can be sorted out informally by direct contact with relevant managers. But if risk assessment procedures are inadequate or are not tackling the risks effectively, it is likely that you will need to raise the matter formally. Obviously you know the best way of getting things done in your workplace, but you may need to consider such things as:

- raising the matter in writing
- encouraging other safety representatives to support you and back you up
- using special safety procedures or an agreed procedure for resolving problems, in which case you should always involve other relevant union representatives
- raising the problem directly with senior management if it is urgent
- using safety committees which can sometimes help to make plans for implementation

### **Union pressure and arguments**

You will need a well-argued case and you should refer to your research on risk assessment. But the main source of negotiating strength is a well organised union with the support of your own members, and their determination to secure improvements.

### **Evaluating the outcomes**

When you have carried out the appropriate action in the workplace, you should evaluate the outcomes. This is important because it allows you to reflect upon what has happened and determine what, if anything needs to be done next.

## Fact Sheet

## Further information

### European Agency for Safety and Health at Work

- Fact sheets providing practical advice on a variety of hazards  
<http://agency.osha.eu.int>

### European Trade Union Institute for Research, Education and Health and Safety

- Resources on risk assessment. Scroll down to risk assessment at  
<http://hesa.etui-rehs.org/uk/newsletter/newsletterTheme.asp>

### *Hazards* magazine website

- The quarterly magazine “Hazards” is an invaluable resource for all safety representatives.  
[www.hazards.org](http://www.hazards.org)

### *Hazards* magazine fact sheets

- No 60: Risk mapping
- No 44: Risk assessment : no hazard, no risk

### HSE

- The HSE has a useful guide to risk assessment at [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk) This includes a link to “five steps to risk assessment”. They have also produced a number of very useful example risk assessments for a range of sectors
- The HSE have a specific web page which draws together HSE information on risk management in one place at [www.hse.gov.uk/risk/index.htm](http://www.hse.gov.uk/risk/index.htm)
- Practical guidance in risk management can be found at [www.hse.gov.uk/risk/practice.htm](http://www.hse.gov.uk/risk/practice.htm)

### HSE priced and free publications on risk assessment

- For all the latest documents containing general standards and guidance on risk assessment, go to the HSE web page:  
<http://www.hse.gov.uk/risk/raindex.htm>
- HSE – Five Steps to Risk Assessment  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)
- Five steps to risk assessment – case studies HSG183  
HSE Books 1998 ISBN 0717615804 £6.75
- Alternatively, obtain a free copy of the latest HSE Books catalogue, CAT 34, by telephoning 01787 881165

### London Hazards Centre

- Risk assessment – a simple standard  
[www.lhc.org.uk/members/pubs/factsht/8ofact.htm](http://www.lhc.org.uk/members/pubs/factsht/8ofact.htm)

### TUC

- The TUC website has a large number of resources on health and safety at  
[www.tuc.org.uk/healthandsafety](http://www.tuc.org.uk/healthandsafety)
- In addition it published a detailed guide for safety representatives on all aspects of health and safety called “Hazards at Work”. This is available from the TUC (see website for details)
- Essential information for safety representatives. Keep up to date on health and safety by reading *Risks*, the TUC's weekly e-bulletin for safety representatives at  
[www.tuc.org.uk/h\\_and\\_s/index.cfm](http://www.tuc.org.uk/h_and_s/index.cfm)

### Trade union information

- Many unions provide guidance on risk assessment. The website addresses of all trade unions are on the TUC website at [www.tuc.org.uk/tuc/unions\\_main.cfm](http://www.tuc.org.uk/tuc/unions_main.cfm) .
- *Hazards* magazine has listed the health and safety pages of most trade unions at [www.hazards.org/links/ukunionlinks.htm](http://www.hazards.org/links/ukunionlinks.htm)
- Contact your union or visit your union's website to find out if they produce any guidance on stress. For example, USDAW have produced a pregnancy risk assessment checklist at [www.usdaw.org.uk/healthandsafety/toolkit/1133530920\\_2407.html](http://www.usdaw.org.uk/healthandsafety/toolkit/1133530920_2407.html)

## Course review and evaluation

We hope that you have enjoyed the course. To help us make future courses more effective we would like your feedback. Please:

- contribute to a collective feedback session that your tutor will organise
- fill in the evaluation form below and return to your tutor

### End of course evaluation

Please take time to complete the following. Considered and constructive feedback will help us to ensure that the course is relevant to your needs as union representatives.

1. What were your aims/expectations for the course?

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2. To what extent have these been met?

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3. What, if anything, do you feel you have gained/achieved that you did not expect at the outset?

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4. How would you rate the support you have had?

Tutor support	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Group support	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Course materials	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Other resources	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Comment							

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5. How did you find the teaching and learning methods used on the course?

Group Work	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
Individual Exercises	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
Written work	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
Workplace Activities	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
Comment							

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6. How do you think what you have got out of this course will help you in your work/union?

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7. Having successfully completed your course, what are your learning priorities now?

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8. Any other comments?

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