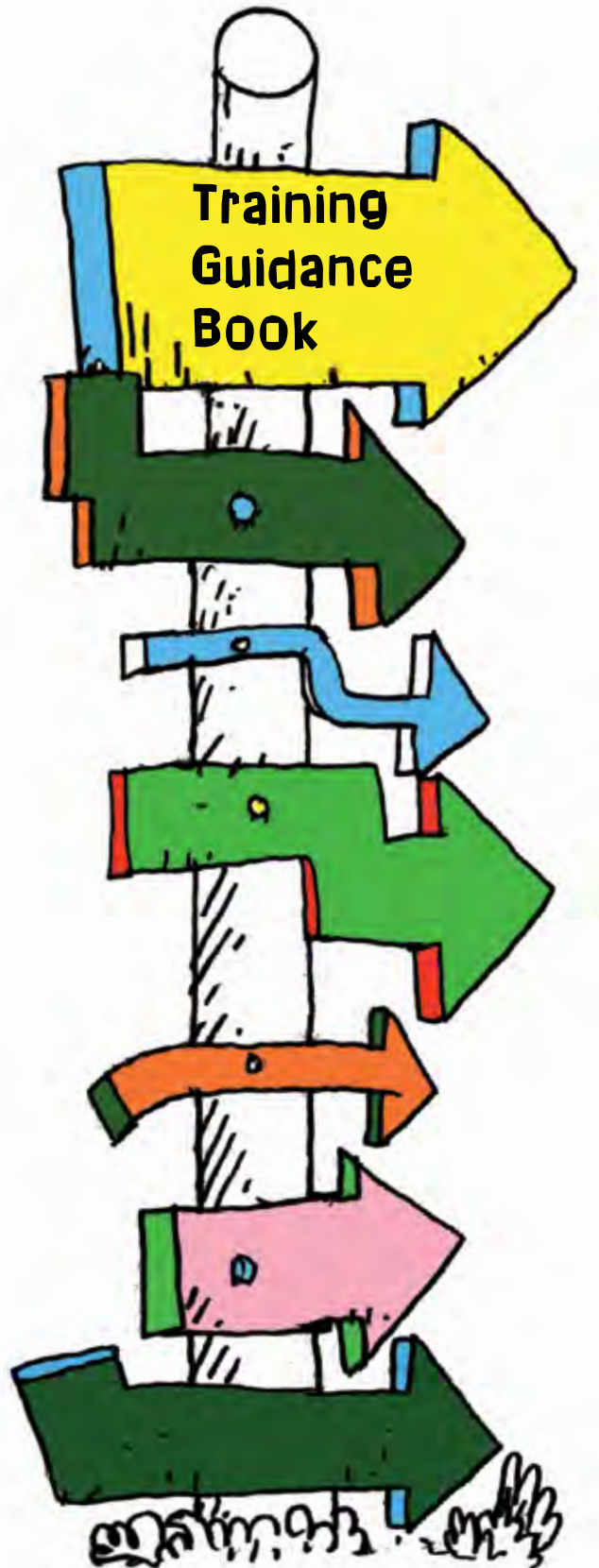


Would you like help developing
your own training course?

Take a look inside...



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We're here to help you

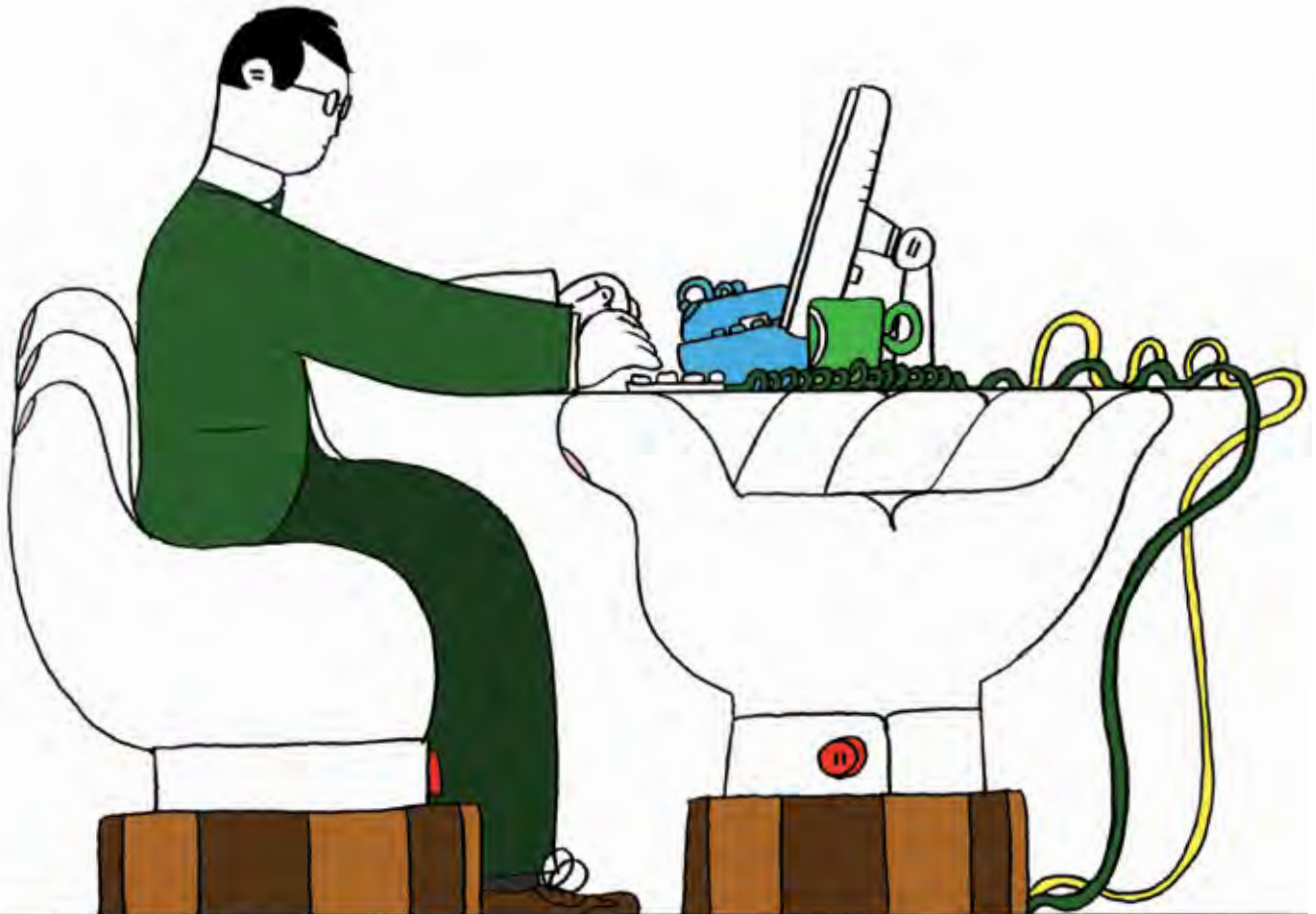
We've produced this book to help you develop your own course.

Whether you're an experienced IOSH trainer or new to developing your own course, there's something in here for everyone. You know your way around health and safety, but when we asked you how we could really help you to develop your own course you told us that you'd like guidance on:

- how people learn best
- how to make your course interactive, interesting and fun
- how to develop your presentation
- how to design your delegate workbook
- what to include in your lesson plan and trainer notes
- how to write your end-of-course assessments
- designing your delegate feedback form
- training books and DVDs
- how you can use the IOSH logo.

This book will help you with all of this – we've included lots of examples from trainers who have already had their courses approved, along with lots of practical training tips and suggestions.

We're here to help you and your delegates get the best out of your course. If you need advice on anything, from developing your presentation to coming up with ideas for games and quizzes and writing your end-of-course assessments, call us on +44 (0)116 257 3194 or email tailored.courses@iosh.co.uk.



Before developing your course material

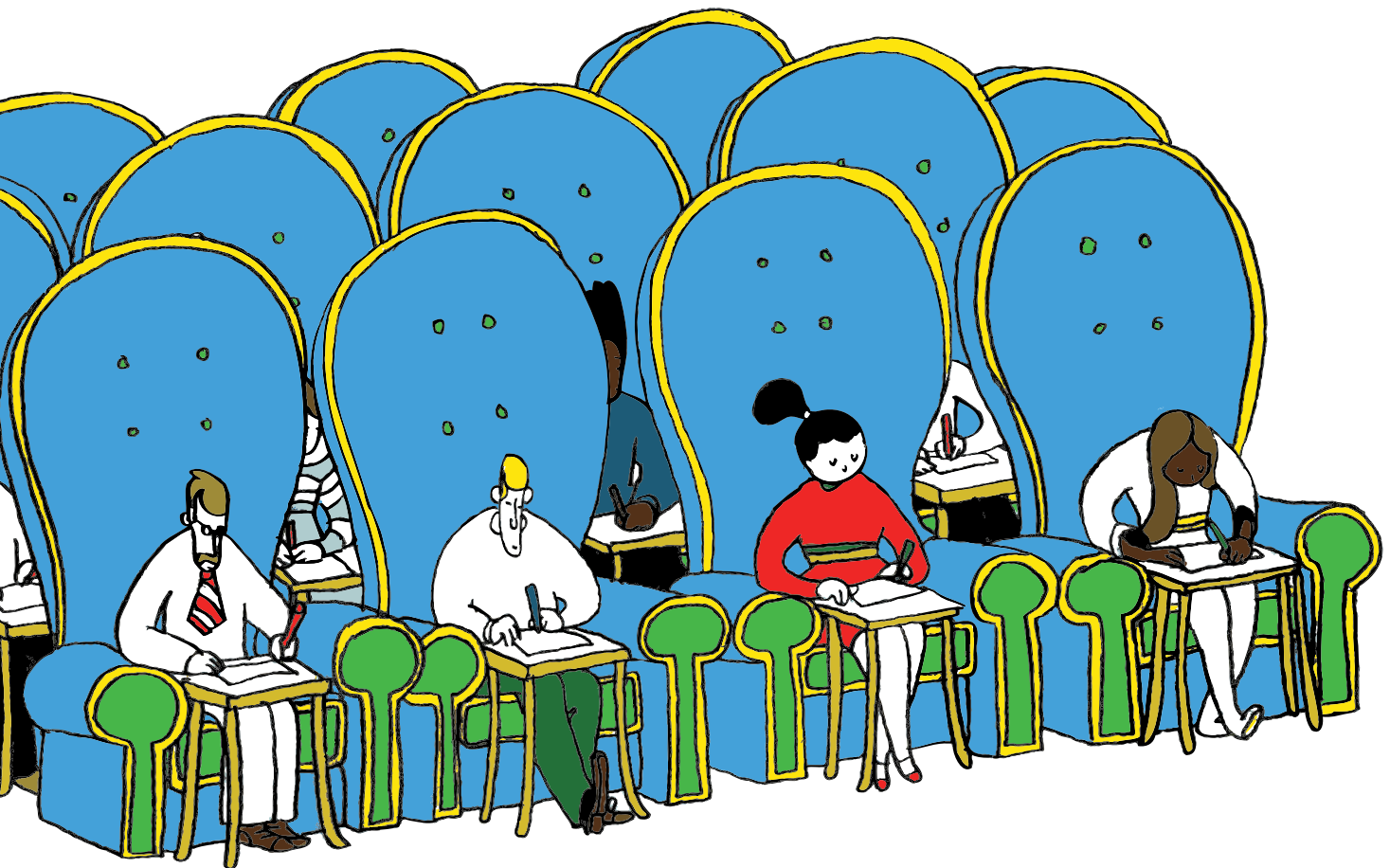
If you're writing a course specifically for a client, then we'd recommend you find out as much as possible about them before you begin to develop your course.

This is what some trainers do before they start to develop their courses:

- talk to their clients and delegates about the issues they face on a day-to-day basis
- carry out an audit of their client's company before they begin any training
- send out a pre-course delegate questionnaire.

By doing this, you'll be able to tailor your training so that it's relevant to the issues your delegates face in their day-to-day roles.

By selecting interactive tools and tailoring them to your delegates' needs, you'll make your course much more relevant to your delegates, helping them to understand and remember the points you make during your course.



Where do I start?

Before submitting a course for approval you'll need to follow a syllabus to produce your course materials.

We may have a current course syllabus for your course title and if we do we'll send you a copy. We'd expect you to follow it and cover all parts of the syllabus provided.

If we don't have one that matches your course title, then we'll ask you to create one using the IOSH syllabus template on the next two pages.

'Very comprehensive and I knew exactly what was required.'

trainer

'Excellent support and advice provided.'

trainer

'Information received following our initial enquiry was very clear allowing early course development'

trainer

'Excellent initial feedback on how the process works and what we will need to pull together to carry this out.'

trainer

A template course syllabus for you to use

1. What's the course about?

Tell us what the course aims to do – for example, to give delegates an understanding of how to deal with health and safety issues in the workplace.

2. Who should attend?

For example, managers and supervisors.

3. What prior knowledge should delegates have?

Before attending your course, please tell us if delegates will need any prior knowledge or experience or if there's anything they'll need to do to prepare for the course. For example, for a manual handling course, delegates will need to be able to participate physically and wear sensible clothing and footwear.

4. What will your delegates learn?

Tell us what the learning objectives are. On successful completion of the course, what should delegates be able to do?

5. What will you include in your course? What subjects will you need to cover?

Tell us the names of the modules that you will include and give an indication of the content of each module and the learning objectives it covers.

6. How will you assess the learning outcomes?

7. How long is the course?

Please tell us how long your course is in days. (This should include any time used for the end assessment and practical project.)

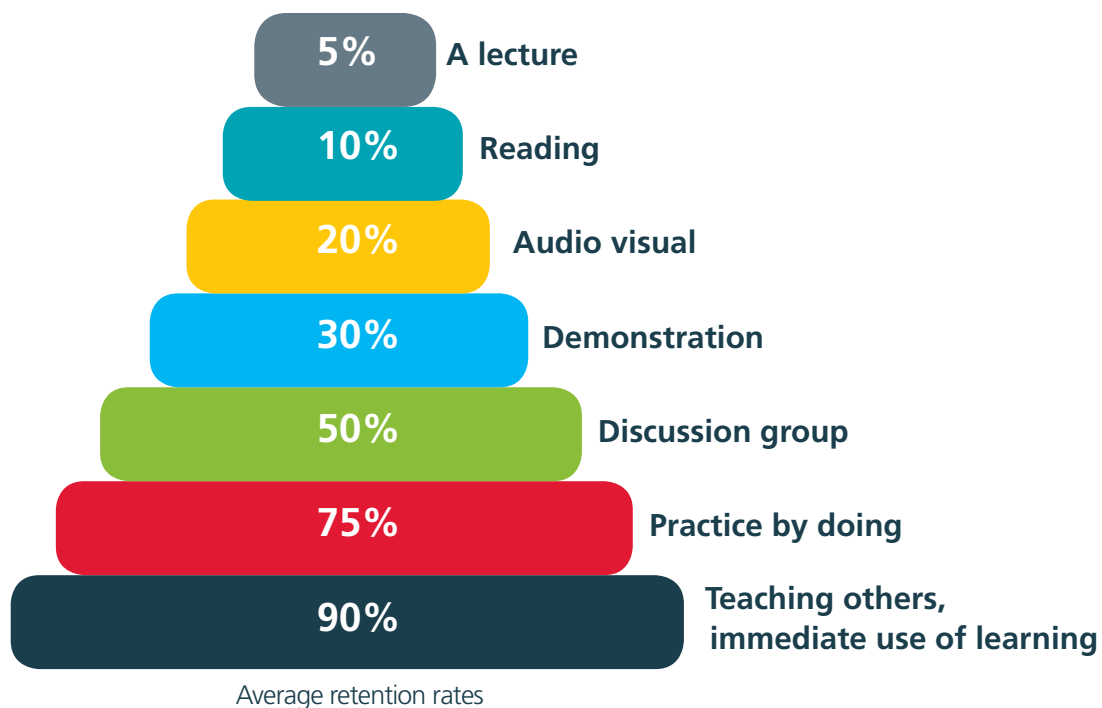
8. What will your course be called?

How people learn best

When we develop our own courses at IOSH, we always have the delegates firmly in mind. We want them to be able to remember and apply what they've learnt when they're back in their own workplace.

People learn in many different ways – from our own experience and from feedback we've had from many thousands of delegates, we know they enjoy learning which is varied, interactive and fun.

As you can see from the illustration below, the best way for people to learn is to get involved and put into practice what they've been taught.



But don't take our word for it, here's what delegates have told us about this style of learning:

'I enjoyed the games - gives you the opportunity to put what you've learnt into practice'

delegate

'The mix was just right - DVDs, animation, quizzes - it kept you awake and alert'

delegate

Remember, above all else your course is about your delegates.

To find out more about learning styles please take a look at our list of recommended reading on [page 59](#).

Source: Research carried out at the National Training Laboratories, USA, Nelson Thomas

How to make your course interactive, interesting and fun

Just because you're helping people to learn about a serious subject doesn't mean they can't have fun. Trainers and delegates tell us that games and quizzes are the best parts of the course because they get everyone involved.

Remember to include plenty of interactivity to keep your delegates interested – that way they'll enjoy learning and remember what they've learnt when revising for assessments or completing self-study elements in a blended learning course.



Research tells us that on average a person's attention span is 20 minutes. Bear this in mind when developing your course material and use a balanced mixture of interactive tools.

We've included lots of examples of ways you can add interactivity into your course. Before developing your course materials, remember to carefully consider your audience and tailor these examples specifically to them. That way your material will be more relevant to your audience – and more effective.

Ice-breakers

Nobody knows your audience better than you, so you'll know whether or not to include ice-breakers. You'll either 'love 'em or hate 'em'!

If you've got a group of delegates that don't know each other, why not start your course with one of these ice-breakers? Or you could come up with one of your own. We'd recommend that you spend 5-10 minutes on an ice-breaker. You could also use them as short energisers after lunch or coffee breaks.

Who's who?

It may seem obvious, but it's a good idea to get your delegates to introduce themselves. Ask them to tell the rest of the group:

- their name
- the name of the company they work for and their role
- what they like to do outside of work

You could then weave this information into your course to make it more relevant and relaxed. For example, if a delegate says they like to play golf outside of work, you could talk about the risks associated with that.

True or false

Split your delegates into small groups. Each team has a couple of minutes to nominate two speakers – one speaker will tell the rest of the group an interesting statement about themselves that is true, while the other speaker will tell them a statement that's false. For example:

One might say: 'Three years ago I climbed Mount Everest.'

The other might say: 'I've met the Queen.'

The rest of the group have to guess which one is telling the truth. You could then ask the person who is telling the truth to tell you all a bit more about their experience.

Three figures

Provided by: Partners in Safety Ltd, Cornwall.

Start by asking your delegates to write down two figures:

1. The UK population
2. The UK's working population

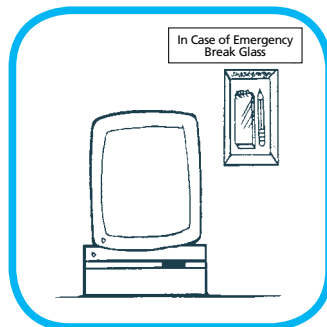
Ask delegates to share their answers. If nobody has the correct answer, read out the two correct figures. Then ask your delegates to write down a third figure:

3. The number of people killed at work each year in the UK

By starting with this ice-breaker you're setting the scene as to why it's important to be aware of health and safety.

Caption competition

Working in pairs, look at these pictures and see if you can come up with humorous health and safety related captions.



Reproduced from *Health and Safety Games for Trainers*, Graham Roberts-Phelps, Gower, Aldershot

Find someone who...

Give each delegate a blank grid, or get them to sketch the grid below in their workbook or on a blank piece of paper.

1	2	3	4
5	6	7	8
9	10	11	12

Individually, get the delegates to find someone in the room who...

1. Has seen Queen live	2. Hates the taste of garlic	3. Has served in the Military	4. Can juggle three balls
5. Has been to India	6. Is scared of spiders	7. Loves the colour red	8. Has twins in the family
9. Drives a BMW	10. Can sing	11. Has been on TV	12. Is a chocoholic

You could either hand these statements out with the blank grid or project them onto the screen as part of your presentation.

The delegates should write the name of the person in the corresponding box on their blank grid.

Health and safety myth-busting challenge

Health and safety is always being blamed for many decisions and we know that many of these are ridiculous and haven't been required by the law.

As a group, get your delegates talking by providing them with a list of decisions and ask them whether they think it is a myth or true. For example, a well-meaning teacher (after conducting a risk assessment) deciding children must wear safety goggles to play conkers – true or false?



Ice-breaker myth and image from www.hse.gov.uk/myth

Contains public sector information published by the Health and Safety Executive and licensed under the open Government Licence.

By starting with this ice-breaker you're setting the scene for your course and probably changing your delegates' perceptions and attitudes towards health and safety.

Quizzes

Quizzes are a great way of energising your course and keeping your delegates focused, and they also act as a knowledge check. Here are some ideas for quizzes you might want to include.

You may find that you need to adapt these example quizzes to suit your audience or delivery style. You could also try designing a quiz specifically relating to your course based on these ideas.

Introducing the importance of health and safety

To get delegates thinking about why health and safety is important, you could start with a quiz. Questions could include the following (answers are given in bold):

How many people are killed at work each year? **163**

How many serious work-related injuries occur each year? **25,508**

How many days are lost each year due to workplace injuries or ill health? **27 million**

How many people leave the workforce each year, never to return to work, due to harm suffered at work? **16,000**

What percentage of workplace incidents could be prevented by good management? **70%**

Fill in the missing word: A manager is ____ for the day-to-day management of health and safety risks. **Responsible**

Fill in the missing word: A manager is ____ for his/her actions and may be required to explain them to others. **Accountable**

Can effective health and safety management save you money? **Yes**

Legally, how much must an employer be insured for? **At least £5 million**

If a worker is injured and cannot work, will insurance cover all financial losses? **No**

What is the estimated cost of workplace accidents each year to British society as a whole? **Greater than £20 billion**

**answers based on a five year average (2009-2013). Taken from IOSH Managing safely course*

Why not print these questions out and make your own question and answer cards?

There are a couple of ways to deliver the quiz:

As group work place your printed question and answer cards in the middle of the table.

Ask the group to consider all the answers and questions on the cards. Then ask them to work through the cards and place the right answer next to each question card.

When you talk through the answers with the group, they can then write the correct answers in their delegate workbooks.

Trainer-led you could work through the presentation on screen and ask the delegates as a group what they think the answer to each question is.

To get up-to-date statistics for your own quiz visit www.hse.gov.uk/statistics

Pub quiz

Why not design your own pub-style health and safety quiz? You could mix general knowledge questions with health and safety related questions to make the session fun for your delegates. (You could even introduce small prizes as an incentive and to add a sense of competition!)

For example:

Round 1

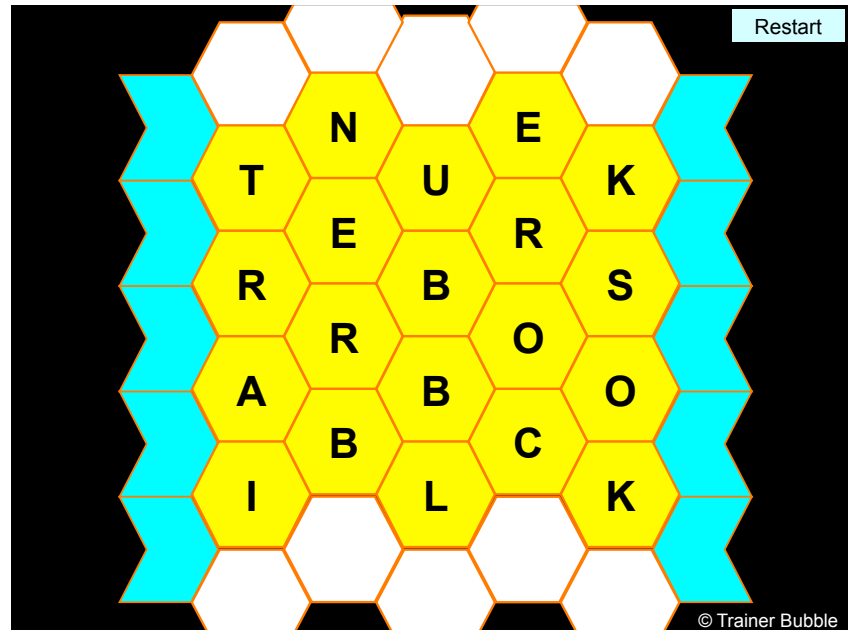
1. How do you identify fire risks at work? **Carry out a fire risk assessment**
2. The American press said 'they're young, they are in love and they kill people'. Who were they referring to? **Bonnie and Clyde**
3. Name two dangerous substances you may find in the workplace
Glue, paint, varnish, oil, cleaning products, solvents, petrol, liquefied petroleum gas (LPG)
4. Which is the only vowel on a standard keyboard that is not on the top line of letters? **A**
5. How do musculoskeletal problems arise in the workplace?
Poor posture, badly set up computer equipment, manual handling



Bubble Busters quiz

Why not create your own Bubble Busters quiz? This is a fun group quiz to test your delegates' knowledge at the end of a module and it will also help prepare them for the end-of-course assessments.

Design your Bubble Buster's board within your presentation and make sure you keep a note of your questions and answers relating to your course subjects. Each "bubble" will need to contain the first letter of the word you are looking for in the answer, for example "what R is the legislation relating to reporting accidents?" (answer: RIDDOR)



Split your delegates into two teams: blue and white teams. The aim of the game is for each team to work their way across the board. The blue team must complete a line horizontally across the board and the white team vertically.

Ask a team a question. If they answer correctly, turn the yellow bubble blue or white to represent that team's colour. However, if they answer incorrectly turn the bubble black. The first team to cross the board (using touching hexagons of their team's colour, for example, all white) to the opposite side wins the game.

To download this and other great quiz ideas visit www.trainerbubble.com

True or false quiz

You could use true or false quizzes throughout the course for each module you deliver. These could work as fun revision sessions or a more relaxed mock assessment.

Divide your delegates into small groups. Distribute the table below and ask delegates to discuss each statement and mark it as either true or false.

You could either use this true or false quiz as it is or create one more suited to your delegates and the course you're running.

Statement	True	False
1. A hazard is anything that has the potential to cause harm.		
2. A person's occupation is a key factor in determining their risk of being exposed to violence.		
3. Slips and trips are the least common cause of major injuries at work.		
4. In a criminal case, the Health and Safety Executive or Local Authority starts legal proceedings.		
5. Risk is a combination of the likelihood of a hazardous event occurring and the consequence of the event.		
6. Only major accidents and incidents need to be reported.		
7. Accident investigation allows you to find out the cause of an accident or incident.		
8. It is a legal requirement to record a risk assessment if you employ three or more people.		
9. It is always a good idea to involve other people in the risk assessment process.		
10. The main purpose of civil law is to provide compensation for the employer.		

Answers 1. True 2. True 3. False 4. True 5. True
6. False 7. True 8. False 9. True 10. False

'The course was easy to follow, and the various games involved in the training made you understand the course more easily'

delegate

The law

The law can be a fairly dry subject. Why not make it easier for your delegates to learn about the law by turning it into a quiz?

This quiz consists of five cards. On the front of the card is a case study and a question. On the back of the card is the outcome. The idea is for delegates to read the case study on the front and discuss what they think the outcome is.

The Law Quiz

Case Study 1

An employee was fatally injured maintaining machinery at a recycling firm of 30 people, because the machinery was not properly isolated and started unexpectedly. An HSE/Police investigation revealed that there was no safe system of work for maintenance and instruction. Training and supervision were inadequate. HSE said: 'Evidence showed that the director ignored his health and safety advisor and adopted a complacent attitude, allowing standards to slip.'

What was the outcome?

Outcome

The company director received a 12 month custodial sentence for manslaughter.

Reason

No competent advice, training and supervision.

The Law Quiz

Case Study 2

A worker was placing a heavy length of timber on a stack when it slipped. He tried to catch it and suffered an injury to his lower back. He took bed rest and stayed inactive for several weeks. He was not advised to keep active and the pain continued.

Did the employee recover and return to work?

Outcome

Some months later he received physiotherapy, but by this time it was a chronic injury and treatment did little to help. He is in daily pain and can't stay sitting or standing for long. He is still unemployed several years later.

Reason

He was not advised to keep active and the treatment was delayed.

The Law Quiz

Case Study 3

A company pleaded guilty to not protecting employees unloading baggage from aircraft at Manchester Airport and failing to comply with the Improvement Notice. An HSE inspector served notice in May 2005 when she saw baggage handlers using techniques likely to cause back injuries. The firm eventually agreed to introduce conveyor belts but did not use them consistently.

What was the outcome?

Outcome

The airport services company was fined £11,000 plus £10,986 costs from Trafford Magistrates.

Reason

The company failed to comply with the improvement notice served by the HSE inspector.

The Law Quiz

Case Study 4

A 95-year-old woman was a resident at a care home. In November 2003 she slipped from a hoist that was being used to lift her out of a bath and fractured her shoulder. While waiting for surgery, she contracted pneumonia and died.

What was the outcome?

Outcome

Crown Court fined the care home £90,000 plus more than £19,000 costs.

Reason

Care assistants were unaware of risk assessments and manual handling procedures for staff bathing. There was inadequate supervision of staff carrying out lifting operations.

The Law Quiz

Case Study 5

An employee at a marble cutting works was not provided with proper manual handling equipment. As he transported pieces of marble he had to push them from a lower level up on to the cutting bed. This resulted in a disc protrusion while carrying out this task, which required surgery.

What was the outcome?

Outcome

The claimant received £20,000 in compensation. He was able to return to work.

Reason

Proper manual handling equipment was not provided.

Games

Hazard spotting and risk assessment

Do you train delegates to carry out risk assessments as part of your course? You could make this fun and interactive by getting them to carry out practical risk assessments, or you could get them to play a boardgame.

You could take photographs or design your own scenario.

'The quizzes and games added a bit of fun to a heavy subject'

delegate



Here's how you could play the game:

1. Divide your delegates into three equal groups and give each group a photograph or scenario (if you have a small number of delegates, they could work in pairs or on their own, or as one group).
2. Ask them to spot the hazards in the photograph or scenario and assign a likelihood, consequence and risk level rating to each of them (you could create your own game pieces or get delegates to write their answers on a piece of paper).
3. Delegates could also fill in a risk assessment form and write down what the work activity is, and what they think the hazard, hazardous event, likelihood, consequence and risk level is.

Give each group 15-20 minutes to find as many hazards as they can. You could then work through their findings with them and even include your scenarios as part of your presentation.

If you're designing a distance learning course, you could get delegates to spot hazards in their workplace and note their findings in their delegate workbook, before asking them to fill in a risk assessment form too.

Hazard spotting in eLearning courses

If you're designing an eLearning course, why not turn the hazard spotting game into a virtual walk-around of a fictitious workplace so delegates can identify the hazards as they go from room to room? By identifying the hazards in an everyday workplace, hopefully this knowledge can be applied easily when your delegates are back in their real-life workplaces.

When designing your activity, think about:

- How your delegates will navigate round the virtual workplace.
- How you will make it visually appealing and easy to identify the hazard.
- How you will show if more than one hazard is associated with a location, equipment or activity.
- If you will provide more details about the hazards through additional links, activities and videos.
- How delegates will know how many hazards are left to spot.
- Whether to include a quick knowledge check at the end of the activity.



Cricket practice

The aim of the game is to test delegates' awareness of common hazards and risks. Not only does this activity liven up almost any training course, it's a very effective method of recalling and remembering key points.

Explain that you will throw a soft ball (or a screwed up ball of paper) to someone. They must catch (or retrieve) it, and then immediately think of a specific workplace hazard or danger (e.g. working on a ladder or unloading a lorry).

That person then throws the ball back to you as he or she says which hazard they're thinking of.

You then throw the ball to another delegate, who must catch it and shout out one idea for reducing the risks associated with that hazard (e.g. securing the foot of the ladder or using scaffolding or a mechanical hoist).

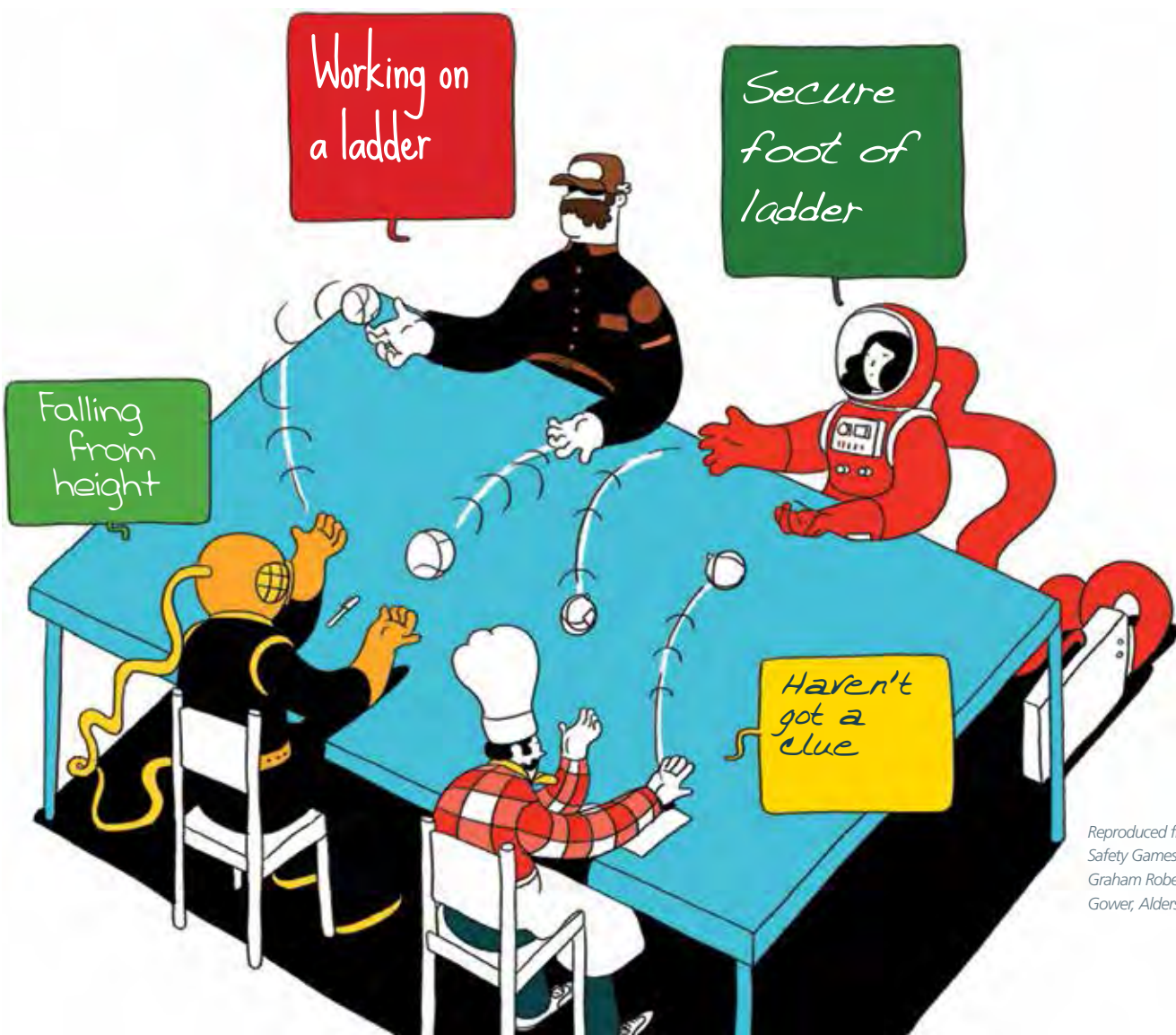
That person then throws the ball back to you.

If the delegate can't think of an idea, then he or she should throw the ball back to you.

As you throw the ball, shout alternately 'hazard' and then 'reduce risk'.

Repeat the exercise until most delegates have had at least two or three catches. Any delegate who takes more than ten seconds to answer is 'timed out' and has to throw the ball back.

Difficulty can be increased by ensuring a fast pace and as the more obvious hazards and risk reduction ideas are used up.



Reproduced from Health and Safety Games for Trainers, Graham Roberts-Phelps, Gower, Aldershot

Catchphrase game

The aim of this game is to test delegates' knowledge and demonstrate their understanding in an exciting group activity.

Prepare a list of questions and answers relating to your health and safety course materials. Split your group of delegates into two teams and ask each team in turn a question. Each time they get an answer right, remove a box to reveal part of an image.

The aim of the game is to guess the image behind the Catchphrase boxes, with the winning team shouting it out. For example, you may have a photo of the delegates' workplace – it may be a construction site, laboratory, automotive industry or telecommunications.

You could extend the game further by getting delegates to spot the hazards within the image and calculating the risk.



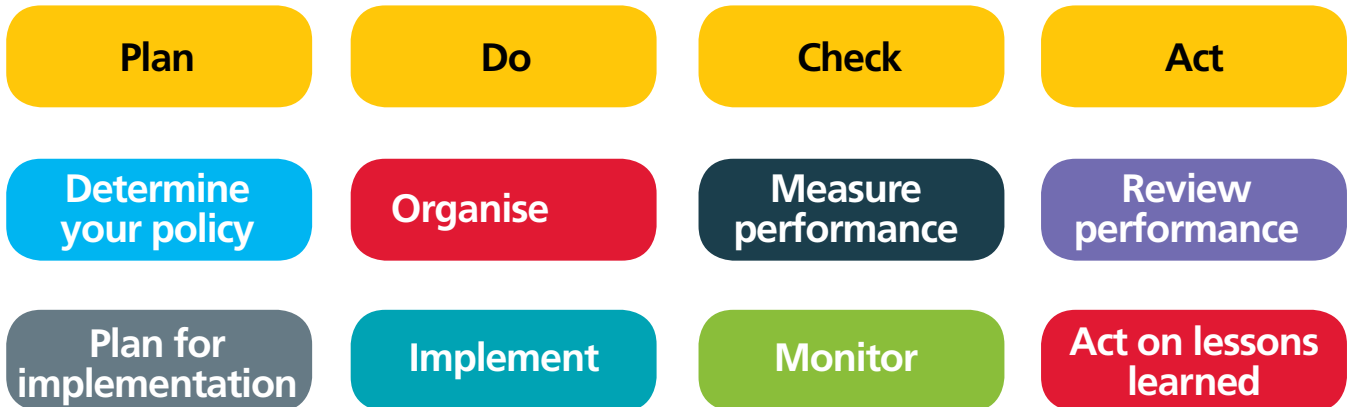
Source: www.trainerbubble.com

Introducing the health and safety management system

Why not try introducing a health and safety management system to your delegates by getting them to play this game?

Print out a health and safety management model like the one shown below, including headings and actions involved.

Cut out the individual elements and then mix the pieces up. Hand these pieces to your delegates and see if they can put the correct actions involved underneath each main heading.



This will stimulate some interesting talking points for you and your delegates.

If you're creating an eLearning course, maybe you could turn this game into a drag-and-drop exercise for your delegates.

Other games

If you'd like further ideas for health and safety training games, take a look at these websites:

www.play-it-safe.co.uk

www.outtakes.co.uk

www.trainerbubble.com

DVDs

DVDs add another approach to delivering your key messages. They can help bring your message to life and add a change of pace to your course.

Sometimes trainers ask us to recommend good health and safety training DVDs – so these are the ones we'd recommend:

DVD title	These can be found at
Accident Scene Investigation (ASI)	www.outtakes.co.uk
<p>This interactive DVD allows learners to explore workplace activities and locations leading to a serious workplace accident. Learners will investigate why the accident occurred and how to prevent it happening in the future by exploring the equipment and conditions, listening to witnesses and management, and watching the evidence.</p>	
The call	www.outtakes.co.uk
<p>When a fatal accident at Keith Turney's company, Central High Rise happened, he had to face the emotional and financial impact of the event and go through a three-year HSE investigation and prosecution. This film emphasises personal and management responsibility, the importance of behavioural safety and the impact on everyone of a workplace tragedy.</p>	
The cost of accidents	www.cip-books.com
<p>This film shows that the safety of ourselves and those around us at work, home or leisure ultimately depends on the decisions we make as individuals. The main message is to stop and think for a few seconds about the consequences of our decisions.</p>	
The fire at Valley Parade, Bradford (DVD) BRE Video (2008)	www.brebookshop.com
<p>This film analyses the fire at Bradford City Football Stadium in May 1985. It includes most (3-4 minutes in total) of the TV coverage of the fire.</p>	
The front room fire / Front room fire 2	www.brebookshop.com
<p>Two films have been combined as a popular training aid used by fire brigades, but can be used for a wider audience. <i>The front room fire</i> shows an ignited sofa and how rapidly a fire develops in real-time, with running captions describing the events taking place. <i>Front room fire 2</i> demonstrates another fire, edited, to reflect the many changes in legislation, furniture manufacture and fire fighting techniques.</p>	

DVDs continued...

DVD title	These can be found at
In the real world	www.cip-books.com
<p>Based on real incidents, this demonstrates how, as a result of relatively mild procedural carelessness and a lack of individual safety leadership, an accident can become a tragedy. The DVD aims to raise awareness that collective and corporate responsibility is paramount and that safety culture in every construction-related business has to start at the top.</p>	
Jason Anker – a fall from height	www.outtakes.co.uk
<p>Jason Anker is still coming to terms with the indignities and frustrations of life as a paraplegic and his guilt and regret at failing to speak up in a situation he knew to be risky, 17 years later. This film gives us more details about the accident, with moving testimonies. Jason is using his experience to warn others.</p>	
Jason Anker – Proud 2b Safe	www.outtakes.co.uk
<p>A follow-up film to <i>A fall from height</i>, focusing on the impact Jason's accident had on his children and friends – emphasising the value of personal safety. A free online version is also available here: www.outtakes.co.uk/film/127/Jason-Anker---Proud-2b-Safe</p>	
Time is money: the flip side	www.cip-books.com
<p>Aimed at the construction industry, this film produced by Morgan Sindall Group focuses on our behaviours and how we should consider the consequences to our actions. This is a powerful film with people talking about their real-life experiences to make sure we improve our behaviour in the future.</p>	
No going back	www.ashgate.com
<p>This DVD is designed to make people think about safety. It offers a powerful reminder to managers that they must recognise and meet their responsibilities, and show every member of staff the importance of adopting a 'safety first' attitude.</p>	

DVDs continued...

DVD title	These can be found at
Spiral to Disaster	www.bbcactive.com
This insightful programme recreates the disaster of the oil rig 'Piper Alpha'. The catastrophe was not the result of a sudden, unpredictable explosion. Poor safety training, basic communication failures and inadequate emergency decision-making procedures created an environment in which tragedy was inevitable.	
Think what if, not if only	www.outtakes.co.uk
<i>Think what if, not if only</i> charts Ken Woodward's journey from accident victim to passionate advocate of workplace health and safety.	
The witness	www.outtakes.co.uk
Lee Birks was first on the scene of Ken Woodward's accident. His life was changed by what he saw and dealt with. <i>The Witness</i> is a powerful reminder of everyone's vulnerability at work and the film will inspire all employees to re-examine their commitment to health and safety at work.	
Your office fire / It happens every day	www.brebookshop.com
Both these films are popular training aids used by fire brigades, but can be used for a wider audience to demonstrate how easily a fire spreads. <i>Your office fire</i> shows a fire igniting in real-time and how quickly it spreads. <i>It happens every day</i> takes us through a step-by-step response to a fire using the correct fire extinguisher – safely.	

'The DVD brought home how easily an accident can happen and also the long-term consequences'

delegate

To help enhance parts of your health and safety content, for example, to demonstrate a slip and trip hazard, why not consider using a short Napo film from www.napofilm.net

For more short films visit:
www.hse.gov.uk/resources/videos.htm

www.lattitudeproductions.co.uk

www.safetyrisk.net/free-safety-videos

You may also want to consider including a non-health and safety related DVD to help get your message across. For example, you could use an extract from a film, YouTube or TV show, but make sure that you get copyright permission first.

Toolbox talks

Toolbox talks are a great way of livening up your training sessions. Why not try getting your delegates to prepare short toolbox talks and present them to each other? Here's what we'd suggest:

Taking common hazards as an example, you could split your delegates into small groups or pairs and assign each group one of the common hazards. Give your delegates 10-15 minutes to prepare a very short presentation on their common hazard and then get each group to present back to the rest of the class.

After the presentation, you could follow up with a summary, filling in any parts that you feel need to be covered in more detail or getting other delegates to comment on the points made in the presentation.

Using this method will not only get your delegates involved in their learning, but the rapid change of presenters will also keep concentration levels up.

Visual aids

Introducing visual aids into your course can make the session really interactive and help to get your message across.

For example:

- If you're discussing manual handling with your delegates, use a model skeleton to demonstrate your point.
- If you're talking about the use of harnesses on a construction site, have some harnesses to hand so that delegates can see exactly what you mean.



Case studies and anecdotes

Delegates have told us that they find case studies useful. That's because case studies help to bring different learning points to life. We've listed a few here for you to have a look at.

Case study – SHP

A Lincoln builder has been handed a four-month suspended prison sentence after a self-employed bricklayer broke his back in two places after falling three metres from faulty scaffolding, leaving him wheelchair-bound. An investigation by the HSE identified serious safety failings by a sub-contractor in the construction of the scaffolding to carry out the bricklaying work.

Case study – SHP

A 22-year-old trainee technician received an electric shock while using unsafe electrical equipment, which led to him needing skin grafts on both hands. The investigations revealed that the young trainee was given unsafe, inappropriate and poorly-maintained equipment to test an electrical transformer with no training or supervision. As a result he suffered a painful injury because his employer displayed a serious disregard for safety in what can be a hazardous working environment. The employer was fined £6,500, with £647 in costs.

Case study – SHP

A metals manufacturer has been ordered to pay more than £170,000 in fines and costs after an employee suffered severe burns to 25 per cent of his body. The 37-year-old employee was removing waste material from a metal-casting machine – a process that involved hitting the machine with a metal bar – when part of the machine became detached and fell forward, crushing him against a storage bin. He suffered severe burns to his abdomen, chest and left arm, and required skin grafts. As a result of the injuries from the crush he also had to have part of his bowel removed, and has not been able to return to work since the incident.



Case study – SHP

Two Flintshire pharmaceutical firms have been heavily fined for multiple safety and environmental breaches, which caused workers major health problems and resulted in releases to the environment – including failures to comply with two HSE enforcement notices. The four cases included releases of a highly toxic substance, which resulted in workers suffering long-lasting effects such as depression, occupational dermatitis, speech impairment and seizures. Both companies are now in liquidation and the site is being decommissioned.

Case study – HSE

A large energy company was ordered by the Crown Court to pay a total of £1.24 million in fines and costs after an explosion and fire at a gas terminal. The explosion blew the concrete roof off a buffering tank within the plant, hurling concrete and metal debris over a large area and sucking a nearby drain out of the ground. The leak was caused by the failure of a corroded metal separator vessel, which allowed water contaminated with the highly flammable condensate to enter a concrete storage tank where it was heated by an electric heater. The company neglected basic maintenance leading up to the explosion. Luckily no-one was seriously hurt.

Case study – SHP

A Crown Court has heard how a 20-year-old employee who broke his back after he fell six metres through a roof light has suffered constant pain and depression since the incident in 2011. The employee was hospitalised for four weeks and has been unable to work since. The court heard that he fell while installing solar panels for an energy company, which has since gone into liquidation. Soft floor material in the barn, used for horse training, helped to break his fall, but he was still hospitalised for four weeks with a serious back injury. The firm was fined £30,000 and ordered to pay £27,000 in costs after being found guilty of breaching section 2(1) of the Health and Safety at Work etc Act 1974. The technical director was also fined £7,300 and ordered to pay £6,700 in costs after pleading guilty to the same charge at an earlier magistrates' court appearance.



If you're creating a distance learning course, why don't you provide a case study for your delegates to analyse during self-study? You could give a link to a short clip of some CCTV footage. For example, you could ask your delegates to watch this footage of a fuel spillage, which shows how people may react when managing a serious risk: www.hse.gov.uk/humanfactors/resources/case-studies/gasoline-spillage.htm. In their workbooks, get delegates to note down what people did wrong and what controls should have been followed to manage the risk better.

Remember to keep your case studies and anecdotes relevant to your audience and, if possible, recent. For example, for specific case studies relating to small or large businesses go to: www.hse.gov.uk

For more case studies visit:
www.hse.gov.uk/resources/casestudies.htm

www.shponline.co.uk

https://osha.europa.eu/en/practical-solutions/case-studies/index_html

'Don't be afraid to include games and quizzes - delegates love them and it makes the course more interesting for us to deliver too'

trainer

'Delegates responded very well to the practical elements of the course - it gave them the opportunity to put into practice what they've just learnt'

trainer

'The group really got into the interactive parts - it led to a lot of discussion'

trainer

You could use anecdotes and your own personal experience – these are an effective way of delivering your key health and safety messages and will really help delegates to understand the point you're making.

How to develop your presentation

Remember – the presentation is there to support you, not to replace you. Develop your slides to reinforce what you're saying, not to repeat it.

Here are our top tips for developing and designing your presentation

1. Remember your course level. Use plain English to get your point across – for example if your course is an awareness-level, consider using the terms 'getting in' or 'getting out' rather than 'access' or 'egress'.
2. Use a clear font type that's easy to read – for example, Arial. And keep it consistent throughout your presentation.
3. Try to keep your text size above 30pts – remember it will look very different when projected onto a large screen. Always test that your presentation works. The best way to do this is to test it through a projector before you deliver your course.
4. Avoid long sentences and don't use too many words on your slides or they'll appear unclear and cluttered. Bullet points are a good way of focusing key points, but remember to keep them short.
5. Choose colours and backgrounds carefully – contrasting colours work well. For example, a light background with dark text.
6. Good graphics and images can help your delegates understand the point you're making. Make sure you obtain copyright permissions for any images that you include.
7. Animation is great for keeping delegates' attention, but too much can cause confusion for you and your delegates – use it to emphasise your point, but don't overdo it.
8. Look at your delegates' individual needs – for example, delegates with any form of visual impairment or learning difficulties. You may want to consider a pre-course delegate questionnaire to establish whether your delegates have any specific needs.

For advice on your responsibilities as a training provider visit: www.gov.uk/definition-of-disability-under-equality-act-2010
9. Your logo needs to be clear and consistent, but make sure that it compliments the slide and doesn't clutter it.

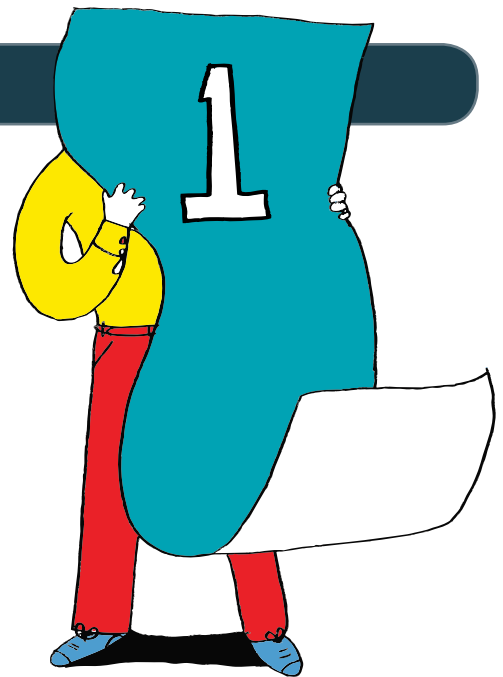
Did you know? You can use the IOSH logo on your presentation, [see page 57](#).

If you're using PowerPoint and want more help on how to use it, visit www.microsoft.com

On the following pages, we've included some really good examples of slides. These have been provided by trainers who've developed their own course that we've approved.



Example 1



Your logo needs to be clear and consistent, make sure that it complements and doesn't clutter the slide.

ARMSA CONSULTING

Electricity – and its consequences

- **Electric shock**
 - Caused when an individual comes into direct contact with an uninsulated live conductor.
- **Explosion**
 - The sudden earthing or shorting of a live conductor, can cause a damaging explosion.
- **Fire**
 - An electrical fault has the potential to produce a great deal of heat, and with it the ability to create a fire in surrounding combustible materials.

PHYSICAL

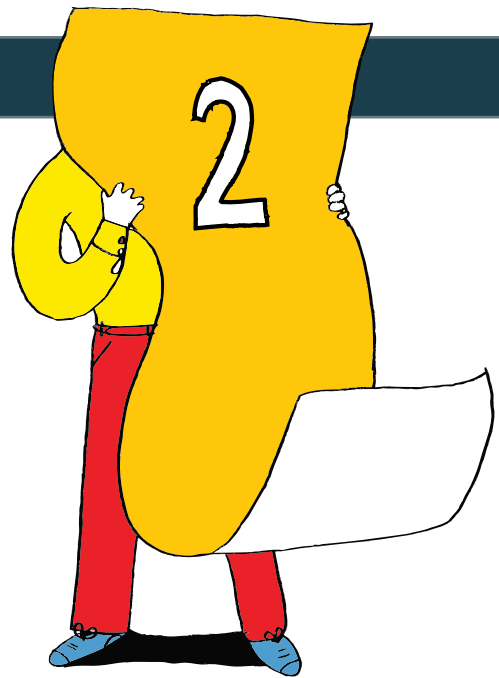
Copyright: ARMSA Consulting

Avoid long sentences and don't use too many words on your slides or they'll appear unclear and cluttered. Bullet points are a good way of focusing key points.

Use a clear font that's easy to read and keep it consistent throughout your presentation.

When it comes to colours and backgrounds these should be chosen carefully - contrasting colours work well.

Example 2




Your slides are there to reinforce what you're saying, so don't use too many words. Bulleted lists are a good way of getting information across.

C21
Century 21 Projects

Mechanical Hazards

- Moving Equipment
- Unguarded Equipment
- Contact with moving vehicles
- Overturning mini-diggers and dumpers
- Equipment failure (hydraulic jack)



Copyright: Century21 Projects

Try to keep your text size above 30pts – remember it will look very different when projected onto a large screen.

A dark background with light text works well.

Animation and graphics are great for keeping delegates' attention – use them to emphasise your point, but don't overdo it.

How to develop your eLearning presentation

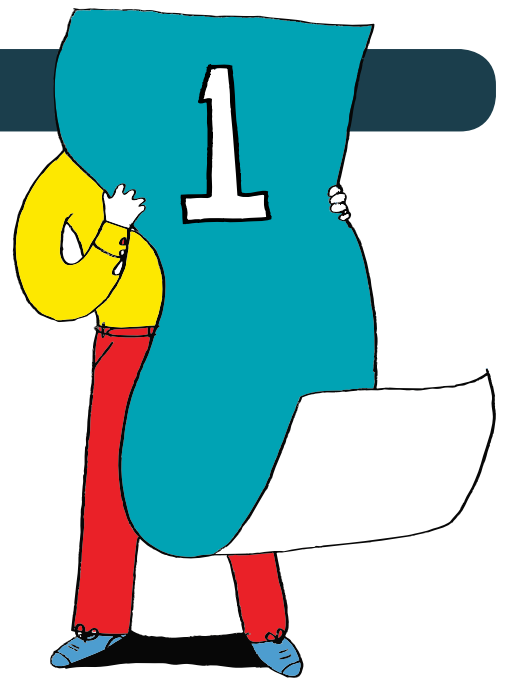
For delegates on an eLearning course, it can be really hard-going looking at screen after screen, so it's really important to follow our top tips for designing a presentation.

We've included some additional top tips to help you when planning your online screens. We'd suggest sending us a storyboard of your proposed online screens before developing your course to make sure it's interactive and user-friendly for your delegates.

1. Build a secure log-in screen with unique usernames and passwords.
2. Create easy navigation. For example, hover tips are a great way for delegates to get to grips quickly with your software.
3. Break the screens up with advice and videos.
4. Allow your delegates to customise the screens. For example, a visually-impaired delegate may want to increase the font size.
5. Include a help facility so your delegates feel reassured that you're there if needed. For example, include the trainer's contact details and availability here. Remember, you'll also need to give IT support details for anyone encountering problems with your system – we'd suggest listing the minimum requirements for running the software to help reduce queries.
6. Consider creating a link to a live online forum for your delegates to discuss how they're getting on with the course content as a group.
7. Think about how your delegates will check their progress throughout the course. For example, you may want to include a progress bar which shows delegates how much of the course content is left to cover. Or you may want to include self-assessments, so delegates can monitor their own learning and development before the end-of-course online assessments.
8. Make sure your delegates are forced to complete all the course content before taking the end-of-course online assessments.
9. Create an online assessment process that is secure, robust and includes a wide variety of questions from a question bank. Usually these are built as a grid system where questions are selected randomly from different sections of the course.
10. It's useful to include short tests to recap on learning at the end of each module. This will give you and your delegate a measure of how well they're doing and will help prepare delegates for each end-of-course assessment.
11. Include an online feedback facility for your delegates. For example, you may want to develop a questionnaire that appears automatically when the delegate has completed their assessments.
12. Think about how you'll restrict access to your course to authorised delegates only and how you'll comply with the Data Protection Act.


We'll need access to your course and learning management system when we approve your course materials because we'll test it all. And when your course is live, we may want to see your registration procedure, course completion dates, delegates' names, progress reports, self-assessment attempts and marks achieved.

eLearning Example 1



Your logo needs to be clear and consistent, make sure that it complements and doesn't clutter the slide.

Use plain English to get your point across.

Introducing risk assessment 

MANAGING SAFELY


Defining key words

Key terms within risk assessment are **hazard**, **harm** and **risk**.

Click and drag the words below to the correct definition

harm **risk**

<input type="text"/>	the chance, high or low that somebody could be harmed by a hazard, together with an indication of how serious the harm could be.
hazard	anything that may cause harm, such as chemicals, electricity, working from ladders, or even an open drawer.
<input type="text"/>	includes ill-health and injury, damage to property, plant, products or the environment and production losses or increased liabilities.

Page 2 (4 of 4 complete)  Add page to favourites **BACK** **MENU** **NEXT**

Copyright: ASTUTIS Ltd

Include short tests to recap learning at the end of each module.

When it comes to colours and backgrounds, these should be chosen carefully – a light background with dark text works well.

Designing your delegate workbook

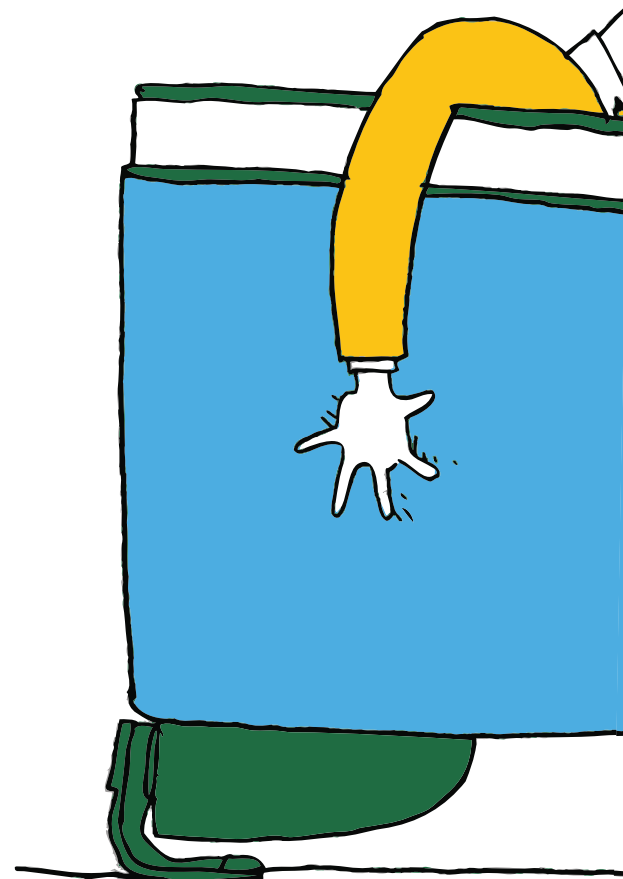
When you're writing the delegate workbook, remember it's for them and not you. They'll need something that they can use during your course and can also take away with them as a practical reference tool when they return to the workplace. It needs to be clear and easy for them to understand.

Here's how we'd suggest you design the delegate workbook:

- Use a font type that's clear and easy to read – make sure the text isn't too small and that you don't have too much on one page.
- Write in plain English – tell delegates what they need to know and do.
- Don't overload them with too much theory or technical information – write the workbook on a practical level.
- Use lots of visuals – this will make the book more interesting.
- Add in delegate activities and include space for delegates to write their own notes. Remember – if you're including activities in a distance learning course, you'll need to think about how the delegate will know if they've answered correctly. It's useful to add the answers to the back of the workbook.
- Include case studies and anecdotes (see page 26).
- Include interesting facts and figures where relevant, for example:

Did you know? The British Crime Survey 2012/13 estimated there were 649,000 incidents of violence or threats at work in England and Wales (www.hse.gov.uk).

Falls from height were the most common cause of fatalities, accounting for almost a third of fatal injuries to workers (www.hse.gov.uk).



- Add in a section where delegates can list action points for their return to work.
- Consider outlining the key learning points at the start of each module, and finish each module with a summary page.
- Add a reference list or a list for further reading. This could point delegates to relevant websites or books to refer to once they are back at work.
- Include space for delegates to complete assignments or self-study assessment checks – particularly for distance learning courses where you will need to review and assess.
- Finally, don't forget to include a contents page, page numbers and dividers – this will make the workbook much easier for your delegates to navigate.

The most popular delegate workbooks are very visual and written in plain English. They look like a personal reference book – delegates want to pick them up and read them because they don't look like a heavy, formal health and safety book.

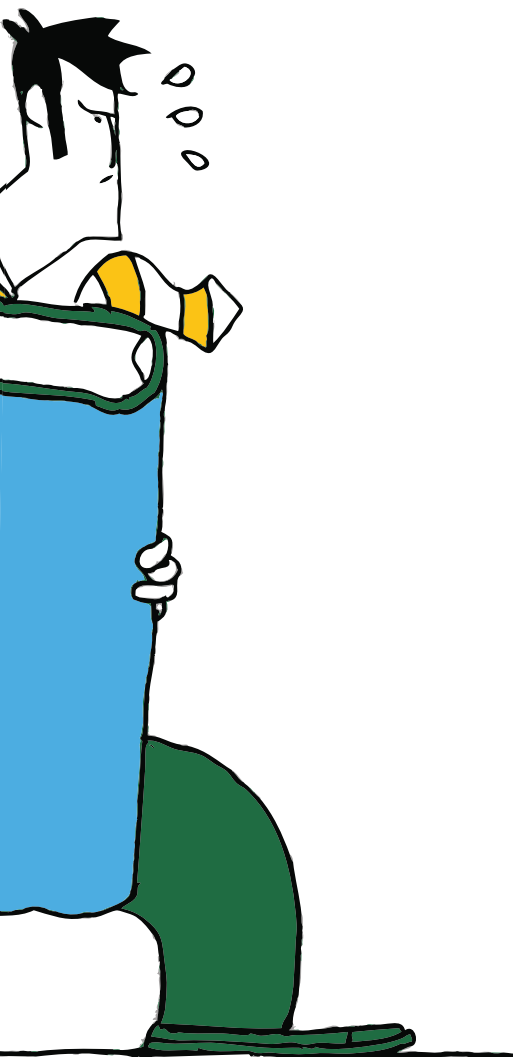
If you're creating an eLearning course, you don't need to supply a delegate workbook.

Here's what delegates say:

'The workbook was very well put together and a great help'

'I found the workbook an excellent resource'

'The workbook is excellent and a good reference point'



Example 1

Page from a Delegate workbook
(Provided by ARMSA Consulting, Cheshire)

Slips Trips and Falls

Recent statistics indicate that this category of accident is the most common form of major injury in the workplace, and 95% of incidents result in broken bones. Slips trips and falls have also been identified as the instigator or major contributor to other forms of accident, such as falling from height. Slips, trips and falls can be caused by any of the following...

- Wet, greasy, or icy floors
- Dusty floors, and those covered with small obstructions
- Moving suddenly from one floor surface type, to another
- Uneven floor levels/surfaces
- Inappropriate footwear. (Shoes with insufficient grip)
- Carrying something too large or heavy
- Poor lighting
- Trailing obstructions. (Temporary cables)
- Poor route selection
- Lack of suitable hand rails

“ Did you know that slip and trip injuries cost employers around £512million per year? ”

So what are your responsibilities as a manager?

As with other hazards, you should ensure that all the above are taken into account as part of any risk assessment process undertaken. This could be for an existing work area or for a new one. As always also promote awareness in your staff.

In addition though, you should consider the vulnerability of any older or disabled workers, for whom a given situation might present additional threats.

You should also ensure:

- That regular inspections of your work areas are conducted
- There is an effective clean-up regime in place
- That you contribute to potential redesign of your work area or jobs and tasks to reduce the potential of slip, trip and fall hazards.



PHYSICAL



Example 2

Page from a Delegate workbook
(Provided by Ocado Limited, Warwickshire)



Module 6:- Adverse Event Investigation



So far on this course we have concentrated on identifying and controlling hazards to prevent unwanted events from occurring.

Whilst we can minimise the chance of injury or ill-health, it's impossible to reduce the risk to zero. Occasionally things go wrong, so it's important to know what to do in these situations.

There are a number of reasons to investigate accidents and incidents, including:

- to collect the information you need to pass on to the enforcing authority
- to identify the cause of the accident and/or incident to stop it happening again
- to get information needed for an insurance claim
- to find out the cost of an accident.

Take a few minutes to think of who might be interested in the findings of an Investigation

Remember:

Incidents that don't result in any loss, such as property damage or damage to equipment, also need to be reported and investigated. These events may have a more serious consequence should they happen again.

Example 3

Page from a delegate workbook – self-study checks for a distance learning course
(Provided by Olive Group, Dubai)

Working Safely in a Hostile Environment Distance Learning Programme

Exercise

Define the term 'hazard'

.....

.....

What are hazard groups and name a hazard within that group?

.....

.....

.....

.....

.....

Summary

Most accidents at work happen because people haven't noticed a hazard or they underestimated how hazardous the situation really is. You always have to be on the lookout for hazards and when and if you find one, do something about it.

Knowledge

Risk

Risk is the chance of something happening that has the potential to cause harm

Just because something might be a hazard, it doesn't mean someone is always going to get hurt. What you need to do is think about what the chances are of you (or your colleagues, visitors, or the environment) being harmed by the hazard. You then need to think about how severe the harm could be – very serious or minor – combined with how likely it is to happen. This identifies the level of risk.

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Page 17 of 55

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Writing your lesson plan and trainer notes

Your lesson plan

A lesson plan is an overview of what's included in your trainer notes. You can see at a glance what you need to cover, when you need to cover it and how you're going to cover it.

A lesson plan will help you:

- manage your time
- cover the relevant topics
- identify clear aims and measurable objectives
- identify resources needed
- focus on different learning styles, for example, visual, auditory, kinesthetic
- focus on what your delegates need to know.

It will also help us to visualise how your course is going to run.

You'll need to develop your lesson plan and submit it ready for approval alongside your other training material. It's really important that we see a copy of your lesson plan at the approval stage – in the long term though, you should view it as a working document.

Your lesson plan will help you to reflect and review your course each time you deliver it. It'll also help you to identify any improvements you could make.

We've included some good examples of lesson plans and a very basic template that you can use. However, you may want to develop one of the lesson plan templates to fit your course.



Example 1

Part of a lesson plan (Provided by Trainrite Ltd, Cumbria)

TRAINRITE - Lesson Plan					
Course Title:	IOSH Safety for Senior Executives				
Venue:	Trainrite, Lillyhall, Workington				
Course Aims:	As a minimum, cover outline syllabus <ul style="list-style-type: none"> • Understand your health and safety role and your responsibilities • The importance of integrating health and safety objectives with other business objectives in order to minimise overall risk • Take account of health and safety during planning, decision making and effective supply chain management • Know the consequences of failing to manage health and safety effectively • Understand the principles of occupational health and safety management systems, continual improvement and annual reporting 				
Guide Timing	Learning objectives (key learning points)	Method	Approach	Material	Question/assessment method
20 min	<ul style="list-style-type: none"> • Welcome and establish an open forum 	Tutor led Group discussions	<ul style="list-style-type: none"> • Introductions and ice breaker – attempt to get the group working together to promote open discussions for future topics 	Discussion Ice breaker pack	
30 min	<ul style="list-style-type: none"> • Outline the objectives of the course • Scale of the health and safety problem – accident, ill health statistics • Cost of accidents – business risk – Introduce HSG96 cost of accidents at work 	Tutor led Group work	<ul style="list-style-type: none"> • Using HSE accident and ill health statistics Accidents and ill health • Group task – groups to chart up what accidents/ ill health occurrences have occurred at their workplace • What has been put in place to prevent a repeat even – evaluate is it adequate Business risk events – not just injury – process risk • Group task – apart from injury – what significant events have occurred – what is the worst that could happen? • What has been put in place to prevent a repeat even – evaluate is it adequate? 	PowerPoint Flip Chart	
30 min	<ul style="list-style-type: none"> • The consequences when things go wrong • Understand accident investigation and accident causation 	Tutor led Group work	<ul style="list-style-type: none"> • Provide details of well known health and safety incidents e.g. legionella outbreak in Barrow-in-Furness, rail crashes, BP Texas City event etc • Group task – identify the root causes and the consequences 	Investigation summary reports Video Flip chart	
45 min	<ul style="list-style-type: none"> • Legal aspects covering health and safety 	Tutor led	Discuss each of the following	Flip chart	Verbal questioning

Copyright: Trainrite Ltd

Example 2

Part of a study timetable for a distance learning course
(Provided by LEIA, London)



The Lift and Escalator Industry Association

Study Timetable - Managing Safely for LEIA September 2013

Study Week	Week Ending Friday	Modules to be Studied (Suggested times)	Other Activity
1	06/09/2013	Module 1	
2	13/09/2013		
3	20/09/2013	Module 2	Submit suggested work area for RA Project
4	27/09/2013		CMA1 accessible
5	04/10/2013	Module 3	Complete Assignment CMA1
6	11/10/2013	Module 4	
7	18/10/2013		
8	25/10/2013		CMA2 accessible
9	01/11/2013		Complete Assignment CMA2
10	08/11/2013		
11	15/11/2013		Prepare RA Project - CMA3 accessible
12	22/11/2013		Complete Assignment CMA3
13	29/11/2013	Module 5	
14	06/12/2013	Module 6	
15	13/12/2013		
16	20/12/2013	Module 7	
17	27/12/2013	Module 8	End of Semester
18	13/01/2014	Preparation for	Complete Risk Assessment Project
19	10/01/2014	End Test	End Test this week. Date to be advised . Post RA Project

1309 MSfL v3



Copyright: LEIA

Your company name – Lesson plan

Course Title: Managing safely

Module: 2 - Assessing risks

Aims: To facilitate learning and understanding of.....

Objectives: Delegates will be able to.....

Times	Teaching method	Topic/subject	Learner activity	Assessment	Resources needed
9.30 – 9.40 or 10 mins	Visual presentation Trainer-led or oral presentation Group discussion Group work One-to-one Question and answer	Defining hazard and risk H&S management system Environment	Visual Auditory Kinaesthetic	Delegate feedback Observation Question and answer Project Multi-format paper	Quizzes Games DVDs Flip chart Handouts Delegate workbooks
20 mins	Group work	Risk assessment – carrying out risk assessment.	Kinaesthetic – carrying out risk assessment by playing a board game.	Delegate feedback	Board games Handout – Risk assessment form

Your trainer notes

When you're thinking about writing your trainer notes you really need to focus on the level of detail you include. The most common mistake that trainers make is not putting enough information in their trainer notes.

Although you're the trainer and you know what you're going to cover, we still need to see a detailed account – in order to approve your course we need to fully understand it. Also, if you have more than one trainer or you're unable to deliver the course and somebody else has to step into your shoes – you may be unwell or on holiday – they need to know exactly what to cover. So, always write your trainer notes as if you're writing them for someone else to deliver.

We'd recommend that you write your trainer notes in these sections:

- What you're covering in each module

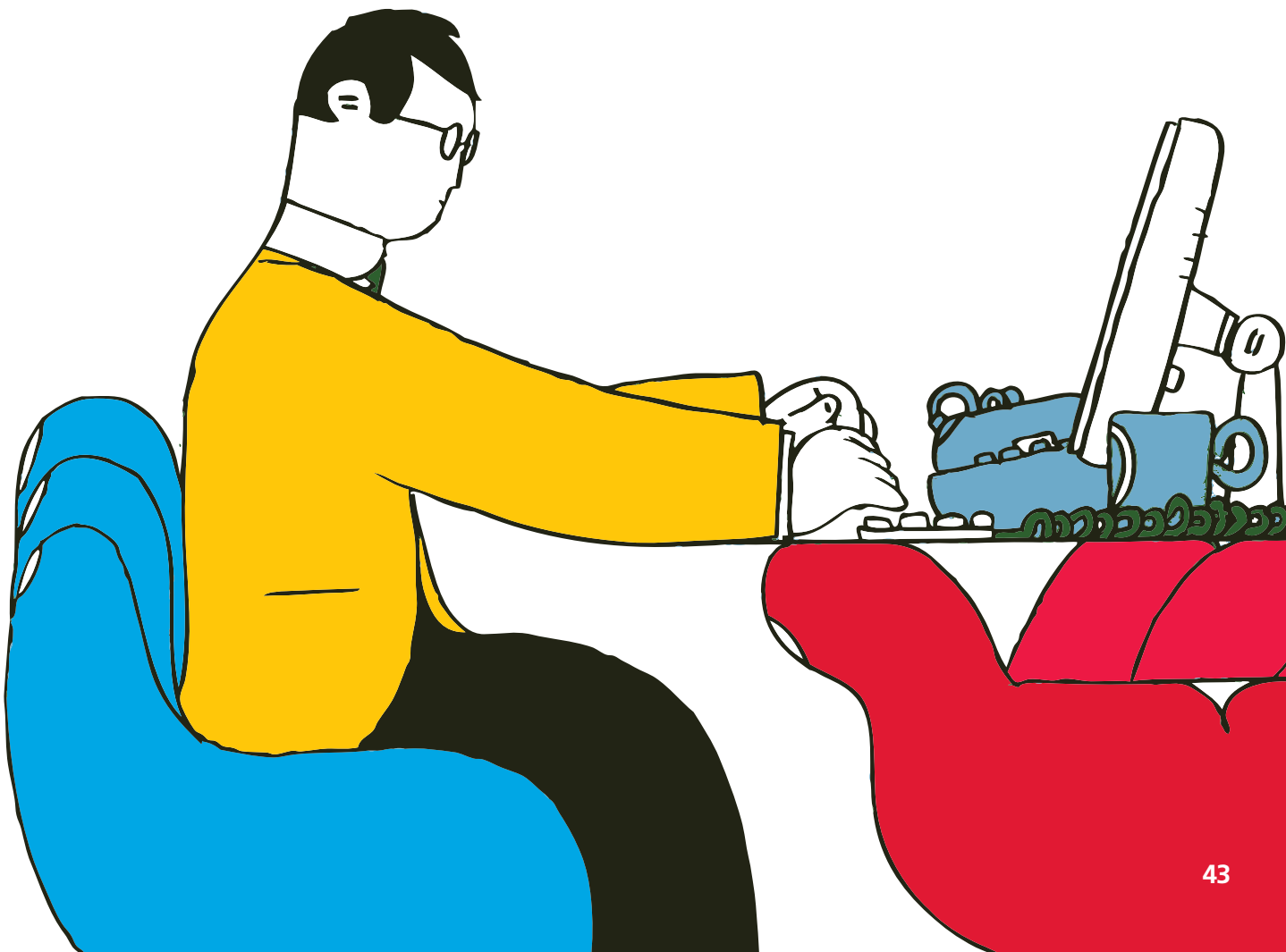
For example: module one, 'why is it important to work safely?' – ethical, legal, moral

- How you're going to cover it and get the delegate involved

For example: trainer-led presentation, including relevant case studies and anecdotes, DVD and a quiz.

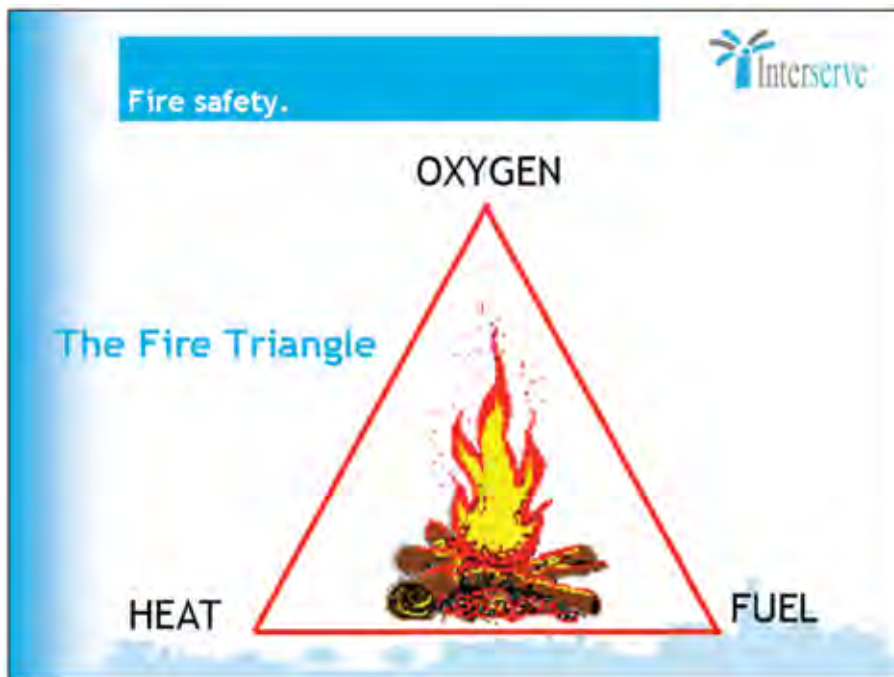
- What technical detail you're going to go into

Here you need to include all the health and safety information you intend to cover. Remember, you're the health and safety expert so you understand the subject in detail – but think about the course level. For example, if your course is an awareness-level one, be careful not to overload your delegates with too much technical content. Put it across in everyday language that a non-health and safety professional would understand.



Example 1

Page from Trainer notes
(Provided by Interserve (Defence) Ltd, Hampshire)



Fire Triangle

A simple approach depicts fire as having three essential parts, oxygen, heat and fuel - this is called the fire triangle. When these three components form together in the right proportions, then the chemical reaction of combustion takes place. This traditional system is useful when you are considering the 'ingredients' needed to make a fire.

OXYGEN - This is provided from the air around us. Other than in specialised industrial applications it is always present, we should therefore concentrate on oxygen enrichment via oxidising agents, or oxygen cylinders.

HEAT - The level of heat required to cause ignition, is dictated by the format and type of fuel.

FUEL - The fuel dictates all aspects of fire. The type of fuel, the format the fuel is in, or how much is present in the air will control its susceptibility to fire.

IGNITION SOURCE

- Hot surfaces
- Electrical equipment
- Static electricity
- Smoking/naked lights

OXYGEN

Copyright: Interserve (Defence) Ltd

Example 2

Page from Trainer notes
(Provided by Ocado Limited, Warwickshire)

Module 7: - Behavioural Safety			
Slide Title – WHAT ARE THE QUALITIES OF A GOOD LEADER?			
Slide:	107		
		<p>This is an exercise to help the delegates understand the importance of being a good leader in health and safety, and that their team will expect certain things of them.</p> <p>Tell the teams to fold this page in their workbook in half, and leave it folded.</p> <p>The first click will reveal “In column 1...” tell the teams that you want them to list all the health and safety qualities and key points that they expect from their leader. Allow 5 minutes for this.</p> <p>Now tell them to turn to column 2, and fill in all the qualities (health and safety wise) that their leader can expect from them. Allow 3 minutes.</p> <p>Now, ask them to open the page, take a pen, and match them up. For instance if it has trust on one side and honesty on the other then they are close enough matches. When the teams have matched up all that they can click the slide for a third time. “Mutual Expectations” will appear.</p> <p>Ask them why their boss should expect any less of them than they expect of him/her.</p> <p>Now relate that to their teams. Ask them to think what they expect from their team (follow the rules, use equipment properly, report near-misses, etc.) and ask them why their team should expect any less of them (the delegate). It is after all mutual expectations.</p> <p>Leading by example is vital to instilling safe behaviour in the team (remember Batarri’s model).</p>	
 SLIDE  EXERCISE		 BUILD SLIDE	
		Reveal and discuss line by line	 WORK BOOK Page 41

Writing your end-of-course assessments

When we ask delegates which part of the course they like the least they always say the end-of-course assessments! That's because most people haven't sat any form of assessment, exam or test since they were at school. The thought of sitting an end-of-course assessment fills them with dread.

As a trainer the best thing you can do is reassure your delegates and prepare them for the end-of-course assessment. The best way to do this is to work with them, completing mock papers and providing knowledge checks throughout the duration of the course. That way there'll be no surprises at the end of the course and they'll have an idea of what to expect.

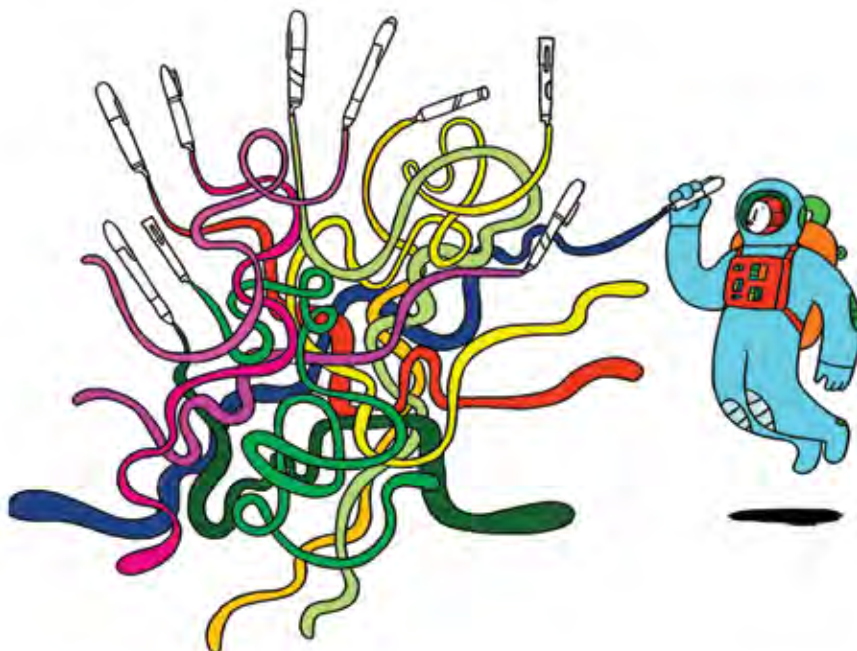
How should you write your end-of-course assessment for a standard IOSH course title?

If you're writing your own version of Managing safely or Working safely, we'll give you the standard IOSH end-of-course assessments (including the multi-format assessments and a risk assessment project for Managing safely, and the multi-choice and hazard spotting assessments for Working safely).

If you're writing your own version of Managing safely and want to tailor it more specifically to your own organisation or sector, we'll still give you the standard IOSH end-of-course assessments. But you'll take 12 questions from our standard assessment papers and include 10 questions of your own – this means that the questions will accurately reflect the content of your course.

Remember – you'll need to replace our questions like for like. So, if you take out one of our multi-choice questions you'll need to replace it with a multi-choice question of your own.

For Working safely, you'll take five questions from our standard multi-choice assessment papers and include five questions of your own. And it's up to you whether you use the IOSH hazard-spotting images – maybe you'd like to include photos and/or images relating to your specific organisation or sector.



Example 1

Page from a computer-marked assessment
(Provided by LEIA, London)

You are looking for 2 Major Hazards **8 of 10**

- Slip, Trip or Fall on the same level
- Falls from Height
- Moving or Flying Objects
- Hazardous Substances
- Nips and Traps
- Edges and Sharps



LEIA

Employee accessing container used as on-site storage during installation.


11

Copyright: LEIA

If you're creating an eLearning or blended course, why not include short online tests to help prepare delegates. Your online system can automatically mark the tests and provide feedback.

Example 2

Page from a multi-format assessment paper
(Provided by ARMSA Consulting, Cheshire)



IOSH Managing Safely for the Power Sector Assessment A

Name

Date

Mark

Course Provider: ARMSA Consulting

1. A safety document may include (Put a ✓ opposite **ONE** of the options)

A risk assessment		For markers use
A method statement		
A permit to work		
All of the above		

2. List **three** risk controls from the hierarchy of risk control.

1		For markers use
2		
3		

3. List **three** types of information you should record on your risk assessment form

1		For markers use
2		
3		

Copyright: ARMSA Consulting



How should you write your end-of-course assessment for a bespoke course title?

If you're writing a completely new course or you've already written a new course you'll be responsible for writing the end-of-course assessments.

Your delegates' understanding of the course material is evaluated using a question paper and, where applicable, a practical assessment. As a general guide here are some examples of different types of assessment papers:

- Basic level assessment – 10 questions plus a hazard identification exercise or witnessed activity.

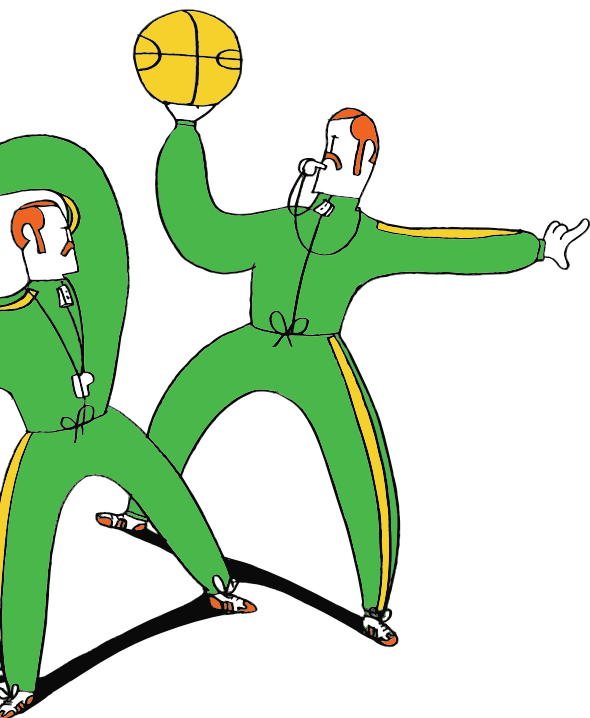
You may want to use a witnessed-based assessment if your delegates need to demonstrate an activity. For example, there may be a physical requirement on a patient-handling course or they may need to show a good lifting technique on a manual handling course.

If you decide to include a witnessed activity, we'll require a witness statement from you. Please make sure the witness is someone independent of the delegate. For example, another trainer from your organisation, a subject expert (a fire-fighter on a fire assessor course), a manager/supervisor or, in exceptional circumstances, another course delegate (making sure the witness carries out the task objectively). This should be arranged in advance by you and any costs are your responsibility.

- Safety representative assessment – 15 questions plus a practical exercise relevant to the role. For example, a workplace inspection and record of findings, and remedial action.
- Supervisory level assessment – 15 questions plus a practical exercise relevant to the role. For example, recording unsafe acts and unsafe conditions.
- Management level assessment – 22 questions plus a risk assessment exercise, usually based in the learner's workplace.
- Senior level assessment – 10 multi-choice questions.

For distance learning, blended learning or eLearning programmes, the assessment may be provided online – so long as you can set up a secure environment. The assessment process must be approved before you run your first course.

You should send us your proposed assessments for approval together with your application form. If you'd like us to help you in developing your end-of-course assessments, please give us a call.



Your company name – Witness statement

Course title	
Delegate name	Date of assessment

<p>Delegate statement: (Description of activity undertaken by the delegate)</p> <p>1.</p> <p>2.</p> <p>3.</p>

<p>Witness statement: (Confirm above description and authenticate the activity undertaken by the delegate. Confirm, where possible, the extent to which you consider the delegate to have met the assessment requirements)</p> <p>1.</p> <p>2.</p> <p>3.</p>
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Witness name	
Position/Job title	
Witness signature	Date
Delegate signature	Date
Trainer signature	Date

A template for a *Basics of manual handling course* practical assessment – observation checklist for you to use

Your company name
Practical assessment – observation checklist
Course title
Delegate name
Date of assessment
Trainer name
Description of the task

	Y/N	Mark	✓
Load			
Was the stability of the load checked?		1	
Did the delegate check any labels?		1	
Was the condition of the load checked – heavy or bulk?		1	
Was the condition of the load checked – sharp, hot, cold?		1	
Individual			
Was the object tested first?		1	
Was the delegate stable before moving off?		1	
Was the delegate's back in a natural line?		1	
Did the delegate start the lift with the legs?		1	
Was the load close to the delegate's body?		1	
Task			
Did the delegate twist or stoop with the load?		1	
Was there any bending in posture?		1	
Did the delegate hold the object close to their body?		1	
Was the lift/put down controlled?		1	
Was the load within limits?		1	
Was there any risk of sudden movement of the load?		1	
Environment			
Did the delegate sufficiently observe the environment?		1	
	Total mark	16	

Trainers must satisfy themselves that delegates fulfil all criteria on the checklist to pass

Pass / Fail (please circle as applicable)
Comments
Witnessed by
Signature
Date

Example 1

Page from a manual handling course assessment – theory
(Provided by Pulse Safety Limited, Nottinghamshire)

Basics of Manual Handling Assessment

Name: _____

Today's Date: _____

Company Name: _____

1. What area of the body is most likely to be injured as a result of manual handling?

- a. Your arms
- b. Your toes
- c. Your back
- d. Your head

ANSWER

C

2. What is the first measure that should be taken to reduce the risk of manual handling activities?

- a. Train staff in the safe ways to correctly lift
- b. Reduce the weight of the load
- c. Avoid the manual handling activity initially
- d. Undertake a full manual handling risk assessment

ANSWER

C

3. What does **not** need to be considered when assessing a manual handling operation?

- a. The weight of the load to be lifted
- b. The capability of the lifter
- c. The colour of the load
- d. The distance the load needs to be carried

ANSWER

C

4. Pressure on the back can be reduced when carrying a load by?

- a. Holding the load away from the body
- b. Holding the load close to the trunk of the body
- c. Holding the load at over your shoulders
- d. Holding the load with one hand

ANSWER

B

5. A 'two man' lift will reduce the effort need to lift by approximately?

- a. 50%
- b. 60%
- c. 75%
- d. 33%

ANSWER

D

Issuing IOSH certificates, CertifiCards and passports

As part of your terms and conditions of licence you'll issue every successful delegate with an IOSH certificate that we'll produce for you. The certificate will have the name of your course and organisation printed on it. If you want to, you can have your own company logo printed onto it as well. Please call our customer support team on +44 (0)116 257 3192 to find out how much that would cost.

If you're delivering a course to at least 250 people a year, you can offer successful delegates a CertifiCard as a flexible alternative to the IOSH certificates. We'll work with you to design your very own bespoke card, incorporating the IOSH logo and security features.

If you're delivering a Working safely course then you can offer your delegates an IOSH passport. Some delegates, such as contractors and multi-site workers, prefer a card to a certificate because it's more handy and portable.

If you'd like your own designed CertifiCard or passport card, or for more information, please contact our customer support team on +44 (0)116 257 3192 or training@iosh.co.uk



CertifiCard provided by X-Venture

Designing your delegate feedback form

Finding out what your delegates think about your course is a very important part of the development process. Delegate feedback helps you to identify what works well and what doesn't, so you can amend and improve your course if needed. You could also use the positive comments from delegates for your promotional material.

There are three key areas to include when designing your delegate feedback. These are:

1. the course
2. the trainer
3. the training facilities.

We've included a delegate feedback form for you to use, or you may want to develop a form that's similar to this but is more specific to the course you're delivering.

When should you give your delegates a feedback form to complete?

That's up to you. Trainers tell us that they hand their feedback forms out at varying times and have different opinions on what works best.

Some of our trainers hand out their feedback forms:

- at the beginning of the course so it can be completed as the course progresses
- before delegates complete the end-of-course assessment
- after the end-of-course assessment
- a week after the course – some trainers believe this gives delegates more time to reflect on the course and provides the trainer with more valuable feedback.

Whenever you choose to give out your feedback forms, remember they are a key part of reflecting on the course you deliver.

Your course title

Delegate feedback form

Training provider	
Course location	Course date(s)
Name(s) of your trainer(s)	

Your name
Your job title
What made you decide to come on this course?

We'd like to know how you feel about the course. How do you rate these parts?

	Excellent	Good	Poor	Very poor
Overall content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegate workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of interactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you've rated any parts as poor or very poor, please tell us why:
What did you enjoy most about the course and why?
What did you enjoy least about the course and why?

How do you rate the level of the course?

Too difficult Just right Too easy

What did you think about your trainer(s)?

	Excellent	Good	Poor	Very poor
How well did they deliver the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did they make the course interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well did they answer your questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you've rated any of these as poor or very poor, please tell us why:

What did you think of the training facilities?

	Excellent	Good	Poor	Very poor
The training facilities were...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other comments on the training facilities?

Would you recommend this IOSH approved course to other people?

Definitely Probably Probably not Definitely not

If you've said probably not or definitely not, please tell us why:

Is there anything else you'd like to tell us about the course?

Thank you for your time!

Using the IOSH logo

Our logo is an important part of our identity, and we carefully control how it's used. We need to make sure that the logo is used only in the right context, format and style.

The IOSH logo, the IOSH acronym and other elements of our corporate identity are trademarked and protected under copyright law.

You can use the IOSH logo to help promote your course (even while your course is pending approval – see overleaf). Just remember, we need to see and agree all promotional materials on which you propose to use our logo before you publicise it.

You can include our logo on:

- your presentation
- your delegate workbook
- your trainer notes
- games and quizzes
- any promotional material directly relating to your course
- your website, where you refer to your course.

Please remember that you can only use the IOSH logo to promote your IOSH approved training course – and not to imply a broader association.

If you'd like permission to use our logo, please get in touch with us. We'll guide you on how to use it correctly.

Please contact our Tailored Course Approval team for more information:

tailored.courses@iosh.co.uk
+44 (0)116 257 3194



Promoting your course pre-approval

You can use the IOSH logo to promote your course while we are approving your materials. However, you must make it clear in your promotion that the course is pending IOSH approval.

Remember, we'll need to see and agree any promotional material before you publicise it (see previous page).



Recommended reading

Books

Title	Author	Publisher
Basic Training for Trainers: A Handbook for New Trainers	Gary Kroehnert	McGraw-Hill Professional; 3rd edition
Designing and Delivering Training	David Simmonds	Chartered Institute of Personnel and Development
Effective safety and health training	Barbara M. Hilyer D. Alan Veasey Kenneth W. Oldfield Lisa Craft McCormick	CRC Press
Health and safety games for trainers	Graham Roberts-Phelps	Gower Publishing Ltd
How to engage, inspire and stimulate your audience	Dan Terry	Cana Publishing UK
The accelerated learning handbook	Dave Meier	McGraw-Hill Professional
The ASTD Handbook of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs - Instructor-led	Piskurich, Beckschi and Hall	McGraw-Hill Professional; 2nd edition
The Psychology of Effective Learning and Teaching	Matthew Jarvis	Nelson Thornes
The Training Design Manual: The Complete Practical Guide to Creating Effective and Successful Training Programmes	Tony Bray	Kogan Page; 2nd edition edition
How to design and deliver great training. Learn how to turn any material into lively engaging and effective training.	Alan Matthews	Create Space Independent Publishing Platform
Training for Dummies	Elaine Biech	John Wiley & Sons
Training in Practice	Stephen Truelove	Chartered Institute of Personnel and Development
101 more training games	Gary Kroehnert	McGraw-Hill Professional
102 extra training games	Gary Kroehnert	McGraw-Hill Professional
103 additional training games	Gary Kroehnert	McGraw-Hill Professional

Websites

Organisation	Web address
National Training Laboratories	www.ntl.org
The Chartered Institute of Personnel Development	www.cipd.co.uk
Training Journal	www.trainingjournal.com
The Institution of Occupational Safety and Health (IOSH)	www.iosh.co.uk/books-and-resources.aspx

Getting ready to submit your course materials

Now you've done all the hard work, don't forget to submit all your course materials, application form and payment to make sure there are no delays during the approval process. To help you with this, we've included a checklist.



Your checklist for IOSH approval courses

- Completed application form (including payment details)
- Completed and signed IOSH Training Provider Terms and Conditions of Licence document
- Trainer application forms
- References (if appropriate)
- Your course presentation slides (if appropriate) in electronic format (for example, PowerPoint presentation)
- Delegate workbook
- Any training resources that you intend to use (for example, games and quizzes)
- Lesson plan and timetable
- Trainer notes
- Assessments and marking schedule
Please include:
 - a. Overall marks
 - b. Total available marks for the written assessment and, if applicable, a practical project
 - c. Individual marks for each question
 - d. Individual marks allocated for each component of the practical project, if applicable
 - e. Additional assessment paper in case of resits and its marking schedule
- Copy of delegate feedback form
- Any further supporting information (for example, reference sources)
- A completed template syllabus (if you're not following an IOSH syllabus)

Get in touch

We're only a phone call away, so if you need more help and guidance please don't hesitate to contact us:

tailored.courses@iosh.co.uk
+44 (0)116 257 3194

'Our experience was made so interesting, creative and simplified that we are almost ready for attempting a second course'

trainer

Your thoughts on this training guidance book

If you've arrived at this page, then we're assuming you've worked your way through the book – and we'd really like to know what you think of it! How has it helped you? How could we improve it?

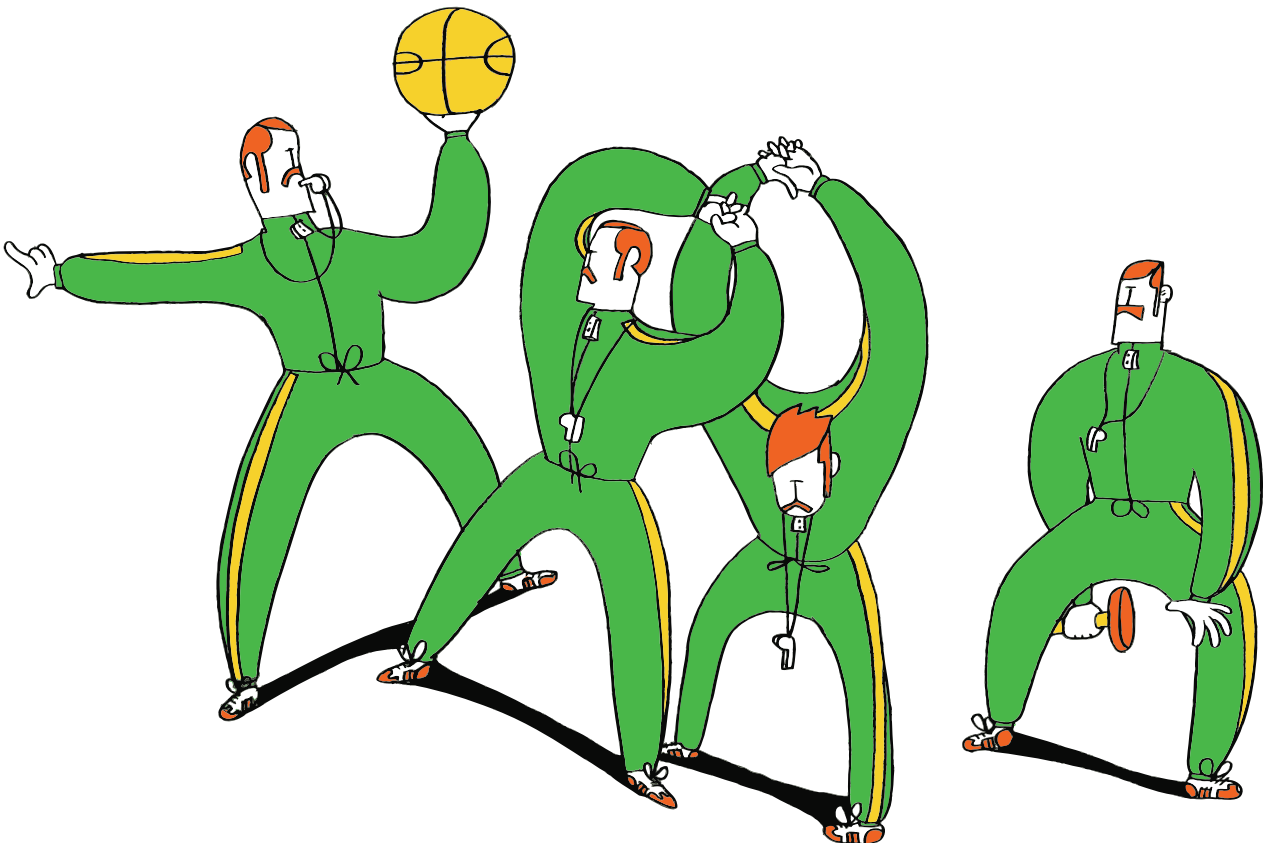
We'd love to hear from you – so please drop us an email at feedback@iosh.co.uk and tell us.

Many thanks

Last but not least, thank you!

We'd like to say thank you to our training providers who have worked with us on this project and contributed to the development of this book.

You're all stars!



Notes please use this page to make any notes yourself

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IOSH is the Chartered body for health and safety professionals. With more than 44,000 members in over 120 countries, we're the world's largest professional health and safety organisation.

We set standards, and support, develop and connect our members with resources, guidance, events and training. We're the voice of the profession, and campaign on issues that affect millions of working people.

IOSH was founded in 1945 and is a registered charity with international NGO status.

Institution of Occupational
Safety and Health
Founded 1945
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