

# Achieving Behavioural Change Course

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This has been produced from original work carried out for the Department for Work and Pensions 2003 to 2007.

## Tutor Notes

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# Achieving Behavioural Change Course

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## 1. Introduction to the course

The Achieving Behavioural Change ('ABC') course is intended to provide training on the benefits of adopting behavioural change for all Contractors and operatives who visit a site. This project has a primary aim for Contractors to undertake their designated tasks in a safe and proactive manner. This is defined as the 'determination and belief that no-one should be injured or suffer ill-health in the course of work activities'.

It is recommended that clients and main contractors should insist that all those wishing to work on these sites MUST have attended the 1 day 'ABC' course. This includes the Client's project management, Contractors Management and supervisors, all construction trades (i.e. carpenters, bricklayers, plasterers, plumbers, electricians, crane operators, concrete painters, decorators, floor layers, ceiling, lighting and IT data cabling installers including communications engineers), non-construction trades (i.e. labourers, suppliers, waste removal) and other trades associated with office extension, fit-out and refurbishment work.

The course features the use of the point of work assessment 'STAARR' (Stop, Think, Access, Act, Report & Review) and 'TASK' (Think first, Act safe, Stop if hazardous & Keep safe) cards, which is a simple dynamic risk assessment system used by DWP, where contractors or suppliers through the life of programme have not adopted their own.

The objective of the course is to enable delegates to, by the end of the course:

- a. List the Basic Legal Duties of Employers and Employees
- b. Define Hazards, Risks and Control Measures
- c. List Possible Causes of Accidents
- d. Appreciate the Link between Attitude and Behaviour
- e. Appreciate the Costs of Poor Safety Performance
- f. Appreciate the Benefits of Good Safety Performance
- g. Putting 'ABC' into Practice using the 'STAARR' and 'TASK' Card
- h. Successfully Complete the Course Assessment

The course is designed to provide delegates with an understanding of how attitude, behaviour, communication and worker engagement\* at all levels can help prevent the chances of accidents occurring.

- In line with existing CDM 2007 ACoP and Guidance, which links to other legislation in requiring cooperation and coordination is carried out.
- As with the 4 C's from HSE's 'Working Well Together' Campaign, this is about capturing and applying the 9C's ('Communication' and 'Consultation' in turn enables 'Cooperation', 'Coordination' 'Collaboration', 'Control', 'Competence', establishing a 'Culture' and 'Commitment' at levels).

The course materials include a PowerPoint presentation; eight separate exercises linked with using video clips, together with an end of course test.

The course is designed to be simple, free flowing and interactive with clear, jargon free slides that present the main points that **must** be conveyed.

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## 2. Contents of the Course

- a. Introduction  
This section contains a general introduction to the 'ABC' course. The section has an introductory Exercise 1 (Consequences of an Accident), which sets the scene for the day. The tutor should allow 5 minutes for delegates to complete the exercise in teams. Each team can be invited, in turn, to read out one of their answers. This ensures that each team has the opportunity to contribute with a 'new' suggestion. Once the first round is complete, the tutor can go around again until there are no more 'new' suggestions, or until the tutor feels that enough is enough. All the exercises in this course can be run in the same way.
- b. Legal duties  
This section provides an introduction to the legal duties of employers and employees. The purpose of this section is to clarify the duties of employers and employees in the minds of the delegates, and to emphasise that they have the responsibility to not put themselves at risk. This section includes Exercise 2 (Legal Duties), which is a simple exercise where delegates (in teams) identify the legal duties of employers and employees.
- c. Hazard, Risk and Control  
The purpose of this section is to allow a review of the typical hazards, risks and controls that are found on construction sites. Exercise 3 (Safety Problems) can be used to generate examples of hazards, and as a platform for identifying controls and who should be responsible for those controls. Tutors should feel free to add their own examples of hazards and control measures. In this section, the 'STAAR' and 'TASK' card is introduced as a method of hazard identification and as a method for initiating control.
- d. Causes of Accidents  
The purpose of this section is to make the delegates consider the causes of accidents, and the part they can play in accident prevention. The thrust is that unsafe acts cause unsafe conditions, which lead to accidents. The NAPO clip demonstrates this, and should be used as a lead in to Exercise 4 ((A.) Unsafe Acts and (B.) Conditions), which allows delegates to identify five scenarios where an unsafe acts lead to an unsafe conditions. Exercise 5 (Costs of Accidents) can be used to generate costs of accidents, which the tutor can comment on. This section ends with a 7-minute video. Of particular relevance is the accident where a worker falls from a set of steps.
- e. Attitude and Behaviour  
The purpose of this section is to make the delegates consider the reasons why people behave in unsafe ways. The first NAPO clip gives three scenarios that the delegates can be invited to comment on. Then we consider the effect of experience, and the fact that often, unsafe behaviour results in advantage (such as time saving) and this encourages such behaviour in future. A second NAPO clip demonstrates this concept. This section also investigates motivation and Exercise 6 ((A.) Motivation for Non-Supervisors and (B.) Supervisors) can be used to investigate what motivates people to behave in a safe manner. A brief examination of Safety Culture can also be undertaken.
- f. Benefits of Getting it Right  
The purpose of this section is to allow the benefits of working safely to be identified and discussed. Exercise 7 (Benefits) is used to allow delegates to identify benefits of good safety performance.

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- g. Achieving the 'ABC' goal  
The purpose of this section is to allow the material already covered in the course to be related to the use of the 'STAARR' & 'TASK' Card. Exercise 8 (Use of the 'STAARR' & 'TASK' Card) is used in conjunction with the five short video clips of different accidents and incidents (Refit: the Pitfalls), to allow the delegates to practice using the checklist in the 'STAARR' & 'TASK' Cards, in preparation for the Test and also on site. The End of Course Test is then carried out.

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### 3. Tutor's Competence

Tutors must hold at least a NEBOSH Construction Certificate or NEBOSH Diploma Part 2 or NVQ 4 in Occupational Health & Safety Practice or recognised Health & Safety Degree or Dip SM Level 6 and be a minimum of MIIRSM or Grad IOSH and ideally working towards CMIOSH, if not already a Chartered Safety & Health Practitioner.

Also:-

- Minimum of 5 years on site construction Management / supervisory experience and
- Minimum of 5 years tutor experience in the delivery of Construction Health & Safety courses and
- Confirmation through a registered governing body that they registered and undertaking CPD
- Confirmation that they have read and understood the principles of HSE Guidance HSG48 "Reducing Error and Influencing Behaviour".
- Written evidence from their employer they are and have undertaken the above.

### 4. How to present the course

The most important point is to deliver the course in a manner that you find comfortable, while still providing key information to delegates. You may use your own anecdotes and illustrations as you see fit.

**Please note that this course will be delivered by ConstructionSkills and others wishing to adopt this course for their own organisation are advised to contact ConstructionSkills for advice.**

Approximate Timings:

09:00 Hrs – 10:30 Hrs	Introduction and Legal Duties
10:30 Hrs – 10:45 Hrs	Break
10:45 Hrs – 12:30 Hrs	Hazard, Risk and Control and Causes of Accidents
12:30 Hrs – 13:00 Hrs	Lunch
13:00 Hrs – 14:15 Hrs	Attitude, Behaviour, Communication and Worker Engagement
14:15 Hrs – 14:30 Hrs	Break
14:30 Hrs– 15:15 Hrs	Benefits of Getting it Right and Achieving the 'ABC' Goal
15:15 Hrs – 16:00 Hrs	Syndicate Exercises using 'STAARR' and / or 'TASK' card
16:00 Hrs – 16:30 Hrs	End of Course Test and close

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## 5. How to Administer the End of Course Test

The End of Course Test is designed to ensure that delegates have, by the end of the course, taken on the information necessary to demonstrate that the course objectives have been fulfilled.

Delegates should be asked to clear their desks of all notes and other information. You should ensure that all delegates have pens or pencils. The test paper should be distributed and the following instructions given:

- a. 'Please fill in your name and other details at the top of the page'
- b. 'Please make sure you identify yourself as a Supervisor if you are a Supervisor or Manager'
- c. 'Please read the questions carefully'
- d. 'Please fill in your answers in the spaces provided – one answer per space'
- e. 'Please write your answers clearly'
- f. 'For the last question, identify five hazards which are present in the photograph'
- g. 'Please do not speak to each other during the test'
- h. 'When you have finished, please hand your paper to me and wait outside, but do not leave as I will need you together again before the course is complete'.

You should show the photograph, which is included in the presentation while the test is being taken.

Delegates should be left to work through the test and the papers collected in once they have finished.

Once all the papers are in, you should mark them. The following is a guide to the answers, which will earn the delegate a point:

### 1 Whose responsibility is Health and Safety on Site:-

Everyone's

### 2 List THREE of your Legal Duties:-

To ensure my own safety  
 To ensure the safety of others  
 To co-operate with my employer  
 To use work equipment safely and in accordance with training  
 To report any safety problems on site  
 Any other legitimate legal duty of an employee on an construction site

### 3 List THREE Health and Safety Hazards you often find on site:-

Any legitimate health and safety hazard commonly found on construction sites, such as electricity, working at height, moving vehicles, unknown asbestos, noise, dust and debris, overlapping activities by different contractors and the client, lifting operations, structural defects, unsupported excavations and temporary works etc.

### 4 Give THREE ways of controlling risk:-

Any legitimate control measure commonly found on construction sites, such as good planning, adequate supervision, coordination, fences, guards, training, PPE etc.

### 5 Give THREE reasons why people behave unsafely:-

Any legitimate reason such as rushing, lack of training, carelessness, stress, wishing to take risks for excitement (horse play), shortcuts, it will never happen to me! Peer pressure, male macho – "I can lift and carry that heavy load" etc.

### 6 List THREE ways to motivate people to behave safely:-

Any three methods such as giving praise, management and supervisors engaging with their workforce on decision making and problem solving etc. Rewarding by incentive schemes using suggestion boxes, quizzes, reporting near hits/misses with lessons learnt, praise and recognition from senior management and team.

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**7 Name THREE benefits of working safely:-**

Any three legitimate benefits such as fewer accidents, less costs relating to repairs, increased insurance premiums, better working environment, better reputation etc.

**8 When should you use the TASK card?**

Before the work activity is carried out, and after any change to the work.

**9 Identify FIVE hazards from the photograph below.**

The delegate can be given one mark for each tick alongside a legitimate hazard up to five correct answers.

You should mark all the papers, prior to the course completion. The pass mark for site workforce is 15/25. The pass mark for Management and Supervisors is 20/25. Those papers which score more than the pass mark should be completed appropriately.

All the delegates should then be invited back into the room. You should not discuss individual marks with course delegates, other than advising delegates they have passed the test successfully. If any delegates have failed the test, they should be dealt with one at a time.

This gives you an opportunity to identify if they have misread or misinterpreted the question in some way. If they are unable to pass the test once the meaning of the questions has been clarified, then they will have failed the test.

Finally, course evaluation sheets should be distributed to course delegates for completion. Once these have been completed, the course is complete and the delegates can go.

Test papers should be retained by the tutor and arranged in alphabetical order (last name).

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## **6. General Administration**

Delegates must fill in the attendance register.

They must also provide two photographs, both with their names on the back – printed, not signatures.

The delegates must complete an Application Form, and the tutor should fix one of the photos to the Application form using glue (Pritt stick).

The tutor should ascertain whether or not the delegates have brought photos with them as early as possible in the day. This allows the delegates time to prepare to go out over lunch to obtain photos.

At the end of the course the following paperwork must be passed back to the course administrator:

- Signing in sheet
- Delegate test papers (marked and sorted into alphabetical order)
- Delegate feedback sheets (sorted into alphabetical order)
- Delegate application forms (with photos attached and sorted into alphabetical order)
- Photos of each delegate.