Imperial College London

HEALTH AND SAFETY TRAINING STRATEGIC PLAN

Foreward

Contents of the document has been developed and agreed by:

- Campus Services
- Estates
- Faculties
- Fire Office
- Human Resources (HR)
- Learning Development Centre (LDC)
- Occupational Health
- Safety Department
- Trade Unions

REVISION LOG

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1. Introduction

The Health and Safety Training Vision and Objectives (see Appendix 1) sets out a five year plan for the College to help improve the health and safety training provision. As well as enhancing technical skills, this approach will foster positive attitudes to health and safety demonstrated by awareness, proactive behaviour, and a desire to actively manage risk.

This document sets out the guiding principles and strategic plan of how the vision and objectives will be achieved.

2. Scope

The training provision needs to include health and safety training for all staff and persons working for the College, including students, post-graduate researchers, embedded contractors, visiting academics and other relevant individuals.

Health and safety training is delivered via a range of learning mechanisms. These include: induction; courses both internal and external; 'acting scenarios', on-the-job training; coaching; e-learning, mentoring, and supervision.

No one must be prevented from undertaking health and safety training that is deemed necessary for their job role and responsibilities.

3. Training Records

It is essential that all health and safety training records be retained. These training records need to be maintained and made accessible in a central repository, since they could be requested for both internal and external audits, and investigations.

Training records should be able to be updated by individuals, line managers or other designated staff. The training records for each individual would then follow them throughout their time at the College.

Line managers or supervisors would be responsible for monitoring and ensuring that the training records of their staff or students are kept up to date.

Until a central repository is available the current SharePoint or other system will be used.

4. Training Objectives

The College training priorities can be defined through short, medium and long term objectives. Short term objectives are seen as the baseline for all members of the College, contractors and visitors. For example, every member of staff and PhD student is expected to demonstrate a basic knowledge and understanding of legal compliance and good practice in health and safety. The intention is to enable people to achieve medium and long term objectives through appropriate training programmes based on a competency model. Taught students (masters and undergraduates) must also be considered; the level of health & safety training will be dependent upon their status and specific course.

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5. Competency

Training programmes and courses should be assigned levels of increasing competency that individuals would achieve upon successful completion. These should be defined at local level to establish a common understanding.

Staff should complete specific courses based on current understanding and the demands of their role as described in a College 'Safety Training Matrix' (NB: The training matrix has yet to be developed).

Individuals would be able to apply for higher level courses if they have achieved, or demonstrated, a good understanding of the objectives set for lower levels. The following elements would be taken into consideration:
- Previous experience (evidence based)
- Qualifications (evidence based)
- Attendance of other related College Courses (course type and competency level)

It may be possible for new staff or students with previous experience or qualifications to enter the training competences as a supervised user but usually no higher; primarily because they would not be familiar with College policies and practices.

Where practical, the content and delivery of training courses and workshops should be based on the College's health and safety standards (i.e. that which is expected by Imperial in terms of health and safety topics such as fieldwork, risk assessments, etc.) set within the practical parameters of specific context (i.e. Faculty, institute, centre or department level). This tailored approach to health and safety training should motivate staff to take personal responsibility for health and safety within their working environment.

5.1 Levels of Competence
The table below offers details on the four levels of competence

COMPETENCY LEVELS	LEARNING OUTCOMES
Basic understanding This is the initial stage of learning, and raising of awareness of legal requirements	To understand key theories and principles at a basic level. At this level the individual will have a basic awareness of the subject matter
Supervised user Focuses on the practical application of health and safety principles helping staff apply health and safety concepts to their specific working environment.	To demonstrate a broad understanding of key theories and principles through practical applications and the use of H&S concepts in specific environments. To be able to transfer skills into the work place. At this level the individual will be able to undertake subject matter activities under supervision only. This is 'hands on' training while being supervised and trained until the trainer is confident the appropriate practical skills and other knowledge have been achieved.
Competent User focuses on the practical application of health and safety principles in specific subject matters which require professional and technical understanding and application	To demonstrate in-depth, specialist knowledge and mastery of techniques relevant to the discipline. To demonstrate a sophisticated understanding of H&S concepts, information and techniques at the forefront of a specific discipline or process. At this level the individual will be able to undertake subject matter activities unsupervised and can supervise others.
Trainer Able To Train Others and assess competency.	To be able to convey safety knowledge to others and stimulate action. Being able to convey H&S principles in a flexible way accordingly to the skills and aptitude of the trainee At this level the individual will be able to train others in the specific subject matter, including: 1. Have experience to be able to identify potential high risk situations and explain why the appropriate control measures are in place to reduce risks 2. Be able to explain the associated emergency procedures 3. Demonstrate appropriate safe practices associated with the technique, process or equipment to the trainee

5.2 Maintenance of Competence
For all competency levels refresher training will be provided at defined intervals which will be specific for each training programme.

6. Delivery of Training
Training provision should be managed and delivered at three levels:

1. **Centralised Health and Safety Training:** This training is relevant across a wide sector of the College and not focussed at specific Faculties or departments. The process and arrangements for the delivery of centrally provided health and safety training is co-ordinated and communicated by the Learning and Development Centre (LDC).

   An annual training programme listing the current provision of health and safety training is provided by LDC, and reviewed at the College Health, Safety, Training and Implementation Committee (HSTIC). The reviewed programme is then presented to the College Health, Safety and Environment Committee for endorsement and consideration of funding for new schemes or proposals.
   Priority should be given to those training needs relating to high risk activities (for instance, radiation) as well as areas regarded by the College as being of high priority.

2. **Health and Safety Training via Departments and Faculties and support services:**
   This training will be relevant to specific activities, processes, equipment or other needs identified within academic or support services areas. The training may be provided by individuals within Faculties and Depts or external training providers. It may be organised by faculty safety, dept safety or other individuals within departments or support services areas. Funding for these activities (unless agreed with Safety Dept., Occ Health, Fire Safety Office or LDC) will be provided by those arranging the training.
   It is important that HSTIC have an overview of training at this level to identify opportunities for other areas of the College to benefit. Faculty and support services reps will provide HSTIC with training course details at termly meetings.

3. **On the job health and safety training**
   Courses at College, Faculty and Dept level will help to provide context and practical skills to ensure individuals work safely. The responsibility of line managers is to ensure appropriate on the job training, instruction and supervision is given, based on an individuals' competence, to ensure they can apply the learning objectives and practical skills from attended courses to their given work activities. The application of safe working while performing the task and knowing how to respond to potential emergencies is essential to avoid harm to the operator, others, the environment and equipment and infrastructure.

6.1 Safety training bookings
To avoid duplication and optimise utilisation of training, the aim is for all training (central, faculty or departmental etc.) to be provided through a single portal; which includes provision of course information and booking-in facility. The booking-in system should connect with and populate information into an individual's training records (staff and student). HSTIC will monitor progress on this project.

To aid this process, a list of approved training providers (preferred Suppliers) will be established.

7. Quality Assurance
LDC has a responsibility for quality assuring centralised health and safety training and regularly audits the contents, delivery and learning of the courses it provides. Results of these audits will be presented to HSTIC.

Locally delivered health and safety training using external training providers will also be quality assured, guidance is available from LDC on best practice. Care should be taken to use qualified and experienced presenters who thoroughly prepare material in advance and deliver agreed standards. Locally delivered training and feedback on the effectiveness of the training will be reported to HSTIC via faculty or department representatives. Internal trainers will be expected to attain an agreed (HSTIC) standard of competence.

In all cases it should be noted that the application of learning will be verified during safety audits and inspections.

8. Annual Training Review

In order to formulate the following year's training programme, an annual health and safety training review should be undertaken by HSTIC. Reports should be submitted beforehand from the Faculties, support departments and the LDC, which could potentially contain: details of training undertaken in the preceding years, feedback; omissions, missed opportunities, anticipated number of students and staff requiring training; and any new training priorities.

The review should identify opportunities for addition or removal of training courses to the LDC programme and the potential budgetary issues that may arise from any expansion of activity.

Possible connections between the training programme and general improvement of health and safety management via information collected across the faculties (e.g. feedback from Occupational Health, from Trade Union representatives, safety advisers, health and safety audits & inspections, SALUS etc.) will also be reported.

This review should be presented to the College's Health, Safety and Environmental Committee (HS&E Committee) by the Chair of HSTIC.

9. Potential Key Performance Indicators (KPIs)

HSTIC will define and agree KPIs which could include the following:

- Annually reviewed and agreed training programme via HSTIC and HS&E Committee
- Percentage compliance with Imperial College Essentials training requirements for new starters in year one with year on year improvements
- Percentage compliance with training matrix (mandatory or role specific) for existing staff in year one with year on year improvements(NB: this is yet to be implemented)
- Reduction in level of accidents & near miss reports in the context of 'accidents to near miss' ratios remaining unchanged or are improved. The nature and types of incidents will also be considered.
- Progress on single portal for booking training
- Progress of development of training records system
- And other KPIs as appropriate

10. Verifying Competence and Demonstrating Competency

Evaluation forms or examination systems only confirm that key learning objectives have been understood by individuals. Whilst useful to demonstrate that the learning process has begun, they do not in themselves demonstrate competency.

The recognition, as well as the evaluation of competency, is part of an ongoing process which can only occur when an individual puts into practice what has been learnt within his or her own working environment. It therefore becomes the responsibility of line managers to ensure those working for them are competent to undertake the assigned activities. Wherever possible and practicable, competency should be confirmed by trainer or peer observation of a person demonstrating the application of their taught knowledge.

11. Resources for Training

It is essential that safety training costs are based on the expected numbers of those that will require training as well as the direct and indirect training costs.

Direct training costs should include: external training provider costs; course fee; registration and certification costs for qualifications; refreshments; room hire (where relevant). Indirect training costs should include staff, equipment, booking, record retention and software required.

12. Next steps

	ACTION	RESPONSIBILITY	TARGET DATE
1.	Identify the College–wide training common to most Faculties and Support Services and the potential demand. Determine what common training is required, how many individuals require it and when. Check if the current arrangements by LDC meet these requirements. Identify any gaps	HSTIC	Phase 1
2.	Develop a comprehensive list of all training required by the College. Review the current provision and identify essentials against 'nice to have'. Check it fits in with the Safety Strategy and on-going needs. Identify current cost allocation for safety training.	HSTIC	Phase 1
3.	Identify where training will be delivered. Provision of consistent and suitable accommodation for training at all sites - to include Audio-visual, AV assistance, catering etc. If at the College, is there sufficient provision based on requirements identified in 2 above, and explore possibility of having a dedicated safety training room/laboratory. Justify in project proposal that it will be utilised 100% of the time or made available to other users when not in use. Raise issues with HS&E Committee and submit joint bid. Consider moving out of a training room to a 'live environment'- hold training in a real lab or office area. In addition explore alternative venues (Baden Powell meeting rooms) and associated costs. Include these in the project bid.	HSTIC Safety Committees	Phase 1
4.	List the e-learning programmes required by the College to achieve Basic Understanding. Formulate a plan for the development of all e-learning programmes in priority order; with high	HSTIC	Plan in Phase 1 – Deliver in Phase 2

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	risk and those with broad application being addressed first. Such as Radiation, MOST & RAFT. Develop modular training programmes where practicable, e.g. MOST. Identify the e-learning development resource required. Is it available within the College or through outsourcing opportunities?		
5.	Formulate a plan for the development of class room based training or workshops. Including specialist training. Define competency level for each course. For each specify: • Course topic; • Target audience (Job titles, category of worker); • Number of people able to attend at each session • Duration of the course; • Potential date and location of the course; • Name of the person or company delivering the training session; • Learning objectives of the course; (e.g. identify hazards in a laboratory environment) • Expected outcome of the course; (e.g. being able to carry out a risk assessment in a laboratory) • Identifying and evaluating if objectives and outcomes have been met • Sharing experiences with other areas to promote best practice Identify training gaps in current provision and additional cost implications.	HSTIC	Plan in Phase 1 – Deliver in Phase 2
6.	Identify external training providers and develop a preferred suppliers list and agree a specific College rate.	HSTIC Procurement	Phase 2
7.	Market training provision - review current approach to marketing training courses. Need to focus offer to: • Obtain the right attendees • Possibly reduce offer while improving quality • Raise profile Information relating to safety training being	HSTIC	Phase 2

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	undertaken by the College to be made available on a single site; this will also include access to training matrix, training records and on-line booking etc.		
8.	Specification and development of a central repository for training records. System to automatically send out refresher training reminders. System able to generate management reports.	ICT Human resources HSTIC	Phase 1
9.	Ensure clear requirements are put forward for any future Learning Management System – to guarantee maintenance of current functionality, but also with a view to improve. Improvements sought include (but are not limited to): ability to manage bookings, notifications, reminders and records for the complete range of delegates (including students and contractors/collaborators); simpler access and more attractive interfaces for users (eg mobile friendly, easy to navigate); the potential to link to other applications, eg synchronising with Calendar invites, electronic confirmation of attendance ('swiping in' rather than signing in).	HR ICT LDC	Phase 2
10.	Review existing training matrix (developed Oct 2010) incorporating the requirements of 'Imperial College Essentials' and the USHA Guidance: *Leadership and management of health and safety in higher education institutions.*	HSTIC	Phase 1
11.	Establish provision for meeting mandatory training requirements for Imperial College Essentials (e-learning wherever practicable)	HSTIC	Phase 1
12.	Launch Imperial College Essentials	LDC	Summer 2017 – Phase 1
13.	Develop and agree health and safety training KPIs	HSTIC	Phase 2
14.	Develop and agree the terms of reference and agenda for the 'Annual Health and Safety Training Review' and a format for the training programme and its dissemination.	HSTIC	Phase 2
15.	Identify and agree a mechanism for on-going training needs analysis (via feedback from mangers, safety staff, SALUS etc) and include as	HSTIC	Phase 2

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	an agenda item in the 'Annual Health and Safety Training Review'.		
16.	Identify and agree, mechanisms for designing, delivering and evaluating all forms and styles of health and safety training; including monitoring the quality of training.	HSTIC	Phase 2

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HEALTH AND SAFETY TRAINING VISION AND OBJECTIVES

Vision: Where will we be in 5 Years' Time

The Health and Safety Training Strategy supports the College's target of excellence through the provision of high quality training to develop demonstrable competence of the highest standard. As well as enhancing technical skills, this approach will foster positive attitudes to health and safety demonstrated by proactive awareness and a desire to manage risk.

Objectives: PLAN; DO; CHECK; ACT

By June 2021 the Health and Safety strategy will deliver:

PLAN	1. Versatile training courses that transform our health and safety culture, behaviour and attitude and which meet the learning needs of a diverse community 2. A defined competency scheme which will build on existing skills, knowledge and experience to support positive behaviours in the workplace.

DO	3. Training that is relevant, valued and integrated, while being efficient, cost effective and supported by quality assurance. 4. A centrally supported local provision that: • is managed locally – to meet the faculty/department/site specific needs • reports its activities and shares best practice at the Annual Health and Safety Training Review • is awarded funding from central training to run agreed courses

CHECK	5. Managers who proactively identify and monitor the training needs and course attendance of their staff and students.

ACT	6. Improved systems for the booking and recording of safety training, to include: • a single point of online access • improved reporting • automatic refresher training reminders