

## **HSE event 3: Topic specific workshop**

### **Improving risk assessment through worker involvement**

#### **Facilitator brief**

Timing	Facilitator notes	Method and slide
<p><b>Pre- requisites – to be completed by facilitators ahead of any delivery.</b></p>	<p>For delivery these Modules facilitator(s) <b>must</b> have an good understanding of:</p> <ul style="list-style-type: none"> <li>• the two principal sets of Regulations/ACoP relating to consultation on health and safety: <a href="http://www.hse.gov.uk/pubns/books/l146.htm">www.hse.gov.uk/pubns/books/l146.htm</a> [1]</li> </ul> <p>Information and tools to help organisations to consult workers - resources can be found on both the updated HSE 'doyourbit' and main HSE Worker Involvement web pages, in particular:</p> <ul style="list-style-type: none"> <li>• <b>the webtool:</b> for small and medium sized organisations. It provides a quick and simple way of identifying steps to improve levels of worker involvement in both stable and dynamic working environments. <a href="http://www.hse.gov.uk/involvement/doyourbit/taking-action.htm">www.hse.gov.uk/involvement/doyourbit/taking-action.htm</a></li> <li>• <b>Shared experiences:</b> video (and text) case studies. <a href="http://www.hse.gov.uk/involvement/doyourbit/shared-experiences.htm">www.hse.gov.uk/involvement/doyourbit/shared-experiences.htm</a></li> </ul> <p><b>guidance materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Consulting employees on health and safety – a brief guide to the law</i> <a href="http://www.hse.gov.uk/pubns/indg232.pdf">www.hse.gov.uk/pubns/indg232.pdf</a> [2]</li> <li>• The worker involvement good practice guide can be accessed here: <a href="http://www.hse.gov.uk/pubns/books/hsg263.htm">www.hse.gov.uk/pubns/books/hsg263.htm</a> [3]</li> <li>• The HSE five steps to risk assessment can be accessed here: <a href="http://www.hse.gov.uk/risk/fivesteps.htm">www.hse.gov.uk/risk/fivesteps.htm</a> <a href="http://www.hse.gov.uk/pubns/indg163.pdf">www.hse.gov.uk/pubns/indg163.pdf</a> [4]</li> <li>• The facilitator should also be familiar with The Management of Health and Safety at Work Regulations and Approved Code of Practice (L21): <a href="http://www.hse.gov.uk/pubns/books/l21.htm">www.hse.gov.uk/pubns/books/l21.htm</a> [5]</li> </ul>	<p>Check if the diagnostic tool results are available. If not, issue the shortened version of the template during module one. Collect and collate it at lunchtime - for discussion during the afternoon sessions</p>

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<b>Module 1: 9.30 – 9.50</b>	<p><b>Commence workshop</b></p> <p>First explain the aims and objectives of the workshop.</p> <p><b>Aim:</b> To enable delegates to understand and apply the principles of worker involvement in risk assessment in the workplace.</p> <p><b>Objectives:</b> At the end of this session participants will:</p> <ul style="list-style-type: none"> <li>• understand the impact of risk and risk assessment in the workplace on health and safety in the workplace</li> <li>• enable better development of partnership between workers and managers</li> <li>• create an action plan to implement risk assessment through worker involvement</li> </ul> <p>Cover domestics: fire escape, phones, breaks, toilets.</p> <p><b>Introductions:</b> <b>Ask</b> delegates to introduce self to group and capture their role in the organisation. NB: Role – manager or rep etc. (note who’s who)</p> <p><b>Ask</b> delegates:</p> <ul style="list-style-type: none"> <li>• what they want from the workshop?</li> <li>• one area of risk assessment they consider could benefit from worker involvement?</li> </ul> <p>Record as needed on flip chart.</p> <p><b>Establish</b> ground rules as a group – record on flip chart.</p> <p>Check if the Diagnostic tool results are available if not issue the template during this session and collect and collate at lunchtime- to be used for discussions during the afternoon sessions</p>	<p><b>Discussion and Flip Chart</b></p> <p>USE SLIDE:1 - on entry</p> <p>USE SLIDE: 2 – Aim</p> <p>USE SLIDE: 3 - Objectives</p> <p>USE SLIDE: 4 - Introducing yourself</p>

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<p><b>Module 2: 9.50 -10.30</b></p>	<p><b>Impact on health and safety - the Health and Safety Executive (HSE) perspective</b></p> <p>NB For this session you want to engage the participants in the workshop and discover what they already know.</p> <p><b>Ask the group:</b></p> <ul style="list-style-type: none"> <li>• what is a risk assessment?</li> <li>• why do we do risk assessment? What do we hope to achieve?</li> <li>• can we eliminate all risk? Why not? We need to manage risk in a sensible and proportionate way</li> </ul> <p>Flip chart their responses and then use to key into presentation.</p> <p>A risk assessment is simply a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. Workers and others have rights and responsibilities to be protected, and protect themselves and others from harm caused by a failure to take reasonable control measures.</p> <p>Risk management and incident/accident investigation have a common aim: to find out what could lead to a loss of control over hazards. The difference is of course, risk management is a proactive measure, and incident/accident investigation is reactive measure following a failure.</p> <p>The law does not expect you to eliminate all risk, but you are required to protect people as far as 'reasonably practicable'. This guide tells you how to achieve that with a minimum of fuss.</p> <p>Accidents and ill health can ruin lives and affect your business too if output is lost, machinery is damaged, insurance costs increase or you have to go to court. You are legally required to assess the risks in your workplace so that you put in place a plan to control the risks.</p>	<p><b>Presentation and group work</b></p>

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	<p><b>If you don't complete a good risk assessment today, you may have to do an accident investigation tomorrow.</b></p> <p>HSE's view is that companies focus too much of their current risk management effort (performance measures, audits, behaviour modification) on low consequence high frequency events, such as single minor injuries caused by people tripping over.</p> <p>More effort needs to be given to the lower frequency high consequence events such as large releases of hazardous chemicals. These are caused by underlying system failures and triggered, typically, by human error.</p> <p>Most companies still use very basic methods for accident investigation, rarely looking beyond the immediate causes of the accident and with little supporting procedures or checklists for the investigation.</p> <p><b>Suggest you finish this part by creating a slide to provide some quotes / principles of error management and go through them.</b></p>	

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	<p><b>Sensible risk management is about:</b></p> <p>Ensuring that workers and the public are properly protected.</p> <p>Providing overall benefit to society by balancing benefits and risks, with a focus on:</p> <ul style="list-style-type: none"> <li>• reducing real risks – both those which arise more often and those with serious consequences</li> <li>• enabling innovation and learning not stifling them</li> <li>• ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action</li> <li>• enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility</li> </ul> <p><b>Sensible risk management is not about:</b></p> <ul style="list-style-type: none"> <li>• creating a totally risk free society</li> <li>• generating useless paperwork mountains</li> <li>• scaring people by exaggerating or publicising trivial risks</li> <li>• stopping important recreational and learning activities for individuals where the risks are managed</li> <li>• reducing protection of people from risks that cause real harm and suffering</li> </ul>	

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<p><b>Module 3:</b> <b>10.30 – 10.45</b></p>	<p><b>Awareness of risk</b></p> <p>Spilt into 4 groups. <b>Give</b> each group one of the questions below:</p> <p>What kind of questions might you ask around:</p> <ul style="list-style-type: none"> <li>• task</li> <li>• the working environment</li> <li>• individual capability</li> <li>• equipment</li> </ul> <p><b>Ask</b> the groups to report back and generate a group discussion. Record on flip chart a list of questions that might begin to develop awareness of risk.</p> <p><b>Some possible answers:</b></p> <p><u>Questions on the task</u></p> <ul style="list-style-type: none"> <li>• Is the route as short as possible?</li> <li>• Is the task known to be demanding for employees?</li> <li>• That is, do they dislike a particular job or task?</li> <li>• Is the route clear of obstacles?</li> <li>• Does the task involve negotiating kerbs, steps or slopes?</li> <li>• Are there maintenance procedures in place?</li> <li>• Does the task need a lot of effort to get the load moving and kept moving?</li> <li>• Are there sudden movements to start or stop the load?</li> <li>• Are there any one handed operations?</li> <li>• Is there movement at high speed or over long distances?</li> <li>• Is there repetitive pushing/pulling?</li> </ul>	<p><b>Group work and plenary</b></p>

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	<p><b>Questions on the environment</b></p> <ul style="list-style-type: none"> <li>• Does the task take place in a very hot or cold environment? (Repetitive pushing and pulling activities within hot and humid temperatures can lead to the early onset of fatigue).</li> <li>• Does the task take place in windy locations where the load may become unstable?</li> <li>• Is the lighting adequate – not too dim and not too bright?</li> <li>• Are there constraints on body posture/positioning?</li> <li>• Are there confined spaces/narrow doorways?</li> <li>• Are there surfaces or edges to cause cuts/abrasions/burns to hands or body?</li> <li>• Any rutted/damaged/slippery floors?</li> <li>• Any trapping or tripping hazards?</li> </ul> <p><b>Questions on individual capabilities</b></p> <ul style="list-style-type: none"> <li>• Does the worker have a musculoskeletal injury (ache or pain), which might be aggravated?</li> <li>• Does the worker have any loose clothing that may get entangled in the device?</li> <li>• Does the worker adopt the correct upright posture for the operation?</li> <li>• Does the task require unusual capabilities?</li> <li>• Does it cause a hazard to those with a health problem or those who are pregnant?</li> <li>• Is there a need for special information/training?</li> </ul>	

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	<p><b>Questions on the equipment</b></p> <ul style="list-style-type: none"> <li>• Is your device fit for purpose – is the device the correct type for the operation?</li> <li>• Is it well maintained and do the wheels and castors rotate freely?</li> <li>• Are the wheels on the device suited to the floor surface? eg are the wheels large enough to minimise rolling resistance?</li> <li>• Is the handle height on your device between your waist and your shoulder height?</li> <li>• Are there any brakes? If so, are they effective?</li> <li>• Are the handle grips in good order and comfortable?</li> <li>• Is movement or posture hindered by clothing or personal protective equipment?</li> <li>• Is there an absence of the correct/suitable PPE being worn?</li> <li>• If on wheels/castors – are they <ul style="list-style-type: none"> <li>• unsuitable for the type of load?</li> <li>• unsuitable for the floor surface/work environment?</li> <li>• difficult to steer?</li> <li>• easily damaged or defective?</li> <li>• without brakes or difficult to stop?</li> <li>• with brakes, but the brakes are poor/ ineffective?</li> <li>•</li> </ul> </li> </ul>	
<b>10.45 -11.00</b>	<b>BREAK</b>	
<b>Module 4: 11.00 – 11.40</b>	<p><b>Behaviours and risk</b></p> <p>This session looks at <u>management and worker behaviours</u> and the underlying beliefs that underpin them.</p> <p>Spilt into two groups as follows:</p> <p>group 1: worker reps - take <b>management behaviours</b></p> <p>group 2: managers - take <b>worker behaviours</b></p> <p><b>Ask</b> the groups to consider the following 2 questions:</p>	<b>Group work and plenary</b>

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	<p>(1) What are the behaviours of people in this group that can lead to both physical and psychosocial risk of MSDs?</p> <p>(2) What are the beliefs behind them- eg 'I mustn't show weakness', 'I can't say no'.</p> <p><b>Ask</b> the groups to report back and discuss their responses. Some possible examples may include:</p> <ul style="list-style-type: none"> <li>• workers have little control over their work and work methods (including shift patterns)</li> <li>• workers are unable to make full use of their skills</li> <li>• workers, as a rule, are not involved in making decisions that affect them</li> <li>• workers are expected to only carry out repetitive, monotonous tasks</li> <li>• work is machine or system paced (and may be monitored inappropriately)</li> <li>• work demands are perceived as excessive</li> <li>• payment systems encourage working too quickly or without breaks</li> <li>• work systems limit opportunities for social interaction</li> </ul>	
<p><b>Module 5:</b> <b>11.40 – 12.30</b></p>	<p><b>Worker involvement and risk assessment</b></p> <p>This session provides ideas for delegates to carry forward into the afternoon action planning session.</p> <p>Split into 3 groups and select one of the case studies. <b>Ask</b> the groups to explore:</p> <ul style="list-style-type: none"> <li>• the key issues</li> <li>• what's gone wrong and why - people, process, environment</li> <li>• what they would do to involve workers in resolving issues</li> </ul> <p>After the exercise, <b>present</b> back the 'solution' according to best practice.</p> <p><b>Discuss</b> worker involvement element in reducing and managing the issue.</p>	<p><b>Group work and plenary</b></p>

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12.30 – 13.15	<p><b>LUNCH BREAK</b>            (Collate results of Diagnostic that should either have been completed in advance of session or issued in the morning and collected in so facilitator can analyse during the break.)</p>	
<p><b>Module 6:</b>  <b>13.15 – 13.30</b></p>	<p><b>Enabling worker involvement</b></p> <p>How to assess the risks in your workplace:</p> <p>follow the five steps in the HSE leaflet INDG163:</p> <ul style="list-style-type: none"> <li>• step 1 identify the hazards.</li> <li>• step 2 decide who might be harmed and how</li> <li>• step 3 evaluate the risks and decide on precautions</li> <li>• step 4 record your findings and implement them</li> <li>• step 5 review your assessment and update if necessary</li> </ul> <p>Don't over-complicate the process. In many organisations, the risks are well known and the necessary control measures are easy to apply.</p> <p>You probably already know whether, for example, you have employees who move heavy loads and so could harm their backs, or where people are most likely to slip or trip. If so, check that you have taken reasonable precautions to avoid injury.</p> <p>Involve all staff or their representatives in the process. They will have useful information about how the work is done that will make your assessment of the risk more thorough and effective five steps to risk assessment.</p> <p>During the year, if there is a significant change, don't wait. Check the risk assessment and, where necessary, amend it and implement any new control measures that you've identified. If possible, it is best to think about the risk assessment when planning change – that way you leave yourself more flexibility.</p>	<p><b>Presentation</b></p>

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<p><b>Module 7: 13.30 – 14.00</b></p>	<p><b>Brief Reminder of what we mean by worker involvement</b></p> <p><b>Discuss</b> slide 6 - what we mean by worker involvement.</p> <p><b>Ask</b> 'What would good worker involvement look like in <b>your</b> organisation'?</p> <p>Split into groups and <b>ask</b> each group to discuss the following questions and record their responses on flip chart:</p> <p>(1) ideally what would good worker involvement look like in your organisation</p> <p>(2) ideally what would appropriate and effective behaviours be (manager/ worker/ state of working environment) be for this group</p> <p>(3) what are the barriers and enablers in your organisation to implementing these processes/arrangements and behaviours (ie barriers: time, resources, disagreements, structure of organisation. Enablers: good representatives, engagement, need to improve performance)</p> <p><b>Ask</b> each group to feedback, generate discussion and <b>collate</b> their results under the headings: people, process and environment. <b>Ask</b> them to bear these findings in mind for the action planning session.</p> <p>Remember, those closest to the work and work systems design are usually in the best position to say what needs to be corrected – again this module should present delegates with the opportunity to have a big impact on what is decided upon and what improvements are implemented.</p> <p>Once improvements/interventions have been put in place, delegates will also want to be part of the process that decides how successful they have been and what further changes may be necessary. Improvements/interventions usually don't need to be expensive or time consuming to put into place and there are often learning points that can be used elsewhere in the organisation.</p> <p>(NB You can use the results of the diagnostic to look for areas of improvement here – diagnostic can be run in the morning and results collated</p>	<p><b>Discussion and group work</b></p> <p>USE SLIDE: 5 – What is worker involvement</p>

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	by facilitator during lunch - pick top 3 stand out issues to start discussions).	
<b>14.00 – 14.15</b>	<b>BREAK</b>	
<b>Module 8: 14.15– 14.45</b>	<p><b>Action planning session</b></p> <p>Split into small groups and <b>ask</b> them to generate their top 6 issues capturing their decisions on flip chart under the headings: action proposed, time frame, who and evidence for success.</p> <p>Then bring together in large group and <b>ask</b> ‘using the results from the previous session, identify 6 issues that could be acted upon to take worker involvement further in dealing with this topic’. Group to agree and capture on flip chart using same headings as before.</p> <p><b>Provide</b> a short presentation on SMART (specific, measurable, achievable, realistic, time frame)</p>	<p><b>Group work and plenary</b></p> <p>USE SLIDE: 6 – Action planning</p>
<b>Module 9: 14.45 – 16.15</b>	<p><b>Creating SMART actions to take back to the workplace</b></p> <p><b>Ask</b> them to create and agree to a ‘joint action plan’ for their organisation that will help deal with risk assessment in the workplace through increased worker involvement.</p> <p>Spilt into 4 small groups (mixed manager / worker groups) to create SMART actions to take back to the workplace. Then allocate each group one of the following headings:</p> <ul style="list-style-type: none"> <li>• worker behaviours</li> <li>• manager behaviours</li> <li>• worker Involvement – joint actions</li> <li>• improvements to the working environment (realistic!)</li> </ul> <p><b>Ask</b> each group to record on flip chart their actions.</p> <p><b>Ask</b> each group to present back plans and large group to test against SMART and gain agreement.</p> <p>Ensure the session is practical and relevant to the organisation.</p>	<p><b>Group work and plenary</b></p> <p>USE SLIDE: 6 – Action planning</p>

Timing	Facilitator notes	Method and slide
<b>Module 11: 16.15 – 16.30</b>	<b>Review objectives, evaluation event and close.</b>	<b>Discussion</b>

References:

1. *Consulting workers on health and safety. Safety Representatives and Safety Committees Regulations 1977 (as amended) and Health and Safety (Consultation with Employees) Regulations 1996 (as amended). Approved Codes of Practice and guidance L146* HSE Books 2012 ISBN 978 0 7176 6461 0 [www.hse.gov.uk/pubns/books/l146.htm](http://www.hse.gov.uk/pubns/books/l146.htm)
2. *Consulting employees on health and safety: A brief guide to the law* INDG232 HSE Books ISBN 978 0 7176 6312 5 [www.hse.gov.uk/pubns/indg232.pdf](http://www.hse.gov.uk/pubns/indg232.pdf)
3. *Involving your workforce in health and safety: Good practice for all workplaces* HSG 263 HSE Books ISBN9780717662272 [www.hse.gov.uk/pubns/books/hsg263.htm](http://www.hse.gov.uk/pubns/books/hsg263.htm)
4. *Five steps to risk assessment.* INDG 163 HSE Books ISBN 978 0 7176 6440 5 [www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)
5. *Management of health and safety at work. Management of Health and Safety at Work Regulations 1999. Approved Code of Practice and guidance L21* HSE Books ISBN 9780717624881 [www.hse.gov.uk/pubns/books/l21.htm](http://www.hse.gov.uk/pubns/books/l21.htm)