



NEBOSH Certificate NGC1/4 Promoting a positive health and safety culture

Suggested answers to revision questions

A1 Conveying the health and safety message in the workplace.

The immediate problem that you would have if this were an 8 mark (9 minute) question would be not to run out of time (indeed, very similar questions have appeared as 20 mark, 30 minute questions). Your answer to this question should draw upon what you covered in section 7 of unit 4 Effecting cultural change.

You could not do better than quote the syllabus requirements:

- *securing commitment of management*
- *promoting health and safety standards by leadership and example*
- *use of competent personnel with relevant knowledge, skills and work experience*
- *effective communication within the organisation:*
 - » *safety committees, notice boards ...*
- *training*

Obviously, in your answer you should fill out the above as much as time allows; the second part of your answer could briefly refer to the activities necessary to promote a positive health and safety culture which are defined in HSG65 as:

- *control*
- *co-operation*
- *communication*
- *competence*

(Remember what we said about the HSE's somewhat tentative use of c c c c ...)

A2 Media ... in the workplace.

Don't waste time giving the examiners the answer to the previous question, that is not what they asked; they want to know about media so tell them about the pros and cons of:

- *entrance to site display boards*
 - *use of posters*
 - *notices, charts, leaflets, newsletters*
 - *safety competitions*
 - *videos*
- a practical point - one for which you will certainly gain marks for raising - concerns the balance (time, money, staff involvement, level of commitment) between buying-in posters etc and producing them in-house*

A3 Interference with verbal communications.

Often a good idea to start an answer with a definition ...

Process by which information is passed between individuals and / or organisations by means of previously agreed symbols.

...because this provides a very good peg on to which you can hang the remainder of your answer, via examples such as those we gave in the study material.





A4 Interference with various forms of communication.

Obviously an appropriate answer will need to include the verbal communication problems addressed in the previous question but will need to encompass a lot more. The answer again should still usefully start with a definition of communication (you should be able to make up your own) and then address the communication problems associated with:

- e-mail and other electronic forms of communication*
- formal verbal communication in meetings - effective use of minutes*
- casual verbal communication - discrete and potentially very valuable, but unlikely to be recorded*
- ... and so on ... the problems associated with all the other forms of communication which we mentioned in the study material: newsletter, posters ...*

A5 Electronic communication

Again, start with explanations: what you would encompass under this heading? A definition of communication would again be very valuable because it would provide you with a starting point for discussing computer compatibility, feedback, storage of information, access to a computer terminal (a real trump card if the intended recipient does not have easy access to one).

A6 Specific training requirements:

- The Provision and Use of Work Equipment Regulations provides for training for all those working on woodworking machines*
- The Control of Substances Hazardous to Health Regulations requires training for all employees exposed to certain substances*
- The Control of Asbestos at Work Regulations covers training for those workers exposed to asbestos*
- The Ionising Radiations Regulations require training for persons directly concerned with ionising radiation*
- The Control of Lead at Work Regulations covers training for all those employees exposed to lead, including young people*

A7 As always, it is a good idea to link your answer back to the appropriate legislation and clearly in a question of this sort, you have an opportunity firstly to mention the specific training requirements of various pieces of legislation (as in question 1 above) and secondly under the first heading ('young persons') you should make mention of the requirements of the 'Young Persons' section of MHSWR 99. So, under the four headings, here are some key points:

Young persons

... lack of experience and, a times, poor co-ordination; importance of mentor(s) (make sure you can provide examples of just what a mentor would provide)

The HSE recommend employers to:

- assess the risks to young people, taking into account their inexperience, immaturity and lack of awareness of existing or potential risks*
- address specific factors in the risk assessment*
- provide information to parents of school-age children about the risks and control measures*
- exclude young persons from certain work activities*

The key is to fully evaluate any risks to which young people may be exposed before they are allowed to start work. Full consultation must take place between the appropriate managers to ensure the creation of an effective and relevant training programme.





More mature persons

The key question to be asked in real life - and thus the key to you providing a satisfactory answer in an examination - is to discuss the reasons why training is needed for our 'non-young' person; these might include:

- *relocation to new premises*
- *introduction of new equipment and/or new processes, changes to operating procedures*
- *influx of new staff*
- *new legislation*
- *introduction of improved systems of work*
- *poor accident records*
- *desire to reduce insurance premiums*
- *reports from auditors, risk assessors and loss adjusters*
- *visit from enforcement authorities*

Persons due for promotion

This training requirements for this person may be seen as an extension of the 'more mature persons' category above. We refer you back to the study material and in particular the question about John, who is being considered for promotion, and the problems he might face. This is actually a classic NEBOSH Diploma question in that it requires the candidate to take a wider look at a situation but as a good Certificate student you should be able to come up with some good responses.

Training the manager

Again, you would perhaps be well advised to start your response with a series of reasons why the manager needs training ... this could, and perhaps should, encompass common management failings (as given in the study material: failure to understand legal responsibilities ... etc). You will be aware that the law is starting to change to include, for example, the offence of corporate manslaughter - managerial responsibilities are clearly of the utmost relevance here.

In developing a management (health and safety) training programme, consideration should be given to:

- *organisational matters such as: company size, structure and siting; nature of in-house professional expertise (company doctor, nurse, occupational hygienist etc)*
- *the requirements of the manager's job: legislation, responsibility for risk assessments and implementation of control measures; means of, and effectiveness of communication channels*

A8 Techniques that might be available to the trainer:

- *commercial videos (with all the associated questions of relevance to your company, purchase / hire, when was video made, etc)*
- *in-house videos - may cause more amusement than a commercial video but may well be more effective; in particular they do carry with them an aura of management concern and an implied suggestion that 'if you could do better ...'; and indeed an improved version of the video may come about this way*
- *poster displays (off-the-peg or in-house, or a combination)*
- *'slide' / projector display, perhaps using a package such as Powerpoint*

... you will no doubt be able to add many more items to this list. What we would say is that if you do get such a training resources question in the examination, make sure that you get the balance of your answer correct; if for example, the question asks how 'four training aids of your choosing might be used in the provision of a training course', then do as required and describe the use of four aids (video, role play ...), don't throw away marks by listing fifty different training aids but fail to describe how they might be used.





A9 Again, we will spare repeating all the points we made in the study books; here are just a few ideas for ensuring that your answer has a health and safety flavour to it:

Poster displays - mention of the products of HSE and commercial suppliers such as ARCO (do name-drop in the way if you know about them); 'customising' of commercial posters by over-printing or siting them in tandem with in-house material which gives more specific information; value of creation of in-house display material.

Notice boards - again, wide availability of informative material from HSE etc. Imaginative use of notice boards, including frequent changes of the display; dividing up notice boards with different individuals or groups having responsibility for different areas on the board(s).

Newsletters (e-mail or hard copy) - question and answer sections can, in larger organisations, almost run themselves; links in the newsletter to other sources of health and safety information, perhaps on the web.

Safety forum - here you would need to mention the sort of items that would be on the agenda (accident reports etc) and the make-up of the forum.

A10 Induction training programme

Again, you can't go wrong starting with a definition:

Induction training should provide a systematic, planned programme designed to familiarise new employees with their company ... particular reference to the environment in which they will work.

Don't underestimate the value of placing such a definition at the start of an answer; in an examination situation, a definition such as the above would probably immediately give you 2 or 3 marks (in an 8 mark question). Immediately the examiner is made to feel that they are in the presence of someone who knows what they are talking about (assuming the definition is correct of course). You can then add to your definition giving you a richer answer, briefly mentioning for example:

- *characteristics of new recruits*
- *details of the induction programme: 'first morning', one month later and so on:*
 - » *first morning: ppe, fire drill, canteen, first aid, introductions to managers, safety reps etc*
 - » *one month later: focus on accident prevention (you should be able to give more detail)*
- *appropriate records to kept, to be signed by employee and manager*

A11 Human factors

Attitude ... attitude to: authority, to the implementation of systems of work, wearing of ppe, recording the results of activities undertaken.

Also look at this the other way round, ie the influence of the culture of the workplace on the attitude of the individual ... attitude of individual ↔ safety culture

Perception ... the picture or view that an individual has in their mind of the environment and of the things which are happening in that environment. How does the individual's view coincide with reality? Is there a serious mismatch? Factors which influence an individual's perception:

- *sensory defects - deafness, colour blindness*
- *background factors such as experience and peer group pressure*
- *environmental factors - noise, heat, drugs*





Motivation ... *factors which direct or drive the way in which a person acts; relationship between motivation and attitude.*

Depending on how a 'human factors' examination question were to be worded, it might also be appropriate to include a few brief note on skill, and physical and mental capability to add to attitude, motivation and perception.

A12 Examples of motivation ...

- *encouragement*
- *incentives*
- *involvement*
- *demonstration of commitment from management*
- *disciplinary action (remember the implications of such 'negative' motivation)*

To this list should be added training, a crucial ingredient in motivating staff and in providing the skills necessary to undertake work in safety.

A13 The prevention of human error

Factors you should have mentioned include the overwhelming importance of the organisation - good discipline, motivated and committed work-forces. Key points under the three suggested headings include:

The organisation

- *commitment from (top) management; the 'safety policy' (HASAWA)*
- *examples of absence of commitment of management (you choose)*
- *what happens when hazards are reported (you can link this to the previous item)*
- *system for monitoring safety: identifying, investigating and correcting (you can't go wrong in mentioning HSG65)*

The job

- *matching the job to the individual by the application of ergonomic principles*
- *design and layout of the workplace taking into account the characteristics of the task: repetitive, physically demanding etc*
- *task analysis of the activities required of the worker, for incorporation into a wider job safety analysis.*

Personal factors

- *personalities, habits, attitudes to work, skills (relate this back to NEBOSH's favourite human factors: attitude, motivation and perception)*
- *training and backing from supervisors and managers; building up confidence*

