

**Watching Me, Watching You:
the search for
safe supervisory practice**

Final Report

Watching Me, Watching You: the search for safe supervisory practice

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Executive Summary

Ensuring the safety of work-based learners is a priority for the LSC. Ensuring that health and safety issues constitute a key part of the curriculum for work-based learners is one important component in ensuring learner safety. However, research has shown that supporting the transfer of learning about health and safety from the learning setting to the work situation, a key aspect in ensuring safe behaviour, is also the weakest.

Earlier work commissioned by the LSC had identified three components to the transfer process. These are: learner characteristics, organisational climate and supervisory support and behaviour. In particular, supervisors need to act both as role models to learners in the workplace and to be able to identify their own strengths and weaknesses.

The LSC's own data indicate the importance of good supervision in ensuring the safety of learners in the workplace. Their statistics indicate that, of the 1,341 accidents involving learners between April 2005 and March 2006, some two-thirds of all accidents reported involved young work-based learners. In a quarter of all the accidents reported, some 342 out of a total of 1,341, inadequate control supervision and/or monitoring of the workplace and work activities was a factor contributing to the accident.

A range of safety models have been proposed in the literature that identify the main components of safety culture in organisations and seek to account for safe organisational behaviour. One such model of organisational safety culture notes that, for organisational safety culture to be fully effective, a mature and stable workforce is required. It is self-evident that young, work-based learners are characterised by their youth; furthermore, there is considerable evidence that young workers change jobs more frequently than older workers. This suggests that there may be particular difficulties in embedding safety culture within an organisation where there are large numbers of young learners in the workplace.

Overall, models of safety culture point to the need for organisational support for health and safety in combination with training, organisational feedback loops and the development of positive attitudes towards health and safety.

In 2005 the LSC commissioned research that would build on its previous research in the area of health and safety. The LSC's previous research had established the 'safe learner' model in 2002; had investigated the causes of under-reporting of accidents and incidents involving learners in 2005; and evaluated the impact of health and safety training designed using the 'safe learner' model in 2006. In the current research, the behaviours and attitudes that characterise a good workplace supervisor were explored.

In the first phase of the work, an invitation was sent out via LSC Health and Safety personnel to tutors at training providers and colleges, inviting learners and tutors to send in nominations for workplace supervisors whom they believed were good examples of safe supervisors. A prize was offered for the best supervisor and organisation and for the learner that nominated the best supervisor. A dedicated answerphone number and email address was available for those wishing to submit a nomination.

Twenty-six nominations were received. Two of these were for tutors rather than workplace supervisors, and so these were eliminated from the competition. Nominees were sent a letter telling them they had been nominated and that a researcher would be in touch to conduct a short telephone interview.

Interviewees were contacted in late March and early April 2006. Each nominee was asked to nominate a colleague who could give a supporting statement, and these colleagues were also contacted and interviewed during March and April. The interviews covered a range of topics, including: health and safety communication, attributes of a safe supervisor, attitudes of staff towards health and safety, formal health and safety roles in the organisation, health and safety policies, induction processes for learners, views on the most important aspects of health and safety to pay attention to when supervising learners, any accidents in recent past, and organisational actions following accidents.

After conducting the interviews the LSC was consulted to decide on whether to proceed to a case study phase and award prizes. It was agreed that, although the nominees undoubtedly represented good practice, none fulfilled all of the criteria that would make them suitable for adoption as a best practice model. Therefore, rather than proceed to a case study phase of the work, the prize money was distributed in the form of £10 gift vouchers sent to all of the nominated supervisors.

The content and themes of the nominations and interviews were analysed. In the nominations, seven main themes emerged from what the learners and tutors had mentioned in their nominations. These could be broadly categorised as 'watching (the learner)', 'reinforcement (of safe behaviour)', 'communication', 'priorities', 'training

others', 'positive attitude' and 'personal qualities'. Tutors, but not learners, also mentioned personal development undertaken by the supervisor.

In the interviews, it emerged that one-quarter of the nominees and the supporting colleagues had a formal health and safety role in the organisation. Asked about why they had been nominated, their comments broadly reflected the themes that had emerged from the nominees' statements, with one addition. Supervisors and their colleagues also mentioned specific aspects of, and potential hazards in, the work environment. Some individuals described innovations they had introduced and which contributed to developing learners' understanding of health and safety, such as requiring students to undertake their own risk assessments as part of the learning process. Others noted that health and safety extends to considering the general well-being of learners, and one reported always ensuring that a member of staff wearing a badge would meet young learners at the bus-stop on their first day at work.

Interviewees were also asked about the attributes that made somebody a safe supervisor. Again most of these reflected the sorts of themes that had emerged earlier. Interviewees also alluded to aspects of organisational practice here; examples included ensuring that the learner always accompanied a fully-qualified member of staff or was mentored in the workplace. Some noted that it may take longer for young learners to fully absorb health and safety information and described the need to consider the various stages involved in reinforcing health and safety messages. Backing up any health and safety messages in writing would ensure that the young learner could check any points of information. An important point to emerge was the need to adopt an approach that was tailored to the individual learner's situation. Involving the learners themselves in thinking about their own health and safety could help raise their awareness. While it is always important to check that learners have understood what they have been told about health and safety, there may be a particular need for this with learners of low ability or who have special needs.

A range of ways in which supervisors were involved in communicating health and safety in the organisation were identified. Encouraging staff to be involved in risk assessments, and circulating a weekly staff bulletin that included health and safety items were examples of good practice identified here. One interviewee mentioned that the organisation had an induction pack for learners which, as well as including information about issues such as hygiene, fire and manual handling, also included the LSC's booklet for learners 'Be Safe'¹.

Almost all of the interviewees said that their learners and staff had a good attitude to health and safety. In the nominations, learners had mentioned the fact that the supervisors had a positive attitude to health and safety, so that it was not seen as a chore. This clearly is an important point, given the negative media coverage often

¹ 'BE SAFE' along with other LSC publications such as 'Risk it' etc can be ordered by email from lsc@granbymsl.co.uk or alternatively by telephone on 0870 900 6800. Note that further resources are available from the www.safelearner.info website.

given to health and safety and the apparent resentment of some (although most likely a minority of) employers to health and safety legislation. Many of the interviewees commented on the need to explain the reasons for health and safety to employees and of generally raising awareness of why they need to avoid accidents and consider health and safety, both to staff in general as well as to young learners.

Some mentioned that the health and safety content of NVQs was helping to raise awareness of health and safety amongst learners. Others identified additional ways of raising awareness in young learners, such as using a risk assessment as the basis for a young learner's project, or devising quizzes to test learners' knowledge.

Interviewees were asked what, in their opinion, were the most important things to pay attention to, when supervising learners at work. Interviewees gave free responses which were then categorised. They could mention as many points as they wished. The issue that was identified by most people (70 per cent) as important, was advising on the best (safest) way to do the task. Sixteen of the supervisors and seventeen of the colleagues felt this was most important. The same number of supervisors (*ie*, 16), but fewer of the colleagues (12, 52 per cent), believed that identifying any hazards was important. Two-thirds of supervisors and colleagues believed that watching learners to make sure they used personal protective equipment was the most important. These were the three things thought to be most important by the largest proportions of supervisors and their colleagues.

Around one-half of supervisors and supporting colleagues felt that monitoring the environment for hazards was most important. Around one-half of supervisors, and one-third of supporting colleagues, believed the following three items to be important: watch to see they follow the rules and work safely; personally instruct them on safe ways of working; and encourage learners to look for/identify hazards. One-quarter of supervisors believed that it was important to make safe any hazards identified; carry out health and safety checks in the workplace; and encourage learners to consider safe ways of working.

Just three supervisors, and two colleagues, believed it was most important to make learners aware of their own responsibility for health and safety. None believed that it was important to review procedures if a learner was found to be acting dangerously.

What emerged from the interviews was a picture of supervisory practice that appears to be largely based on a passive view of the learner. The items that most of the supervisors and colleagues viewed as most important were instructing and advising learners on the best way to work, watching the learner, and identifying and monitoring the environment for hazards. While just under one-half of supervisors said that encouraging learners to look for and identify hazards was important, only a minority said it was important to encourage learners to consider safe ways of working and even fewer said it was important to make learners aware of their own responsibility for health and safety.

By and large, then, accounts of safe supervisory practice focused on explanation and instruction about health and safety, monitoring and overseeing learners and monitoring the environment for hazards. For the majority of interviewees, 'getting the message across' occurred by dint of repetition and close monitoring.

Only a few mentioned the need to make learners aware of their own responsibilities as a step towards encouraging safe practice. Several did mention the need to give learners plenty of time to assimilate information and the need to check learners' understanding. Mentoring or placement alongside a competent person helps minimise risk of the young person acting incorrectly and also exposes them to a role model.

Most of the interviews focused on these points. However, few mentioned all of these aspects, and there was a particular lack of information regarding how actions led young learners to internalise safety considerations and become aware of their own responsibility for health and safety. Few considered what could lead even well-trained young people to act unsafely, and what response would be required from the organisation if such a situation arose, or if any accident did occur.

Overall the comments indicate that the types of factors identified within models of safety culture are present in these good practice organisations, although usually not all aspects were present in each organisation. Perhaps of more importance is the fact that the research revealed that safety culture theory largely ignores issues to do with the development of health and safety awareness and responsibilities in learners in the workplace and training locations. Given that these are among the most vulnerable individuals this omission needs to be addressed.

1 Introduction

Attention has focused recently on how to improve the safety of work-based learners. Ensuring that learners are taught about health and safety is one important factor in improving safety, and ensuring that the learning and work environments are safe and free from hazards is another key component. However, research has shown that supporting the transfer of learning about health and safety from the learning setting to the work situation is a key aspect of this process that also is often the weakest.

Earlier work conducted by the Institute for Employment Studies (IES) for the Learning and Skills Council (LSC) identified three components to the transfer process that potentially contribute to whether safe or unsafe behaviours are evinced in the work setting. These are:

- Learner characteristics
 - individual differences
 - motivation to transfer learning
- Organisational climate
 - peer pressure
 - co-worker support
- Supervisory support and behaviour
 - competencies and skills
 - quality of training.

(Source: Kerrin, Silverman and Thomson, 2002)

In particular, Kerrin *et al.* found that the quality of the supervisor was important in encouraging safe behaviour. Kerrin, and her colleagues, noted that supervisors needed both to act as role models to learners in the workplace and be able to highlight their own strengths and weaknesses.

The research by Kerrin *et al.* revealed several factors that were likely to detract from supervisors' ability to encourage safe behaviour.

- Individuals who are good craft or trade workers do not necessarily make good supervisors, and may have only a limited understanding of what the role requires.
- Supervisors may not fully understand their health and safety responsibilities.
- Communication between supervisor and learner may be a barrier.
- Whilst litigation has led organisations to make more supervisors responsible for the safety of their learners, litigation concerns may lead to fewer supervisors wanting to take on this responsibility.
- Production pressures and pressure to increase output can lead to safe working practices being abandoned.
- Style of supervision itself may be a factor, with those who encourage learners to be more proactive in their approach to health and safety being more successful than those who seek to assert control.

The research also indicated that contextual factors, such as lack of management support along with lack of time, money and resources were all seen as barriers to safe practice. Absence of rigorous procedures was a further factor that discouraged safe practice. Performance management systems that set caps for numbers of accidents can also serve to reduce certain aspects of safe practice, such as the reporting and analysis of accidents, which can lead to organisations failing to learn from health and safety failures and reinforcing a culture in which health and safety is not promoted among workers².

The LSC itself has identified lack of, or inadequate, supervision as a main underlying cause of accidents in young learners. Statistics from the LSC reveal that, of the 1,341 accidents involving learners that were reported to the LSC between April 2005 and March 2006, inadequate control supervision and/or monitoring of the workplace and work activities was a factor in one-quarter of all incidents, amounting to some 342 out of the 1,341 incidents. Incidents involving apprentices at level 3 accounted for 50 per cent of all those reported; those involving apprentices at level 2 accounted for a further 18 per cent. Taken together, the data suggest that over two-thirds of incident reports to the LSC involve young work-based learners.

1.1 Models of safety culture in the workplace

The findings from the Kerrin *et al.* research into health and safety of learners are broadly in agreement with the views of writers such as Pigeon (1991) and Cooper

² This suggestions has since been supported by reports of work practice emanating from the USA and reported in Miller et al. (2005).

(1998) who have proposed models to explain the components of safe organisational behaviour. For example, Pigeon (1991) identified three main aspects of safety culture: norms and rules, attitudes and reflexivity. Norms and rules are explicit corporate guidelines for defining what is, and what is not, to be regarded as a significant risk. These are as much about being alert to unforeseen hazards and monitoring information from a variety of sources as well as prescriptive procedures. Positive attitudes need to be developed (and held) by all members of the organisation and, Pigeon suggests, cannot be imposed by any one group. Reflexivity refers to the need for feedback systems including incident, accident and near-miss reporting.

In similar vein, Cooper (1998) suggested the following components needed to be present for an organisational safety culture to be fully effective:

- strong senior management commitment, leadership and involvement in safety
- close contact and quality communications between all organisational levels
- a high degree of hazards control, including housekeeping
- a **mature and stable** workforce
- good personnel selection, job placement and promotion procedures
- good induction to norms and behaviours with follow-up safety training
- on-going safety schemes reinforcing the importance of 'near-miss' reporting
- promotion of a safety culture as a long-term strategy that requires sustained effort and interest
- adoption of a formal H&S policy, supported by adequate codes of practice and safety standards
- stressing H&S as an objective equal to other business objectives
- all accidents and near misses are thoroughly investigated.

Cooper's observation regarding the need for a *mature and stable workforce* to ensure an ideal safety culture is particularly interesting when considering apprentices, for this group is, of course, characterised by their youth, and young workers typically move on more frequently than older workers (for example, see Macaulay, 2006).

It can be seen that, in general terms, there is broad agreement between the Kerrin model of transfer of safety behaviour by trainees into the organisational context and these models of organisational safety. While there are differences in the extent to which these various authors unpack these factors, nonetheless they cover broadly the same aspects of organisational behaviour. Overall, these models point to the need for organisational support for health and safety, together with training, organisational feedback loops and the development of positive attitudes towards health and safety.

1.2 The current research

The LSC is committed to improving health and safety for all learners, but the health and safety of work-based learners is of particular interest, given recent media attention on incidents involving apprentices (Silver, Law and Ross, 2004). To help them in their efforts to improve learner health and safety, the LSC had commissioned three previous pieces of research: the research by Kerrin et al. (2002) that established the 'safe learner' framework; an investigation by Miller et al. (2005) into the causes of the under-reporting of accidents and incidents involving learners; and an evaluation of a pilot health and safety training programme based on the 'safe learner' framework undertaken by Miller and Hunt (2006).

The LSC therefore wished to commission research that would build on this previous research. The LSC had recognised that, while improvement to health and safety training is a key component of improving learner health and safety, what happens within the workplace is of equal – perhaps more – importance. Therefore, they decided to commission research that would explore the behaviours and attitudes that characterise a good workplace supervisor and to document any examples of good practice in the supervision of learners in the workplace on LSC-funded programmes.

2 Methodology

2.1 Identifying good practice examples

The LSC wished to identify examples of best practice that could be used as case studies to inform and develop providers' and employers' practice. In the context of health and safety, identification of best practice is a difficult task. Good practice is largely confirmed by an absence of accidents and often may be largely revealed by comparison with poor practice. It may be difficult to discriminate between best practice, good practice and normal practice, as in many cases these will usually lead to an absence of accidents and incidents. However, we would not wish to promote merely good practice – the intention is for the work to identify and describe exemplary practice for use as examples in the future. The aim of the work, therefore, was to identify examples of supervisors who embody exemplary practice.

2.2 Design

The project was initially designed to have four stages: generation of a long list of nominees; telephone interviews with nominees and a supporting colleague; case study visits to shortlisted organisations; and reporting and awarding of a prize for the best supervisor and company.

The main potential threat to the work was the possibility that no examples would be found of supervisors who could be considered to embody 'best practice' and be defined as 'excellent' rather than good. To deal with this threat, IES proposed a staged project that provided the LSC with the possibility of terminating the project if it was not possible to identify sufficiently good practice to proceed to a case study phase. In the event, the project was terminated following the telephone interviews, and it is the work up to this point that is reported here.

2.3 Procedure

2.3.1 Stage 1 – Generating a list of nominees

The first stage of the work was designed to identify a long list of nominated workplace supervisors for interview. The main difficulty here is to identify workplace supervisors, since the LSC has no direct contact with employers. Therefore the way in which nominations for potential good practice supervisors were obtained was through an invitation to nominate supervisors, distributed to learners through their providers. An email, with an attachment containing the invitation to nominate supervisors, was also sent out to providers by LSC Health and Safety Managers across all LLSC regions. The invitation asked for learners to phone or email IES giving contact details for nominated 'safe supervisors'. Providers too were able to nominate employers whom they believed to be good examples of safe supervisory practice. The invitation to nominate is shown in Appendix 1.

Twenty-six candidate supervisors were nominated. Two were subsequently omitted, one because they did not supervise any work-based learners, and another because he was a tutor, rather than a workplace supervisor.

2.3.2 Stage 2 - Telephone interviews with nominated candidates and supporting colleagues

In the second stage of the work, telephone interviews were conducted with the nominated supervisors. In most cases, a letter was sent to all nominated supervisors to inform them that they had been nominated as a potential good practice example and to let them know that IES would be contacting them in the near future to conduct a short interview. The letter also told them that there would be prizes for the best supervisory and organisational practice found during the research and that the work was being commissioned and funded by the LSC. The letter is shown at Appendix 2. In just a few cases, nominees were contacted directly by phone, where it was clear that their nominator had told them that they had been nominated.

At the end of each interview with a supervisor, the interviewee was asked to nominate a colleague who could support their candidature. Those colleagues were contacted by telephone and subsequently interviewed.

Designing the telephone interview schedules

As we have indicated, previous research had indicated that, in addition to the supervisor's competence, organisational culture is a further factor affecting the extent to which all employees – managers and supervisors as well as more junior staff – are encouraged to adhere to safe working practices. Therefore, in designing the interview schedules to identify good practice examples, some peripheral information was sought on organisational safety culture, as well as information on the supervisor

behaviours. It was also intended that these organisational factors would be used in shortlisting the organisations for the later case study phase of the work.

The interview schedule was drafted and sent to the LSC for feedback. Following feedback, additional questions were added and the final version of the interview schedule is shown at Appendix 3. A slightly modified interview schedule was designed for the interviews with colleagues, and this also is shown at Appendix 3.

Conducting the interviews

The letter to nominees was sent out in late March 2006 and the interviews were conducted during late March/early April 2006. Candidate supervisors were contacted and, if convenient, were interviewed at that point. Otherwise, the researcher made an appointment to call back at a time that was convenient to the interviewee.

Notes were kept during each interview. The interviews lasted around fifteen minutes.

2.4 Assessing the interviews

Following completion of all 48 interviews, the researchers discussed the interview outcomes with the LSC and it was felt that there was insufficient ground for continuing to a case study phase. It was therefore agreed that the planned prize money would be allocated amongst all of the nominated supervisors as a reward for having taken part in the interviews. Accordingly, ten pound reward vouchers were sent out in early May 2006 to all interviewed nominees.

The remainder of the report considers the factors that were identified by the supervisors and their nominators and supporters and what factors tended not to be considered by supervisors. We start the results section by considering the nature of what was said by the individuals who nominated supervisors.

3 Results

In this first section we consider the content of the nominations. In the later section of this chapter we consider what emerged from the interviews.

3.1 Content analysis of the nominations

Appendix 4 lists the main points mentioned by all individuals who nominated a supervisor, grouped under headings that identify the theme of the comment. There were seven main categories in which comments were made by both tutors and learners who nominated supervisors. These can be broadly categorised under the following headings:

- watching
- reinforcement
- communication
- priorities
- training others
- positive attitude
- personal qualities.

One further area, which was mentioned only by tutors who nominated workplace supervisors, was the issue of supervisors participating in self development.

One of the main aspects of safe supervisory behaviour that was identified by learners and tutors alike was the role of the supervisor in both watching (overseeing) the learner and 'watching out' for the learner.

Always on the lookout for hazards – has withdrawn learners from placements if their health & safety could have been jeopardised. Tutor

Always supervising and observing the learner to make sure she is working safely and will step in if they should do things a safer way. Tutor

Looks out for me and looks out for hazards. Learner/employee

Makes sure we are safe in the salon. Learner/employee

Linked to this were a series of comments regarding what may be broadly seen as 'reinforcing' behaviours.

Ensures adherence to H&S regulations and ensures that on- and off-site rules are followed. Tutor

Make sure PPE instructions are followed. Learner/employee

Very strict on supervision, always watches the learner's work. Learner/employee

If any hazards are identified we are put on full alert. Learner/employee

The largest group of comments related to communication. While both tutors and learners mentioned the supervisor's role in instructing learners and other employees, either one-to-one or as a group, as might be expected, tutors were more likely also to mention organisational communication:

Publicises work on safety issues and challenges other managers. Tutor

Represents us at company H&S meetings, brings back info and shares this and ensures any new developments are shared amongst staff and learners. Tutor

Always discussing H&S with her learners during assessments. Tutor

[Constantly tells me] how and what to do to keep a healthy and safe salon. Learner/employee

Holds regular H&S and team meetings where H&S is a priority and is always covered. Learner/employee

Provides all staff with booklets and literature including H&S that she has designed and made herself. Learner/employee

Next, there was a small group of comments about the way in which supervisors prioritised health and safety in their work:

Adopts high standards of safety in own work and expects it of others. Tutor

Follows and maintains standards and has H&S as the highest priority when assessing/supervising apprentices. Tutor

Very safety conscious. Learner/employee

Very hot on H&S. Learner/employee

The involvement of the supervisor in training others was mentioned by several of the nominators.

Ensures team is fully trained and holds regular training sessions to ensure they are up to date. Tutor

Excellent induction training with regard to H&S of the learner group. Tutor

Regular training night at which H&S is embedded. Learner/employee

Insists every member of staff takes the CIEH Health & Safety qualification.
Learner/employee

We are constantly having training in health and safety...safety is always a key issue.
Learner/employee

Lastly, two groups of items relating to personal attributes of the supervisor were mentioned by both tutors and learners. The first of these was a series of comments we have labelled 'positiveness'.

Enthusiastic about the subject and inspires those around him. Tutor

Very motivating and has made H&S 'good' instead of a chore. Learner/employee

A further group of comments related to the general manner and personal qualities of the supervisor:

Remains calm and organised. Tutor

Always gives us support and guidance. Learner/employee

Three tutors made comments relating to the supervisor undertaking self-development in health and safety. Two of these consisted of lists of the types of course or qualification the supervisor had undertaken.

In general, the types of comment that are made relate to the personality, skills and competencies of the individual in their direct relationship to the learner and other staff, and, somewhat less frequently, the organisation as a whole. What comes across from the nominations from the learners is a view of the supervisor as someone who watches and reminds learners. Unsurprisingly, there is more of an organisational perspective in the nominations from tutors. These nominations make more mention of roles, organisational level communication and having a systemic approach to health and safety.

Next we turn to consider the nature of the comments made in the interviews.

3.2 The interviews

The interviews were designed to gain more detailed information about the nominee, and information relating to health and safety practice in the organisation in which she

or he worked. The range of information sought was intended to help inform decision-making regarding the shortlisting of organisations for the case study phase of the work. In the end the project did not proceed to this phase of the work and, therefore, for this reason, only some of the topics covered in the interviews are reported here; some aspects of the interview, such as formal and informal roles involved in health and safety in the organisation, and the content of company health and safety policies, are not analysed or discussed. Appendix 5 gives fuller details of the comments nominees made in their responses to the questions that have been used as the basis for this report; Appendix 6 gives details of the responses from supporting colleagues. Here we summarise the themes that emerged in the interviewees responses to the questions.

In general, irrespective of the nature of the question, interviewees' responses tended once again to cluster into just a few themes. These closely resembled the themes that emerged from the nominations. The content of the themes was slightly broader, probably because here, they come from adult workers, mainly in positions of responsibility, who are likely to have a wider understanding of organisational processes and roles. Therefore, we list these broad themes in the table below, and next to them, list the themes from the initial nominations to show how these have been grouped.

Table 3.1: Themes from the two phases of the research

From the interviews with nominees and their colleagues	From the nominations from learners and tutors
Working directly with learners and staff	Watching Reinforcing behaviour
Involvement in policy, leadership or management	Priorities
Involvement in instructing/training/explaining aspects of work and health and safety	Communication Training others
The work environment and its hazards	-
Personal traits and attitudes	Positive attitude Personal qualities

Source: IES 2006

It can be seen that the one category to emerge from the interviews that was generally not mentioned in the nominations was the nature of the work environment and its potential hazards. Apart from this, the categories of comment were very similar to those made in the nominations, but had a wider organisational focus.

In the following sections, examples of the types of responses given by interviewees to the group of questions that focused on the components of safe supervisory practice are given. Following this, there is a section on communicating health and safety messages. These sections are illustrated with good practice examples. In the chapter

that follows these, we discuss the nature of the responses gained and consider what is missing from accounts of supervisory practice.

3.2.1 The nominees and their supporters

Twenty four of the original 26 nominations were interviewed, along with 24 supporting colleagues. Two nominations were rejected, as in one case the individual was a tutor rather than a work supervisor, while in the other case, the supervisor did not supervise any learners.

While all of the supervisors were in positions of direct supervision of learners, many of the supporting colleagues were not in direct supervisory roles. The majority of the individuals in both groups of interviewees did not hold a formal health and safety role within their organisation.

Table 3.2: Proportion of nominees and supporting colleagues who had formal health and safety role

	Nominee	Supporting colleague	Total
Has formal health and safety role	7	7	14
No formal health and safety role	17	17	34
Total	24	24	48

Source: IES interviews, 2006

The interview started with the nominee being asked why they thought that they had been nominated. Where necessary, this was followed by a prompt of ‘what is it about the way you work with learners that makes [name of nominator] think you are a safe supervisor?’ In the interviews with supporting colleagues, this question was reworded to become ‘Can I ask you if you feel there is anything that is particularly good about their work in supervising learners and making sure that learners are safe in the workplace, ie, is there anything about them you would like to commend to us?’.

Details of the comments obtained are listed in Appendix 5. In the main, as indicated above, the comments could be grouped into five broad areas. These are described and illustrated below.

Working with learners and other staff

As indicated in Table 3.1 above, the responses in this category relate to reports of the types of actions that supervisors take to ensure the safety of the environment and staff. These comments reflect the points made by the learners and tutors and but also referred to general points relating to wider issues of health and safety of staff and clients.

She always makes sure everything is in order. Trainees are shown around and how to use equipment.

Very particular with health and safety, PPE, client safety – makes learners aware of things like spillages that people could slip on.

As also might be expected, these comments tend to relate to specific workplaces and activities in that context, rather than being concerned with general issues of good practice in working safely.

Policy, leadership and management

In this second category of responses, some interviewees – a minority – mentioned their role in developing policy for the organisation. As might be expected, this tended to be the case only in larger establishments with hierarchical management structures. Others, who worked in, and often managed or owned, smaller establishments, mentioned actions they had taken to directly improve the safety of the work environment.

Safety of staff and public is paramount. I have upgraded the salon with safety in mind. I have introduced holsters for scissors to ensure children don't pick up scissors and cut themselves.

I am CIEH trained. Everyone is put through CIEH foundation training... I am looking to change the culture in the industry through education and training.

Involvement in instructing/training/explaining aspects of work and health and safety

Given that the project was concerned with safe supervision of learners (mainly apprentices) it is perhaps not surprising that many of the responses focused on the supervisors' actions in a training role. Other comments in this category related to the type and amount of training that was available in the organisation.

We have intensive training nights where skills are taught. Health and Safety stickers in the salon. I am a stickler for health and safety issues.

She gives full inductions, every seven to eight weeks, she checks health and safety, makes sure the salon is safe, the fire exits are clear, etc.

He trained staff in how to use a new meat slicer and wrote guidelines as to who could and couldn't use it. He keeps the kitchen areas safe and clear.

However, although they clearly were involved in helping supervise and develop the learner(s), some individuals had difficulty in seeing their role as being 'teaching' or training as such, which made it difficult for them to answer some of the interview questions:

I don't really see myself as a teacher. I'm unsure why I have been nominated. I teach as I go along, not formally.

Others had taken innovative approaches to teaching health and safety, as is shown in our first good practice idea from the interviewees:

Good practice box 1

I train every 16 - 19 year old in health and safety. We teach them to do risk assessments. The students do their own risk assessments as part of their learning process.

The (hazardous) nature of the work equipment or environment

In a few cases in response to this question respondents referred to particular types of hazard in their work environment and the importance of safety in that occupation, but not many.

Safety is paramount. As soon as you arrive you have induction process. [This job] is often difficult and [carried out in] extreme circumstances.

Personality and behaviour

The final category of comment related to the individual's personality attributes and attitude towards safety at work and the welfare of the learner.

He is a safe worker and respects the young learners. He puts their safety first. He incorporates and instils a safe working ethic with young people.

He has a good manner with young apprentices and communicated well with them.

Health and safety extends beyond the immediate vicinity of the workplace. Well-being and security of young learners is also important. In this second good practice example, this interviewee tells of her efforts to ensure learners feel safe and reassured in their first few days in work.

Good practice box 2

I understand how timid some young people can be. It can be challenging finding your way to a new place of work, so I ensure an older staff member goes to meet them at the bus stop on their first day to bring them to the Centre, also to go with them at the end of the day. We given them a booklet detailing bus timetables/which buses to get. Staff have an ID badge and uniform to meet learners.

3.2.2 What are the essential attributes of a safe supervisor?

Supervisors were asked what they felt were the essential attributes of a safe supervisor working with learners in the workplace. The majority referred to the need for good communication, being knowledgeable and setting good practice examples and checking the learners' understanding. Again, there were references to the need to

watch and supervise learners to ensure that they followed health and safety rules and to remain vigilant to prevent accidents. Some typical comments were the following:

Communication, relaying important health and safety information; vigilance to prevent accidents.

Check their understanding. Watch them to check they are doing things right.

In addition to being vigilant, some interviewees indicated that learners were placed with a qualified member of staff so that there is someone both to act as a role model and check that health and safety regulations are being followed:

Send them out with a competent person to ensure H&S rules are followed.

As long as they understand why they are doing things, then they don't see it as a chore. They are always placed with a senior/more qualified staff member, so learners have an example of good practice.

Mentoring with competent person.

Two interviewees noted that young learners may take a while to take health and safety messages on board. One had thought through the various stages needed to reinforce the health and safety message. Another had ensured that any health and safety messages were reinforced in writing and were made readily accessible.

Give clear explanation of procedures. Check their understanding. Be patient – with young learners, sometimes it takes longer for them to absorb information.

Be aware of learners' weaknesses. Ensure they are taking information in. Back it up in writing. Put a health and safety information pack on the noticeboard.

Other interviewees also picked up on the need to understand the individual learner and their weaknesses. Finally, one interviewee alluded to the need to encourage learners to recognise the need to be aware themselves of health and safety issues. Three examples of the ways in which supervisors had approached the issue of individual understanding of, and involvement in, health and safety are shown in good practice box 3.

Good practice box 3

Encourage them to think about their own health and safety - encourage learners to be aware of health and safety issues.

Adopt a less generic approach. Look at individual risk assessments for individual learners.

A lot of learners are low achievers or have special needs. It's important to understand their capabilities, check they understand and get regular feed back. Also be understanding of their needs.

3.2.3 Communicating health and safety

Many of the supervisors were involved in communicating health and safety to learners and staff. Many said that health and safety was a regular feature in staff meetings and some said that staff were encouraged to report anything they had concerns about. Two examples of innovative practice are shown in box 4, below.

Good practice box 4

Encourage all staff to be involved in writing their own risk assessments and updating anything that needs to be re-addressed. Staff can amend risk assessments. This encourages staff motivation and responsibility.

I do a weekly bulletin - any health and safety issues are raised and printed in this. Staff must read and sign the bulletin to ensure they have read it.

Induction is a key stage at which learners can be made aware of health and safety regulations. The majority of the organisations said that they gave learners a copy of the organisation's health and safety policy, either as part of induction or as part of their NVQ portfolio, and made the learners sign to say they had seen the policy. Some issue other information, for example, information issued by the LSC for learners.

Good practice box 5

I go through the parts of the policy that are relevant to the site. An induction pack is given that covers hygiene, fire and manual handling. The LSC 'Be Safe' booklet is issued³. Later on an intermediate H&S certificate is taken by learners.

Attitudes too play a part in communicating safe practices – the individuals who nominated the supervisors mentioned that their positive attitude meant that health and safety 'was not a chore'. This clearly is a key issue in communicating the health and safety message, particularly since an issue that fairly regularly gains press attention at present is the perceived barrier that health and safety regulations supposedly pose to employees' ability (or perhaps liberty) to perform various tasks, and, in turn, the problem this poses for organisations.

Perhaps as a result of the positive messages that these organisations give to their employees regarding health and safety, the majority of interviewees reported that learners and other staff had a good attitude to health and safety. Many of the supervisors spoke of the need to 'get the message across' and there was an acknowledgement in many of these organisations that attitudes were changing gradually.

³ 'BE SAFE' along with other LSC publications such as 'Risk it' etc can be ordered by email from lsc@granbymsl.co.uk or alternatively by telephone on 0870 900 6800. Note that further resources are available from the www.safelearner.info website.

You need to stress the job is dangerous - this is vital

Once the reasons are explained, they take it on board

You need to make sure they know why they have to do it

We state the importance of avoiding accidents. This is a high priority

They are not aware at first of the potential hazards. Once they are made aware, it becomes common sense

I make sure they understand why the previous issues are important for their health and safety. Learners might not have realised this before – once they realise, they are all for it.

In these good practice organisations most of the learners and staff had a positive attitude towards health and safety. Interviewees felt that the culture was gradually changing to one that appreciated the importance of health and safety:

When they first come, they don't have a positive attitude....[but] show them how health and safety works and they appreciate it more

They didn't use to have a positive attitude but the culture has changed

It was encouraging to receive comments from some of the supervisors regarding the impact of the NVQ in one of the occupational areas covered. There have been concerns that health and safety has not been adequately covered in NVQs, but the following comments indicate that many supervisors feel it is valuable.

They don't realise the H&S issues until they do NVQs. The ones that do NVQs learn the health and safety issues more

They are working towards NVQs so health and safety is part of their training. H&S is very important on-site

Two further examples of innovative good practice are shown in box 6.

Good practice box 6

I did a risk assessment with one trainee as part of the trainee's project. The trainee didn't realise how much health and safety covered.

It is made more interesting and more fun by his quizzes. It isn't boring for the learners.

3.2.4 What are the most important things to pay attention to, with regard to health and safety, when supervising learners/apprentices?

Two questions were used to identify the focus of supervisors' actions when trying to ensure high levels of safety in work and inculcate safe practice in learners and staff. First, interviewees were asked if there was anything they had to pay particular attention to when trying to ensure that learners remained safe in the workplace. In

response to this, many people identified specific activities they regarded as the most hazardous. Others made the point about needing to continually remind learners.

A further question asked the interviewees what they thought were the *most important things* to pay attention to, with regard to health and safety, when supervising learners. Interviewees gave free responses to the question and could mention as many points as they wished. Their responses were categorised against a set of potential response categories as they answered. Their responses to this question are shown in Table 3.3.

Table 3.3 What are the most important things to pay attention to when supervising learners?

	Supervisors N = 24		Colleagues N = 23		Total N = 47	
Advise on best (safest) way to do the task	16	66%	17	74%	33	70%
Watch to make sure they use PPE	15	63%	15	65%	30	64%
Identify any hazards	16	66%	12	52%	28	60%
Monitor the environment for hazards	11	46%	12	52%	23	49%
Watch to see they follow rules & work safely	13	54%	9	39%	22	47%
Personally instruct them on safe ways of working, H&S etc	13	54%	6	26%	19	40%
Encourage learners to look for/identify hazards	11	46%	7	30%	18	38%
Make safe any hazards identified	7	29%	7	30%	14	30%
Carry out H&S checks in the workplace	6	25%	8	33%	14	30%
Encourage learners to consider safe ways of working	6	25%	2	9%	8	17%
Make learners aware of their own responsibility for H&S	3	13%	2	9%	5	11%
Review procedures if learner found acting dangerously	0	0%	0	0%	0	0%

Source: IES interviews, 2006

What emerges from this is a picture of supervisory practice that appears to be largely based on a somewhat passive view of the learner. The items that most of the supervisors and their colleagues viewed as most important were instructing and advising learners on the best way to work, watching the learner, and identifying and monitoring the environment for hazards. While just under a half of the supervisors said that encouraging learners to look for and identify hazards was important, only a minority said it was important to encourage learners to consider safe ways of working and even fewer (13 per cent of the supervisors; just three individuals) said it was important to make learners aware of their own responsibility for health and safety.

Considering that one respondent had noted that even well-trained young people can act unsafely under some circumstances, it is of concern that no-one said that it was important to review procedures if the learner was found to be undertaking the task incorrectly, or indeed, acting dangerously. This finding might be accounted for by the fact that supervisors were being asked for their views on the most important things to pay attention to when supervising learners, leading interviewees to assume that,

provided they paid sufficient attention to supervision and instruction of the learner, along with monitoring the environment, then it was unlikely that the learner would be found behaving dangerously. However, the final comment above indicates that, even where supervisors are paying attention, young people are still likely on occasions to get things wrong, and it is therefore wise to incorporate some form of review system.

4 Discussion

All of the nominees were able to give examples of actions they took to ensure learners and other staff were safe at work. Their colleagues backed up their accounts of their actions to ensure that health and safety was a priority in their workplace.

By and large, the accounts of safe supervisory practice focused on explanation and instruction about health and safety, monitoring and overseeing learners and monitoring the environment for hazards. 'Getting the message across' appeared to be largely based on repetition of instruction and ensuring for example that learners wore or used personal and protective equipment.

While several interviewees commented that explaining about why health and safety was important was key to encouraging learners to develop a positive attitude, only a few mentioned the need to make learners aware of their own responsibilities as a step towards encouraging safe practice. Many mentioned the need to give learners plenty of time to assimilate information and the need to check the learners' understanding too. After that, mentoring or placement alongside a competent person will help minimise the risk of the young person acting incorrectly and exposes them to a role model.

Most interviewees mentioned one or more of these approaches to ensuring that learners remain safe and take on the health and safety message. However, few identified all of these aspects. There was a lack of information regarding how their actions – or those of the organisation – led the young person to internalise health and safety considerations and become empowered or fully aware of their own responsibility for health and safety in the work place.

Furthermore, few considered the factors that can lead even well-trained young people to act unsafely. Unless such issues are taken into account there remains room for accidents to happen. The aspect of safe behaviour that was least alluded to was any consideration of what should happen if accidents occur. It must be said that when these organisations were asked if any of their staff or learners had had any accidents, most reported that they had not, or else that these had been very minor. In such circumstances, it may be the case that people do not think about what should happen

in the event of an accident happening. Nonetheless, it should be noted that it is generally good practice for organisation to incorporate a review or feedback process into organisational safety procedures.

As we have noted, all supervisors embodied some good practice, but in all cases there were aspects of practice that were missing (or at least not mentioned during the interview). For this reason, the decision was taken not to proceed with the case studies. However, the interviews provided a wealth of examples of ways in which supervisors can make a difference in communicating the health and safety message and it is to be hoped that these will be of use to supervisors who would like to further improve their practice.

Conclusions

Inspection of the comments made by interviewees suggest that many of the factors identified within models of safety culture are present in these good practice organisations, although in each case it appeared that some aspects were missing. However, of perhaps more importance in terms of theory is that this research has revealed that safety culture theory (and measurement instruments) largely ignores issues to do with the development of health and safety awareness and responsibility in learners in the workplace and in training locations. Given that these are among the most vulnerable individuals this omission needs to be addressed. This work constitutes an important first step.

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Appendix 1: Invitation to Nominate Supervisor

COMPETITION

We are looking for the safest supervisor in Britain - might it be yours?

Is your supervisor a safe supervisor? We are looking for supervisors who really make sure their apprentices and other work-based learners are safe while they are working and learning.

- Does your supervisor talk to you about health and safety issues at work?
- Do they always make sure you are doing things the right way?
- Are they always on the look-out for hazards?

If so, we would like to hear about them

Here's what you need to do:

If you think your supervisor deserves to be recognised as a safe supervisor, then send us an e-mail on:

Safesupervisor@employment-studies.co.uk

or alternatively, phone and leave a message on 01273 873433

and tell us:

- your name and the name and address of the company you work for
- the name and phone number of the supervisor you would like to nominate – and why

And there's one other important thing you need to know – if we find out that your supervisor is the best in England, then they – and you – could be in line for a prize!

We will be giving a **£100** voucher to the best safe supervisor we find

– and –

We will be giving a **£200** voucher to the company we find that has the best safety culture

If you nominate the winning supervisor you will receive a £25 gift voucher too!

There will also be an opportunity for the winner to go forward to a national competition being run later in the year

So don't delay, nominate YOUR supervisor today!

Appendix 2: Letter to Nominees

Dear

Safe Supervisor Competition

I am very please to tell you that you have been nominated as a candidate for the Safe Supervisor competition by []. The Safe Supervisor competition is being funded by the Learning and Skills Council of England (www.lsc.gov.uk) as part of its work to improve standards of supervision for learners in England. Learners and tutors across England have been asked to nominate workplace supervisors who they believe adhere to safe practice.

The next stage of the competition is for nominees to be interviewed by telephone by a researcher from the Institute for Employment Studies (www.employment-studies.co.uk). IES is administering the competition on behalf of the LSC. In the next few days [] from IES will be contacting you to arrange a time when it will be convenient for you to be interviewed. The interview should take around ten minutes. You are of course at liberty to refuse to be interviewed, if you would prefer not to participate.

The intention is to draw up a short-list of 'safest supervisors' on the basis of the outcomes of the phone interviews. We will then visit the shortlisted organisations and talk to the staff and trainees about health and safety at the organisation. At the end of the competition the LSC will be invited to select the organisation that, in their opinion, has the best safety practice found during the competition, and a prize of £100 will be awarded to the winning supervisor. The company considered by the LSC to have the best approach to learner health and safety during the competition will be given a prize of £200. The trainee or tutor who nominated the winning supervisor will receive a reward of £25.

I very much hope you will want to be interviewed as part of the competition, but if you are too busy to participate, I will understand this.

Yours sincerely

Dr Linda Miller
Senior Research Fellow

Appendix 3: Interview Schedules for Nominees and Supporting Colleagues

Safe supervisor telephone interview

Before starting the interview, check the nomination form to get details of organisation, nominator, type of learner the supervisor works with, and customise script to match the organisation and nominee.

Name of nominee: _____

Organisation: _____

Good morning/afternoon. This is [] from the Institute for Employment Studies. Can I just check that you received a letter from us a few days ago, that told you I would be contacting you? You did? Good. *(If no, give brief resume of what the letter says.)*

And are you happy to be interviewed as part of the Safe Supervisor competition?

Is now a good time, or would you prefer me to call back? If to call back, note day and time here:

Day	Date if not this week	Preferred time
.....

As we indicated in the letter, you have been nominated by as a safe supervisor. This phone interview is the first stage in the selection process for the competition. After the phone interviews we will draw up a shortlist of individuals and we will then do some visits to the shortlisted individuals at their place of work; after that the winner will be decided by the Learning and Skills Council who are funding the competition. We anticipate that the prizes will be awarded sometime in June.

1. As I've already mentioned, you've been nominated by [name of nominator] as a good example of a safe workplace supervisor. Can I start by asking you, why do you think they nominated you? *[prompt if necessary]* What is it about the way you work with learners that makes [the nominator] think you are a safe supervisor?

2. Do you have a general responsibility for communicating health and safety issues to the learners in your organisation, or is this just something you do with the learners for whom you are personally responsible?

No Yes Just with own learners

3. Could I ask, how many employees who are learners *[if they ask for clarification, say 'employees such as 'apprentices' or 'trainees' or people on work placement such as E2E learners', as appropriate]* do you usually have in [the organisation] at any one time? *[need for care here, as one organisation is a college, but is nominating technician who teaches other technicians about H&S]*

...and how many of these do you usually supervise personally?

4. In your opinion, what are the essential attributes of a safe supervisor who is working with learners in the workplace?

Q5. are you involved in publicising or raising people's awareness of health and safety issues in your workplace or in the organisation more widely, *ie*, not just to learners ?

No Yes

If yes, how do you do this?

Q6. Do you find that the learners/apprentices/placement students generally have a positive attitude towards health and safety?

No Yes

(note comments, or ask for details, particularly if answer is 'No')

...and how about the staff in general? Do they generally have a positive attitude towards health and safety?

No Yes

(note comments, or ask for details, particularly if answer is 'No')

7. Is there anything you feel you have to particularly pay attention to when trying to ensure that learners remain safe in the workplace?

No Yes

If not mentioned in responses to previous questions, (and if not obvious from response), ask 'And can you think of any examples you can give me of how you have done this in the past?'

PART 2

Next, I'm going to ask you some questions about health and safety responsibilities and issues in the organisation in general, and about how you and your employers respond to any incidents in the workplace.

1. *It is possible they may have mentioned a formal role in response to Q5 in the first part of the interview. If so, just confirm this at this point and enter in table below. If not, ask 'Can I ask if you have any formal health and safety role in [name of organisation]?'*

Yes No

If yes, what is this?

If no, go to second part of question that follows table

H&S representative

TU H&S representative

Member of H&S committee

Other.....

.....

H&S Manager

.....

If No, does the organisation have a H&S manager, or similar role?

Yes No

If yes, note details

Re Q's 2 and 3, it's possible that interviewees might mention HSE or COSHH requirements when asked about policy or guidelines. If so, tick which they mentioned and note any comments they make on HSE/COSHH guidelines as you go

2. Does your [company/college/organisation] have a written health and safety policy?

Yes No Don't know

If 'No' or 'Don't know' continue with Q3

If **yes**, ask, 'What sorts of things does this cover?' *Note details, then go to Q4:*

Mentioned HSE COSHH Both

3. Does [name of organisation] have written guidelines about health and safety?

Yes No Don't know

If **yes**, ask 'What sorts of things do the guidelines say?' *Note details, then go to Q4:*

Mentioned HSE COSHH Both

If NO H&S POLICY OR GUIDELINES (IE, 'NO' TO BOTH Q's 2 AND 3), GO TO Q6

4. If 'yes' to either questions 2 **or** 3, Were you involved in writing the policy/these guidelines?

A No continue with prompt

B Yes, wrote the policy/the guidelines myself go to Q5

C Yes, helped with writing policy/guidelines continue with prompt

If A (No), ask Do you know who else was involved in writing the policy/guidelines?

Now go to Q6

If C (helped), ask Who else was involved in writing the policy/guidelines?

Now go to Q5

5. Is the health and safety policy/are the health and safety guidelines part of the induction process for learners/apprentices/E2E placement students *[as appropriate for the organisation]*

No Yes

If **no**, go to question 6

If yes, ask 'What happens – how is H&S policy/are guidelines incorporated into the induction process?' (*tick any/all that apply*)

- | | |
|--|---|
| Learners are given a copy <input type="checkbox"/> | I go through the policy/guidelines as part of introductory talk/training <input type="checkbox"/> |
| Learners are given a copy and asked to sign to say they've seen it <input type="checkbox"/> | [somebody else] goes through the policy/guidelines as part of introductory talk/training <input type="checkbox"/> |
| Learners are given a copy as part of their portfolio <input type="checkbox"/> | Other comments.....
.....
..... |
| Learners are given a copy as part of their portfolio and asked to sign to say they've seen it <input type="checkbox"/> | |
| I go through the policy/guidelines with them when I start to supervise them <input type="checkbox"/> | |

Now go to Q7

6. If 'no' response to Qs 2 and 3, ask, Are learners [apprentices] given any written information or instructions about health and safety when they start working here?

- Yes No Don't know

If no or don't know, go to Q7.

If yes, ask 'What does this information cover?'

....And what about staff in general, or more senior staff? Are they given any written information or instructions about health and safety when they start work?

- Yes No Don't know

If no or don't know, continue with Q7.

If yes, ask 'Is this the same material as is given to learners?'

7. What do you think are the most important things to pay attention to, with regard to health and safety, when supervising learners [apprentices] (*note their comments, check them against the following list or write in at end of the list*).

Identify hazards/dangers to learners (make them aware of/alert to potential dangers)

Advise on best (safest) way to do the task/activity

Personally instruct them on safe ways of working, H&S rules, etc.

Make learners aware of their own [*ie*, the learner's] responsibility for health and safety

Watch them to see they follow the rules and work safely (adhere to H&S regulations, site rules etc.)

Encourage learner to look for/identify any potential hazards

Monitor the environment for hazards

Encourage learner to consider safe ways of working when starting a new task

Make safe any hazards identified

Review procedures if learner found to be acting dangerously

Watch them to make sure they use PPE

Any other mention of post-incident actions

Carry out H&S checks in the [office/salon/laboratory/workshop etc.]

.....
.....

Any other comments

Note, I suspect they will not mention anything about incidents and what happens after an incident here, but if they do, tick box above and then note in next section (Q.9) Otherwise, continue with Question 8.

8. As far as you are aware, have there been any health and safety incidents (minor or major accidents, occupational health problems) involving learners or staff at your [company/offices/salon/laboratory/site]?

Learners No Yes

Staff No Yes

If **no**, go to Q11

If **yes**, ask 'What was this/were these?'

9. Could you tell me about what happened afterwards?

*Note there are (at least) two possible types of answer here – answers focused on the immediate situation: treated, sent to doctor, sent home, sent to hospital; or focused on organisational/longer-term: told off/ disciplined, tidied up or removed hazard, staff alerted to hazard or safe behaviours, investigation into incident. **Note the nature of their response below, then either ask question 10 or use Q10 categories to categorise response.***

10. If they have not said anything about organisational reaction, ask 'Did anything happen **in the [company/college]** after the incident? Otherwise, just use categories to categorise what they've said, asking them to confirm (and check no other actions)

*Note that I have tried to cover most of the possible responses below, taking into account whether it happened to/because of a single individual or group, whether response came from management, H&S manager, the interviewee, etc. Tick any/all that apply, edit to fit their response if necessary, note any additional responses as appropriate. In particular, note and explore any comments that indicate that something **changed** afterwards.*

- | | |
|---|--|
| We were all told about it <input type="checkbox"/> | The managers had a meeting with senior staff to discuss the incident <input type="checkbox"/> |
| We were all told about it and told to make sure nothing like this happened again <input type="checkbox"/> | The managers had a meeting with all staff to discuss the incident <input type="checkbox"/> |
| The learner was/learners were told off <input type="checkbox"/> | There was an investigation into how it had happened <input type="checkbox"/> |
| The member of staff was told off <input type="checkbox"/> | I investigated how it had happened <input type="checkbox"/> |
| The learner(s) was disciplined (eg formal caution) <input type="checkbox"/> | The H&S policy/guidelines were reviewed and changed <input type="checkbox"/> |
| The member of staff was disciplined (eg formal caution) <input type="checkbox"/> | I reviewed and changed the H&S policy/guidelines <input type="checkbox"/> |
| The learner was sacked <input type="checkbox"/> | The learner was spoken to about the incident (by someone else) and what could be learnt from it <input type="checkbox"/> |
| The member of staff was sacked <input type="checkbox"/> | |

All the learners were spoken to about the incident (by someone else) and what could be learnt from it

I spoke to other learner(s) about the incident to try to understand how it had happened

The member of staff was told about the incident (by someone else) and what could be learnt from it

I spoke to the learner(s) to explain how to avoid something like this happening again

All the members of staff (including learners) were told about the incident and what could be learnt from it

I spoke to all staff (including learners) to explain how to avoid something like this happening again

I spoke to the learner(s) about the incident to try to understand how it had happened

Other responses:

11. Does your organisation do anything in particular to help ensure the workplace is a safe and healthy environment that you would like to tell us about?

12. Is there anything you personally have done to help ensure that learners are safe that you would like to tell us about?

13. We would like to interview one further member of staff at your organisation about the organisation's approach to health and safety. Could you tell me who would be the best person to talk to us for just a few minutes about health and safety at [name of organisation]? (If they are H&S manager or similar, substitute 'Could you give me the name of a colleague I could have a short chat about health and safety at [name of organisation]?')

Name

Their job title/role

Phone number

Thank and close

Supporting telephone interview

Before starting the interview, check the nomination form to get details of organisation, nominator, type of learner the supervisor works with, and customise script to match the organisation and nominee.

Name of colleague: _____

Supporting which nominee? _____

Organisation: _____

Good morning/afternoon. This is [] from the Institute for Employment Studies. I was given your name by [name of nominated person] in your [company/college]. I have been speaking to her/him, as she/he has been nominated as a candidate for a competition that the LSC is running to find the best example of safe supervisor of learners at work. There is a prize of £100 for the best (in other words, the safest) workplace supervisor we find, and a prize of £200 for the organisation that has the best approach to learner health and safety. Short phone interviews with the nominees are the first stage in the selection process for the competition, and we are also speaking to a colleague of each nominee, as part of the process, just to get a bit of background information on the work of the nominated person and the organisation. Would you mind sparing just a few minutes to discuss this with me? As I've said, [name of nominated person] has given me your name and contact details and has said they are happy for me to speak to you.

Are you OK to spend just a few minutes speaking to me about this? Yes No

Is now a good time, or would you prefer me to call back? If to call back, note day and time here:

Day	Date if not this week	Preferred time
.....

Thanks

I should just mention, after the phone interviews we will be drawing up a shortlist of individuals and we will then do some visits to the shortlisted individuals at their place of work; after that the winner will be decided by the Learning and Skills Council who are funding the competition. We anticipate that the prizes will be awarded sometime in June.

1. As I've already mentioned, [name of nominee] has been nominated as a good example of a safe workplace supervisor. Can I start by asking you, if you feel there is anything in particular that strikes you as being particularly good about their work in supervising learners and making sure that learners are safe in the workplace [*ie*, is

there anything about them that you would like to commend to us]? *[prompt or explain if necessary] Is there anything about the way they work with learners that makes you think they are a safe supervisor?*

2. Does [name of nominee] have a general responsibility for communicating health and safety issues to the learners in your organisation?

No Yes

If yes, what is this/how do they do this? *Note if they say something like, 'no formal responsibility, but it is something they are very hot on'. Prompt for details if possible.*

Q3. Is [name of nominee] involved in publicising or raising people's awareness of health and safety issues in your workplace or in the organisation more widely, *ie*, not just to learners ?

No Yes

If yes, how do they do this?

Q4. Do you find that the learners/apprentices/placement students generally have a positive attitude towards health and safety?

No Yes

(note comments, or ask for details, particularly if answer is 'No')

.....And how about the staff in general? Do they generally have a positive attitude towards health and safety?

No Yes

(note comments, or ask for details, particularly if answer is 'No')

5. Is there anything you feel that supervisors need to particularly pay attention to when trying to ensure that learners remain safe in the workplace?

No Yes

If not mentioned in responses to previous questions, ask 'And can you think of any examples of how [name of nominee] has done this?'

PART 2

Next, I'm like to ask you a few questions about health and safety responsibilities and issues in the organisation in general, and about how you, your colleagues and your employers respond to any incidents in the workplace.

1. *It is possible they may have mentioned a formal role in the first part of the interview. If so, just confirm this at this point and enter in table below. If not, ask 'Can I ask if you yourself have any formal health and safety role in [name of organisation]?'*

Yes No

If **yes**, ask 'What is this?'

H&S representative

TU H&S representative

Member of H&S committee

Other.....

.....

H&S Manager

Note, it's possible that interviewees might mention HSE or COSHH requirements when asked about guidelines. If so, tick which they mentioned and note comments below.

2. Does your [company/college/organisation] have a written health and safety policy?

Yes No Don't know

If 'No' or 'Don't know' continue with Q3

If **yes**, ask, What sorts of things does this cover? *Note details, then go to Q4:*

Mentioned HSE COSHH Both

Note any comments they make on HSE/COSHH guidelines

3. Does [name of organisation] have written guidelines about health and safety?

Yes No Don't know

What sorts of things do the guidelines say? *Note details, then go to Q4:*

Mentioned HSE COSHH Both

Note any comments they make on HSE/COSHH guidelines

If NO H&S POLICY OR GUIDELINES (IE, 'NO' TO BOTH Q's 2 AND 3), GO TO Q6

4. If 'yes' to questions 2 **or** 3, Do you know who was involved in writing the policy/these guidelines?

A No go to Q5

B Yes, continue with prompt

If B (yes), ask Who else was involved in writing the guidelines? If necessary, prompt with 'was [Name of Nominee] involved in writing them?

5. Is the health and safety policy/are the health and safety guidelines part of the induction process for learners [if they query 'learners', say 'apprentices', 'E2E placement students' as appropriate for the organisation]

No Yes

If **no**, go to question 6

If yes, what happens? (tick any/all that apply)

Learners are given a copy

I go through the policy/guidelines as part of introductory talk/training

Learners are given a copy and asked to sign to say they've seen it

[somebody else] goes through the policy/guidelines as part of

Learners are given a copy as part of their portfolio

introductory talk/training

Learners are given a copy as part of their portfolio and asked to sign to say they've seen it

Other comments.....
.....
.....

I go through the policy/guidelines with them when I start to supervise them

Check, is this the case with all staff, or just learners?

Learners only all staff

6. If 'no' response to Qs 2 and 3, ask, Are learners [apprentices] or other staff given any written information or instructions about health and safety when they start working here?

Yes No Don't know If **no or don't know**, go to Q7

If yes, 'What does this information cover?

...And what about staff in general, or more senior staff? Are they given any written information or instructions about health and safety when they start work?

7. What do you think are the most important things to pay attention to, with regard to health and safety, when supervising learners [apprentices] (*note their comments, check them against the following list or write in at end of the list*).

Identify hazards/dangers to learners (make them aware of/alert to potential dangers)

Advise on best (safest) way to do the task/activity

Personally instruct them on safe ways of working, H&S rules, etc.

Make learners aware of their own [*ie*, the learner's] responsibility for health and safety

Watch them to see they follow the rules and work safely (adhere to H&S regulations, site rules etc.)

Encourage learner to look for/identify any potential hazards

Monitor the environment for hazards

Encourage learner to consider safe ways of working when starting a new task

Make safe any hazards identified

Review procedures if learner found to be acting dangerously

Watch them to make sure they use PPE

Any other mention of post-incident actions

Carry out H&S checks in the [office/salon/laboratory/workshop etc.]

.....
.....

Any other comments

Note, I suspect they will not mention anything about incidents and what happens after an incident, but if they do, tick box above and then note in next section (Q.7) Otherwise, continue with Question 7.

8. As far as you are aware, have there been any health and safety incidents (minor or major accidents, occupational health problems) involving learners or staff at your [company/offices/salon/laboratory/site]?

Learners No Yes

Staff No Yes

If **no**, go to Q11

If **yes**, what was this/were these?

9. Could you tell me what happened afterwards?

Note there are (at least) two possible types of answer here – answers focused on the immediate situation: treated, sent to doctor, sent home, sent to hospital; or focused on organisational/longer-term: told off/ disciplined, tidied up or removed hazard, staff alerted to hazard or safe behaviours, investigation into incident. Note the nature of their response below, then either ask question 9 or use Q9 categories to categorise response.

10. Did anything happen in the [company/college] after the incident?

*Note that I have tried to cover most of the possible responses below, taking into account whether it happened to/because of a single individual or group, whether response came from management, H&S manager, the interviewee, etc. Tick any/all that apply, edit to fit their response if necessary, note any additional responses as appropriate. In particular, note and explore any comments that indicate that something **changed** afterwards.*

- | | |
|---|---|
| We were all told about it <input type="checkbox"/> | The member of staff was disciplined (eg formal caution) <input type="checkbox"/> |
| We were all told about it and told to make sure nothing like this happened again <input type="checkbox"/> | The learner was sacked <input type="checkbox"/> |
| The learner was/learners were told off <input type="checkbox"/> | The member of staff was sacked <input type="checkbox"/> |
| The member of staff was told off <input type="checkbox"/> | The managers had a meeting with senior staff to discuss the incident <input type="checkbox"/> |
| The learner(s) was disciplined (eg formal caution) <input type="checkbox"/> | The managers had a meeting with all staff to discuss the incident <input type="checkbox"/> |
| | There was an investigation into how it had happened <input type="checkbox"/> |

I investigated how it had happened

The H&S policy/guidelines were

reviewed and changed

I reviewed and changed the H&S

policy/guidelines

The learner was spoken to about the incident (by someone else) and what

could be learnt from it

All the learners were spoken to about the incident (by someone else) and

what could be learnt from it

The member of staff was told about the incident (by someone else) and what

could be learnt from it

All the members of staff (including learners) were told about the incident

and what could be learnt from it

I spoke to the learner(s) about the incident to try to understand how it

had happened

I spoke to other learner(s) about the incident to try to understand how it

had happened

I spoke to the learner(s) to explain how to avoid something like this happening

again

I spoke to all staff (including learners) to explain how to avoid something like

this happening again

Other responses:

11. Does your organisation do anything in particular to help ensure the workplace is a safe and healthy environment that you would like to tell us about?

12. Is there anything that [the nominee] has done to help ensure that learners are safe that you would like to tell us about?

Thank and close

Appendix 4: Reasons for Nominating Supervisor from Learners and Tutors

What does a safe supervisor do?	Tutors say	Learners/employees say
Watches	Reviews work placements	Looks out for me and looks out for hazards
Reinforcing behaviours	Always on the lookout for hazards - has withdrawn learners from placements if their health & safety could have been jeopardised	Makes sure we are safe in the salon
Communication	Need to monitor not just the office environment but also the health and welfare of staff working in that department	Well-organised and in complete control of salon and staff all the time
Their priorities	Makes sure learners are well-supervised and aware of H&S issues	Always supervising and observing the learner to make sure she is working safely and will step in if they should do things a safer way
Training others	Ensures adherence to H&S regulations and ensures that on- and off-site rules are followed	Very H&S aware and keen on ensuring salon is safe
Developing self	Safety frequently an agenda item for team meetings	Constantly monitors us all for PPE and if we are working safely
Positiveness	Publicises work on safety issues and challenges other managers	[She] carries out H&S checks in the salon all the time
Personal	Plays a leading role on College's health and safety committee	Carries out health surveillance on us all and helps and supports us

Appendix 5: Responses from Nominated Supervisors

1. Why were you nominated?

I do risk assessments each month, conduct regular fire drills. Make sure factory floor is clean and safe

I have done H&S courses. Company employs external company to do H&S surveys and [we] act on any recommendations

Safety is paramount. As soon as you arrive you have induction process. Lighthouse service is often difficult and extreme circumstances

I am CIEH trained. Everyone is put through CIEH foundation training. IOSH - contract to manage. Member Safety Passport Alliance. Is looking to change the culture in the industry through education and training

No idea. I work by my own standards

I teach and work at the same time. Unofficially responsible for health and safety in the prep room. I teach units on health and safety with the students and have a NEBOSH certificate

Students do own risk assessments as part of their learning process. I fund H&S certificate out of my own budget

I understand how timid some young people can be. It can be challenging finding your way to a new place of work, so I ensure an older staff member goes to meet them at the bus stop on their first day to bring them to the Centre, also to go with them at the end of the day. We given them a booklet detailing bus timetables/which buses to get. Staff have an ID badge and uniform to meet learners

All staff are put through health and safety exams

I have a good record within H&S situations. I run a tight ship; everything is recorded, even minor incidents

I give learners the same opportunities as staff so they are integrated into the team. They are given a wide variety of things to do so they don't get bored. Under 18's are limited (in this sector) in what they are allowed to do, do I keep them occupied

Unsure... I get on well with the learners

Safety of staff and public is paramount. I have upgraded the salon with safety in mind. I have introduced holsters for scissors to ensure children don't pick up scissors and cut themselves

We have intensive training nights where skills are taught. Health and Safety stickers in the salon. I am a stickler for health and safety issues

Work together as you go along. Don't really see myself as a teacher. Unsure why I have been nominated. I teach as I go along, not formally

I do things as a matter of course, PPE, clearing up substances/hazards

I check learners understand instructions and explain clearly
 I teach her day to day. The salon is a safe and happy environment
 I have explained health and safety issues to her thoroughly and am with her step by step
 I keep up to date with HSE requirements because you have to but also because it's good for business. Accident book/fire exits/welfare of staff/cleanliness and tidiness of salon to avoid accidents
 Very particular with health and safety, PPE, client safety - make learners aware of things like spillages that people could slip on
 Customer care. Working conditions have to be safe. Observe confidentiality
 I keep up with training and assess learners well

2. (Q3 supporting) How communicate/publicise/raise awareness?

Make sure learners are up to speed on safe office protocol
 Nothing relevant - what I am responsible for
 With my new trainee, I printed an H&S sheet of do's and don'ts. I also got her parents into the salon to explain what was involved in the job
 I am a [regional] NVQ assessor for health and safety
 I go over and above the H&S regulations
 I induct new staff. Trainees have 6 - 8 weeks of night school where health and safety issues are covered
 Regular meetings to inform of any health and safety updates. Work with the training academy to ensure good training practice. Member of National Federation of Hairdressing

4. What are essential attributes of safe supervisor working with learner in the workplace?

Good communication to help them understand
 Ensure required training is given and put into practice. Send them out with a competent person to ensure H&S rules are followed
 You have to lead by example
 Communication, relaying important H&S information. Vigilance to prevent accidents
 Have a thorough knowledge of H&S. Be a good communicator without being patronising
 Adopt a less generic approach. Look at individual risk assessments for individual learners
 Being an effective communicator, understanding the learners. Speaking to learners 'on their level'. A lot are school/college leavers who don't respond well to being talked at. Treat them with respect, give them responsibility, explain safe practice clearly and they respond well
 Ensure learners know what they can and can't do at work. PPE. What rooms they are not allowed
 Setting good practice example, wearing PPE yourself to set example, make it part of everyday [activity].
 A lot of learners are low achievers or have special needs. It's important to understand their capabilities, check they understand and get regular feed back. Also be understanding of their needs
 Encourage them to think about their own health and safety - encourage learners to be aware of H&S issues
 Be well-trained in all aspects of health and safety and have a good knowledge of all health and safety issues
 Check their understanding. Watch them to check they are doing things right
 Be aware of learners' weaknesses. Ensure they are taking information in. Back it up in writing. H&S info pack on the noticeboard

Deliver H&S training responsibly, ensure PPE is available at all times and keep up to date

Reminding trainees of rules so it becomes automatic. It becomes natural, second nature

Give clear explanation of procedures. Check their understanding. Be patient - with young learners, sometimes it takes longer for them to absorb information

Ensure they don't do anything they aren't qualified to do. Make them aware of the consequences, and things like PPE/timing of chemicals are vital

Keep a strict eye on them. watch everyone, including clients, to check for hazards, eg sweeping up hair from the floor

Patience at all times and be understanding with them

Safety-conscious, awareness of potential hazards, concerned with staff welfare and safety

Be patient and communicate effectively

Be supportive and ensure understanding of health and safety issues. Be approachable so that learners know they can come to you with problems/queries

Be safety-conscious - encourage this in trainees. Careful learning of trade. Get feedback from stylists. Pass on knowledge

5. How publicise or raise awareness generally?

Opening training courses. Inductions

Get directives from H&S. It is a HR role (not mine).

I teach in other departments eg hair and beauty to raise awareness of hazards such as chemicals. Other departments ask me for advice via email or phone

My team provides day courses on risk assessment and health and safety, we offer these every month for staff

Implement advice given by external company. Encourage all staff to be involved in writing their own risk assessments and updating anything that needs to be re-addresses. Staff can amend risk assessments. This encourages staff motivation and responsibility

Updates on staff notice board. Meetings to discuss new procedures such as the Disability Discrimination Act

I have been through H&S training and the staff go through training too

If there is any new legislation - I tell people in the kitchens and the waiters

H&S Info pack on the noticeboard, regular informal team meetings regarding H&S issues

We have staff meetings every morning, any incidents are covered here

If anyone sees anything, they all report it

We have regular meetings at which any health and safety issues are raised

Inductions, health and safety folders, health and safety policy, accident book, COSHH, RIDDOR

Monthly health and safety checks. Older staff are given refresher courses at night school every 6 months

Regular staff meetings, weekly/fortnightly. H&S meetings every three months

I take all the learners through induction. Make staff aware of hazards. Make sure staff know where things are/what to do in case of fires/spillages/PPE/how to mix chemicals. The training they get at night school might be different so I take all the staff through the procedures and make sure they follow them

I do a weekly bulletin - any health and safety issues are raised and printed in this. Staff must read and sign the bulletin to ensure they have read it.

Annual health checks. Risk assessment reviews in different departments. Administrative staff given full training program. We have just passed an inspection with a good grade

6. Learner general positive attitude to H&S (Q4support)

You have to keep reiterating the point, prevent accidents from happening. Discourage complacency

You need to stress the job is dangerous - this is vital

Most people try to do things safely - boxes put under desks, loose cables out of the way, no high level stacking

When they first come, they don't have a positive attitude. CIEH - teaches in lab. Show them how health and safety works and they appreciate it more by the end of the course

It is our no. 1 priority so students take it on board. We have a lot of mature students, so they adopt a sensible approach

As long as they understand why they are doing things, then they don't see it as a chore. They are always placed with a senior/more qualified staff member, so learners have an example of good practice. They become more confident and are not afraid to ask questions if unsure what to do

Once the reasons are explained, they take it on board

They are working towards NVQs so health and safety is part of their training. H&S is very important on-site

They have to - there is no messing about. Most of it is common sense

It's drummed into them. We send trainees to [a training organisation], it is a modern working salon and health and safety is a big part of the teaching

It takes a while to get them into the routine. They have got to have health and safety awareness to do the job effectively

We know we have to, and look after the client's health and safety too. We see that it is common sense. Client care is all important

It is older people who don't like change, with the younger ones it is bred into them

I did a risk assessment with one trainee as part of the trainee's project. The trainee didn't realise how much health and safety covered

It becomes automatic

We are told a lot about health and safety and how to approach it. It is made more interesting by using quizzes to make it fun

I make sure they understand why the previous issues are important for their health and safety. Learners might not have realised this before - once they realise, they are all for it.

It's compulsory for them, they must work in a safe manner to work in my salon

You take learners who are low in confidence and help them gain confidence

I make them aware of any issues such as risks in the salon

Staff have generally positive attitude to H&S?

Sometimes they think it's over the top

Totally supportive. They all have inductions and I visit each department to look at how they can approach risk assessment

The staff have good practice embedded into them, so they are good role models and mentors for learners. They monitor learners closely and remind them if necessary. I oversee them all to check they are adhering to safe practice and at busy times step in to correct if necessary

They are more aware of risks

They have to be, you can't be lax

It concerns everybody, so they know it's important

The homegrown staff are better at health and safety than employees who have trained elsewhere

Staff inform partners of any issues. Two supervisors are always on duty

7. **Anything you pay particular attention to? (Q5 supporting)**

'You need a sixth sense sometimes'. It is a dangerous environment; working with cranes and other machinery. I have put down designated yellow lines to prevent accidents - constant checking

No particular thing paid attention to re learners. It's a diverse environment. Safety is safety - all safety issues are looked at

They can pick up bad habits. Complacency can be a problem. You have to remind them constantly and be vigilant; safety is paramount

Only concern is dealing with electrical equipment. PCs and printers - make sure only a designated person dealing with any problems

Always reminding them about PPE. Bunsen flames - they often leave it on the blue flame which is less visible than the orange and so more likely to have an accident. I am always reminding them of this

[In my department] electrical equipment and food and drink are a risk. Also in the labs - remind them not to do it, strict on safety protocols

Remember their attention span - sometimes young learners get tired and can't take in all the information. They might take shortcuts, you have to constantly monitor that they are alert, especially to ensure their safety and the safety of the children they are looking after. For example, they might lift a child in busy times without thinking to bend their knees. I step in to remind them to do this to protect their backs

Make sure they use lifting equipment, make sure they don't do moving or handling of patients; they aren't allowed to do this. Ensure they know and follow the rules

Check they wear PPE, even when busy. They can overlook this if they are busy, but I make sure they wear it

Ensure learners are aware of their responsibility to follow safe practice when using machinery /equipment. Be aware of the hazards and keep a safe site to ensure their own safety and the safety of members of the public

They need to listen to you and follow health and safety advice

I am firm but fair as to what the learners can and can't do to ensure the safety of learners, staff and clients. It is dangerous to deviate from the rules

Make them aware of hazards, eg wet floors, obstructions

It is common sense. Youngsters have so much to learn, they can become overloaded with information. You need to indoctrinate H&S from day 1. Regularly watch them and check [they are using] safe practice

There is a designated safe area for mixing colours, health and safety instructions on the wall

Tidiness - not leaving things lying around, water spillages. It is important to avoid potential hazards, clear up spillages to avoid possible accidents

Skin protection with chemical usage. Clients need patch/skin sensitivity test with colours - this is not always done in other salons. We always do skin and strand tests for colour

PPE, chemicals, cutting techniques, cleanliness, hygiene. Very strong on all procedures

PPE/chemicals - they must be supervised at all times until ready

PPE, chemicals, colour mixing and disposal. Client safety

Spills, electric cables - I am always pointing out the position of cables so no-one trips over

I have introduced special sharps disposal boxes for razor blades. I teach them how to hold scissors and cut hair in the right way. I ensure that staff measure accurately when mixing chemicals, using the correct equipment, not just guessing, to ensure client safety

A lot of people coming into the organisation need guidance. There are many vulnerable people - eg disabled learners - need to make trainees aware of the differing needs of the public

Be on the ball yourself. A lot of it is common sense. Make sure the public are safe

PART 2**2. Written H&S policy - other comments**

General policy but each dept has its own specialised policies. Summaries of policies are placed in rooms

[The training provider] checks H&S for us and wrote the policy pack for them

I got the H&S advisor from the college to give a talk to the staff. He gave the talk and then they had to fill in some forms. COSHH material is helpful and simply explained. The assessment books are relevant to us

Copy pinned up in staff room

COSHH - I find it brilliant - in -depth and it teaches guidelines. RIDDOR, the disease regulation, gives useful guidelines for dermatitis

The H&S officer from the training academy fulfils the health and safety role

5. How is H&S policy incorporated into induction - comments

All staff have access to H&S policy - held on computer system.

Any amendments are gone through. Smaller induction for learners, using same material.

There is an induction checklist which the learner has to sign.

Head office does general induction where learners are given health and safety policy. Each centre has separate documents/booklets to give to learners when they start work. These contain information relevant to the individual nurseries eg where the H&S file is kept, safe parking areas *etc*. I take them through a H&S questionnaire, pointing out the fire exits *etc*, they fill this in and sign a form and put it in their file. Also they are given booklets on manual handling and risk assessment

We give learners individual training courses and assessments and they must pass these before going onto 'shadow shifts' until they are fully trained

I show the staff round to point out [hazards]. Written guidelines

I go through the parts of the policy that are relevant to the site. An induction pack is given that covers hygiene, fire and manual handling. The LSC 'Be Safe' booklet is issued. Later on an intermediate H&S certificate is taken by learners

We have two inductions - one as part of the NVQ at the college. We do our own induction relevant to the site

Long induction. We read the policies, procedures, inspection report. The Induction runs alongside the NVQ level 2. They have a questionnaire to check understanding of H&S issues

They sign to say they have read it

Give a base starter form, list of everything, and sign it, it goes into their personnel folder

There is a probationary period and health and safety issues are covered in the first week. An employee guide is issued

Learners have a trial working day to take them through the health and safety issues, such as spillages, equipment and PPE

6. Other important things mentioned

Mentoring with competent person

COSHH 'a bit basic', it is not particularly helpful, eg add water to shampoo. I understand the need for it, but on a practical level, it is not that helpful

HSE guidelines are helpful on PPE *etc*. COSHH guidelines also helpful

7. Other comments about important things to pay attention to re H&S when supervising learners

Remember the age group differences; youngsters can fool around and not have respect for the tools - it depends on age and maturity

Risk assessments undertaken, control measures in place

Make sure instructions are understood - both written and verbally because some may have learning difficulties

Ensure they have proper training to do each job. They are not allowed to do any tasks without proper training

They must behave and listen to the supervisor

Make the under-18s aware of the legal side; they are not allowed to do manual handling. Explain why to them

Make sure they are not unsupervised

Slippery leads. Dry hands thoroughly to avoid dermatitis. Mixing of chemicals for trainees

8. Any incidents - type

Staff not learner trapped finger because had ignored H&S advice. Lifting something and not paying attention

One case a year reported to HSE . Difficult to prevent all accidents as dealing with unpredictable weather, waves, boats. All accidents investigated, lessons learned and incorporated into H&S guidelines

5 years ago someone tripped over carpet

A long time ago a trainee was mucking about and got an electric shock from a kettle. This was ten years ago

Small cuts occasionally

Incidents have been with clients [members of the public] - one had a fit, one fainted. The one who had a fit , we phoned for an ambulance. The one who fainted, the owner/health and safety came down. Noted in incident book

One case of dermatitis was reported. We contacted RIDDOR - they came to visit to give advice. We followed procedure - you have to report it

No incidents for many years, but minor cuts/nicks from scissors are an occupational hazard. Anything is acted on when it arises - eg get a plaster if needed

9. After the incident

First aider attended and assessed, advised hospital treatment, only plaster needed

Hazardous work - crush injuries on hands. H&S officer visits scene to investigate and make any changes to H&S policy or guidelines

All incidents are followed up, however minor. And risk assessments are undertaken. Guidelines are changed if necessary

Made sure the correct procedures were in place

Reported in the first aid book and accident book

Incidents with the public are noted in the incident book and then we see how it was handled and learn from it informally

See above

They know where the accident book is

Minor nicks with scissors are commonplace, all learners receive minor cuts when learning

10. Other comments re above

Company is ROSPA level 5 - only one of two companies to achieve this status

Office Maintenance team was informed and corrective measures taken

The focus is on accident prevention. Any incident, even minor, would result in a safe practice policy/training. In pipette case, holding in correct way, with a carrier

11. Does your organisation do anything in particular?

PPE provided. Hygiene attended to rigorously. Cleaner for toilets

Through H&S training ensures accidents are kept to a minimum

We have a full risk assessment team. We are a risk assessment training centre. We take a proactive approach to accident prevention. Risk assessments are undertaken every two years on the machines

Designated contacts identified by photographs. Diagrams with exit signs

College puts learners through CIEH course so they get a qualification. Take a serious approach to H&S, risk assessment and how to do them

College H&S advisor, union H&S advisor, friends of staff H&S advisor, Senior tech is H&S advisor. We have regular team meetings on health and safety and check H&S issues. Techs are very good advisors because they are the ones working day to day with equipment/materials

Regular risk assessments. ...monthly checks on centres by senior management and regular checks by line managers

Make sure staff are trained properly - we put staff through H&S qualifications and pay for them. it's important in the salon but also if staff move on, they have a qualification and transferable skill for other jobs

Regular H&S bulletins and H&S training programmes

Correct stools for cutting posture introduced. Had back of salon double glazed and new fire doors installed and windows

We make sure the fire exits are clear. I feel happy with the way things are

Go through induction, night schools every 6-8 weeks for trainees, six months for other staff

Health and safety rules are on every salon wall. Health and safety checks are carried out once a month by a staff member. Repairs are made, checks on floors and electrical items

Non-slip flooring in place. Fire exits kept clear. Sweep up before and after each client to prevent accidents. Check there is no water/bleach/other liquid on the floor between clients

COSHH report on the wall, I do an annual risk analysis. Sharps box must be used. Weekly H&S bulletin which must be read and signed by staff

Probationary period ensures they have knowledge of health and safety issues. County Council induction. Annual health checks

Annual equipment checks eg for fire extinguishers. Member of Hairdressers' Federation - they give health and safety advice and have a health and safety check every 12 to 18 months

12. Anything you personally have done?

Introduced yellow lines on shop floor to designate clear walking areas. Does induction/ ongoing training/appraisals/risk assessments

I ensures trainees get through training. I have been through the training myself, so I know it's very good

I am a CIEH practitioner. I wrote the H&S manual. Will register the HSE 18001 system this year. I got the company H&S system up and running in the company

I don't let them put up decorations themselves. I Hang things up myself so that learner doesn't fall

I have been on many H&S courses: Risk assessment, basic H&S, NEBOSH. I have written new risk assessment forms. Learners enjoy the units I teaches on H&S

I have made H&S accessible to students and staff alike by simplification of paperwork - written instructions are clear and simplified. I have put hundreds of students/learners through H&S training, training them for both the workplace and home environments

I ensure learners have firm foundations from day 1 at inductions...Constant reminders of safety procedures - mentoring and meeting learners at bus stop for support

Keep on top of new legislation. At last refurbishment, I encouraged staff to give input on what needed to be improved, eg metal cabinet for chemical storage

I deliver the training programme as safely as possible, I watch everyone to keep learners and the public safe

If there is something they don't feel comfortable doing, don't make them do it, eg, working at heights

I do a health and safety check every day as a matter of course. I am constantly monitoring the environment for hazards

Brackets on walls to put wires out of the way, redecorated the salon with safety in mind after consultation with staff

Really good team leader, nice atmosphere, frequent meetings

Not really, I am doing my job and helping them

I refitted the building to have disabled facilities/bathroom facilities added. I am putting a health and safety policy together. I have a close relationship with the training provider and give regular health and safety updates

I contacted the Fire Brigade for advice on health and safety. Replaced a fire door. The fire brigade agreed to do a yearly check. I make sure learners know the procedures from day one

Day to day teaching plus teaches on night schools

Train the learners up to a good standard and make sure they remain safe

I have invested in HSE booklets and signs and bought two HSE videos on risk assessment and health and safety issues to give staff visual aid. I keep up to date with HSE regulations. If staff work elsewhere I can alert other staff to any hazards

I am hot on making sure that staff wear gloves when using/mixing colour. Not every salon does this. I make sure the sharps boxes are used, other salons I have worked in don't always do this - I believe it should be standard practice

I ensure new health and safety policies are circulated. Encourage health and safety awareness. Keep office clear of hazards

Awareness of health and safety in learners. Keep the salon safe - it has a good reputation

Appendix 6: Responses from Supporting Colleagues of Nominated Supervisors

1. Why were they nominated?

Goes through induction sheets with them. Tells them who nominated people are. Basic H&S issues

He is very thorough and conscientious with apprentices

All staff are monitored for H&S purposes. Disciplinary procedures are in place for any incidents to be dealt with swiftly. Everyone must follow the rules/policies

He was one of the first managers to take on an NVQ trainee. He encouraged her to continue with the NVQ and she did so well under his supervision that the company upgraded her to an official employee on a higher salary

She is clear and articulate, summarises and explains COSHH categories (to students)

He has a comprehensive H&S policy for the academy and encourages input from technicians and staff. He has written his own risk assessments. Leads by example

...the person becomes their 'buddy' and looks after them throughout the day

Sends us on courses and she goes on courses

He is a safe worker and respects the young learners. He puts their safety first. He incorporates and instils a safe working ethic with young people

He has a good manner with young apprentices and communicated well with them

She is good at her job

He trained staff in how to use a new meat slicer and wrote guidelines as to who could and couldn't use it. He keeps the kitchen areas safe and clear

He is always reminding us to keep wires out of the way, sweep up hair off the floor. He has installed a special ramp for the disabled

Always makes clear rules to keep learners safe. Explains things clearly - meticulous regarding safety

Because she is conscientious - she has worked here for 14 years. I trust [her] to instil health and safety into learners. She is patient with learners, has a gentle nature, especially with 16/17 year olds. She puts training into language they can understand. Good communication skills

New trainees are given an induction at head office. They read through H&S policy and sign it. There is a health and safety poster on the wall, CoSHH, RIDDOR. We have monthly staff meetings and she makes sure that the policies are reviewed and brought up to date

She makes you aware of mistakes immediately. On-the-job learning reinforces everything

She gives full inductions, every 7 - 8 weeks, she checks H&S, makes sure the salon is safe, the fire exits are clear, *etc.* She is very experienced and up to date with new regulations

He is very creative and skilled. He has taught health and safety, He is constantly telling learners to tidy and sweep up, to be careful to hold scissors in a certain way. The clients are also well protected

She always makes sure everything is in order. Trainees are shown around and how to use equipment

He goes through and assesses everything slowly. Always insists they wear gloves for chemicals. Insists on client comfort

She is well-organised and makes learners feel at home. She gives comprehensive inductions. Organises work shadowing so learner works alongside a more experienced staff member

She keeps an eye on all staff and learners. Regular health and safety checks. Insistence on use of PPE. Clear health and safety signs

3. How communicate/publicise/raise awareness?

Produces data sheets on issues such as mechanical handling. Checks shop floor

[He] has put H&S issues at the top of the company's agenda and has increased awareness throughout the organisation

Has regular meetings of H&S committee. These are weekly. Runs range of H&S courses. Offers H&S training to other areas of the college. Advises on H&S issues. His [department] is held up as an example of good practice

She goes around checking with learner what they should do *eg* if there is a fire drill/bomb scare/handwashing, on a one to one basis, she teaches and tests them until they are confident....regular staff meetings, monitors handwashing, observes whether they follow guidelines and reminds them

Regular chats re H&S

He understands what is needed, as he has been through the training himself. He gives talks on toolboxes, health and safety issues, manual handling *etc.* He has done a Health and Safety Supervisor course. The company have a number of health and Safety supervisors working on different sites; each is responsible for their own sites regarding H&S

He passes down information, verbally or memo to myself and my team regarding H&S issues

Has introduced separate bins for food and waste. Electrical PAT tested every year

Meetings held in the morning to discuss any issues. Clean floors, correct disposal of chemicals *etc.* Constant monitoring

Take on a lot of youngsters from local schools. They start with a Saturday position, then later receive training

She has done health and safety courses. Health and safety becomes second nature. There are night schools for trainees once a week. Health and safety is a part of this, *eg* PPE

Night schools deal with health and safety issues

Every four weeks there is a H&S checklist for staff. He is the manager and everything gets done. Every six to eight weeks there is a night school where health and safety and other issues are raised. He makes it fun by using quizzes to test them

Monthly meetings where she repeats things, goes over health and safety issues

Tells them where everything is, *eg* fire exits. Explains health and safety issues clearly. Weekly staff bulletin raises H&S issues. Staff have to understand and sign it

Regular team meetings and inductions

Weekly staff meetings to raise H&S issues. Check electrical appliances

4. Learner general positive attitude to H&S

More aware nowadays; the housekeeping is a lot better

It is instilled in them from day 1 at the induction

They didn't use to have a positive attitude but the culture has changed

They fully understand what's expected of them in the workplace

Cooperative. The nominee makes it easy for them

Occasionally you have to draw attention to issues.

They get feedback from her and praise for good health and safety practice. This makes staff more positive and keen to please her

They don't realise the H&S issues until they do NVQs. The ones that do NVQs learn the health and safety issues more

School leavers, no, they do as they go along realise it's important

Rubs off from upwards down

Some of them do. You need to make sure they know why they have to do it

As long as you explain the reasons why

We state the importance of avoiding accidents. This is a high priority

They are not aware at first of the potential hazards. Once they are made aware, it becomes common sense

It is made more interesting and more fun by his quizzes. It isn't boring for the learners

Staff have generally positive attitude to H&S?

They have to; can't afford to take risks/short cuts when working with machinery. Got to keep up with H&S issues

They have to because of the nature of the work, heavy lifting *etc.*

They come in not knowing much but he trains them thoroughly.....

Above

There are more health and safety issues and more awareness. Some of the older employees are more stuck in their ways, but even they are more aware

It is a non-smoking salon

H&S paramount for clients too.

They are aware of it. They are on school campus so have to be aware of issues such as lone working. CCTV plus clicker on door to ensure safety of staff

5. Anything you pay particular attention to?

Hazard awareness - [he] looks for ways to improve procedures on shop floor - eg pallets in wrong place or stacked incorrectly. Every morning [he] does a H&S check to get it right

How they are managed by staff and co-workers is important. They need constant monitoring. [He] deals with [the] apprentice and makes sure he receives correct supervision level according to his experience

You have to keep instilling safe practice and ensure they follow policies. Check they understand safety policies and practices. He has changed a lot of the policies/practices. He gives full inductions to learners and new employees. He also gives re-inductions who have been there some time to ensure they are up to date

Ensure they have a clear understanding of fire regulations. Make sure they take care of themselves in terms of manual handling/the operation of their work station. [He] does desktop evaluations with his employees and does fire drills regularly

Encourage learners to ask questions

Economic issues often drive the curriculum...he is keen to make sure H&S issues are given priority over economic ones, for example he insists practical classes are of smaller size to ensure adequate supervision

Manual handling to ensure learners are safe/ don't hurt their backs.

Mentions specific hazards, pros and cons of PPE/hazards

You need to match learners' capabilities, be patient and methodical, he breaks down the instructions so they can understand easily. Makes them aware of the implications of not following safe practice. Encourage them to report even 'near miss' accidents. He has recently encouraged them to put cones around a restricted site and close the gate. The site is on a gradient. Establish a safe working area

Wearing PPE. It needs constant monitoring to make sure trainees follow the rules

He does a monthly health and safety check. Hazard inspections are carried out by an assistant. He checks the meat slicer and other equipment once a week

Exits and safety procedures in the salon are clear. Always reminding us about PPE and chemicals

PPE - latex gloves, scissors, correct handling, hair, can be nasty in skin. Ensure they know where the first aid kit is

Youngsters stray sometimes; they must report in if they are off sick or if they will be late, so the salon can make sure they are safe. Lee is delegated this task to see if they are ok. They must wear their ID badge to be identifiable to the general public

PPE/chemicals/spillages. Strand and skin sensitivity testing for clients...staff are encouraged to use barrier cream

She is one step ahead of her staff

Safe use of chemicals - check they understand the potential hazards and reasons for safe practice rules

Check for spillages eg water on floor is a hazard. Check use of chemicals, mixing, PPE

PPE/chemicals, safe mixing and disposal.

PPE for chemicals; stick to health and safety acts

Provide equality of opportunity eg disabled access.

PPE and safe practice in chemicals mixing

PART 2

2. Written H&S policy - other comments

They have two-tier H&S training for supervisors and staff They employ H&S auditors to update their H&S policy regularly

COSHH guidelines are useful

Using substances/lone working. She takes lead on any staff member who needs special equipment. [Also] Water checks every week for Legionnaire's disease

5. How is H&S policy incorporated into induction - comments

They sign and date it to say they have read it and it is kept in the main book

H&S manual - they sign each part of it. One copy is kept at HO, one copy is given to employee. They learn H&S at the training academy as well as in the salon

Staff are made aware of the health and safety manual. They have to sign a checklist: lone working; personal space; first aid; manual handling; mobile phone usage; risk assessments

HSE posters. Written copies of the contracts, safety leaflets and booklets from the Nat. Fed. Hairdressing

6. Other important things mentioned

Remember their vulnerability, they are young and impressionable and have a limited knowledge. This can cause them to do things incorrectly because they want to impress

On-site training and they are signed off when they are competent. Any updates kept in file

Follow CosHH closely. Every member issued with COSHH guidelines.

7. Other comments about important things to pay attention to re H&S when supervising learners

As they are younger, you need to watch out for misbehaviour; there is peer pressure to muck about. They have mentors to look after/supervise them

If they are learning within the business they might not have experience/maturity to deal with things. You need to ensure they know how to operate mechanicals eg the franking machine. And operate safely at work stations

Raise learners' awareness of what is expected of them, in terms of H&S risk assessments. Teach them how to do this, and have regular risk assessments to check they are safe. Be concerned with individual welfare and encourage a strong, positive attitude to H&S

H&S awareness is lacking in school leavers. You need to make H&S a way of life for learners. You need to be aware of learners' capabilities, The NVQ is designed with safety in mind, it incorporates safe working methods for the real world

Make them aware that site conditions change rapidly, so there are potentially new hazards

Keep onto learners and staff to maintain a safe working environment

Put clients first and make sure there are no risks

Issues of personal safety; if the individual is safe, then the organisation is safe

8. Any incidents - type

One broken wrist. Report, hospital treatment, rehab for 2 months

Minor cuts/grazes on glass. Aware of any asthmatics around chemicals, breathing problems

Incidents happened some time ago and policies and further training have [since] reduced the incidence

A cleaner recently tried to retrieve a cloth from behind a hot radiator and burn herself

Someone unpacked sanitary ware without wearing gloves. A splinter went into his finger

A year ago a young girl burned her arm

Dermatitis - Riddor contacted and came on a visit for advice

Snipping fingers is an occupational hazard for learners. The First Aid officer would deal with it and the accident book filled in

Nothing major but some cases of dermatitis in the past. Encourage use of aqueous cream, drying of hands, etc.

9. After the incident

Incidents are reported forms filled in. Procedures put in place to prevent happening again. [Nominee] has a check list. External consultant introduces changes to H&S policies if needed

The staff member was told off. It was the staff member acting incorrectly that caused the accident

An accident investigation process is followed on all incidents whether minor or otherwise. Even a cut finger is followed up

A designated member of staff does a report on the injury and follows up the process. H&S policy is reviewed and changed if need be

First aiders at work - ring reception to find the nearest one. Assess situation and act appropriately

Appropriate treatment is given, a log is kept of the incident and it is investigated. Appropriate further training is given and a H&S policies amended. [But] emphasis on accident prevention means minor accidents are rare

In this case special hooks were introduced to retrieve items dropped behind objects

The injury was treated and then he sat down with the trainee to explain why it had happened - he wasn't wearing PPE (gloves). An accident report form was filled in, the H&S Liaison officer was informed. The method statement for that job was reviewed.

Accident book in place for accidents

Part of the health and safety training is to avoid getting cases of dermatitis - wear gloves, dry hands, etc.

10. Other comments re above

After any incident, even minor ones, decide on a risk assessment. Decide if safety at work policy needs changing

Even near misses are reported and reviewed

11. Does your organisation do anything in particular?

H&S training/inductions

H&S additional support unit pay for things that are needed. Every lab activity is risk assessed

When they train they are always supervised by a senior staff member

We have a H&S liaison officer, employ H&S consultants for advice and have regular H&S audits from outside. They test their own plant. Each site has a senior plus two qualified first aiders

They make sure that H&S regulations are followed. They do H&S courses at the local college and receive any updates

Staff given H&S courses annually. First Aid officer training conducted annually at the hotel

Weekly health and safety checks

Night school, written instructions

Directors come out to do general health and safety checks and the Senior Manager comes every week to check H&S

Health and safety checks are made every month on equipment, first aid, furniture. Any faults are brought to the manager's attention. We have a maintenance manager. There is a fire drill every four weeks. Health and safety night schools

Monthly meetings to discuss any issues, including H&S

Regular H&S leaflets issued. Action plan of fire points available

CD Rom for Health and safety manual - available on every staff computer. Annual health and safety updates. Monthly health and safety meetings. Police checking - CRB. Individual line managers are responsible for health and safety

Everything is done 'by the book'

12. Anything they personally have done?

He is assiduous with planning and leads from the front. He ensures the apprentice receives adequate supervision

He has encouraged the company as a whole to get involved in health and safety issues. Prior to his involvement there was no documented evidence to show that training had taken place. Often training courses didn't happen/ Paul ensures the training courses are thorough

He sends all staff on H&S training, funded by the salon - other salons do not do this

He does regular fire checks, sets off alarms to instil the procedure into them

I cannot recall a single incident involving one of his apprentices that has caused a H&S review. This speaks for itself. All of his apprentices over the years have easily achieved NVQ level 3, which has a health and safety aspect to it

He tells me who can and can't use new equipment and instructs us in how to use it safely

No-smoking policy was introduced several years ago when a client complained about a chain smoker making her hair smell. There is a ban on smoking in the staff room also

Enforces Health and safety standards, helps maintain them constantly. A good manner with learners, not authoritarian so they are more likely to listen to her. I trust her and leave her in charge

Regular staff meetings to ensure safe environment

She contacted the fire station, they do yearly checks on the salon exits

Teaches health and safety at night school. Every Monday she takes trainees through a health and safety check before they are allowed in the salon

He is a good role model for the learners; he practices what he preaches. His health and safety quizzes make it more fun and accessible for the learners and all the staff

Every morning when the learners come in, she always refreshes them about health and safety issues

Weekly staff bulletin. Makes sure everything is understood

A supportive line manager and good communicator. She ensures learners feel at home so they feel they can approach her with queries/problems. She teaches learners how to work efficiently/effectively. Work placement learners often go into paid employment which demonstrates her effective approach

She is very particular and meticulous in assessing learners and checking they understand. She tests them to make sure of their understanding. Drums health and safety practice into them, eg PPE