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**Guidance**

**Health and safety training and awareness**

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**Document versions**

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| --- | --- | --- | --- |
| **Number** | **Date** | **Author** | **Further information** |
| 1.00 | 13/11/2020 | Gary Wood (Health and Safety Adviser) | New document |
| 1.01 | 20/08/2021 | ‘Document versions’ summary table added |
| 1.02 | 18/11/2022 | Reflect launch of new combined ‘Health and safety and fire safety’ general awareness resource delivered through LearnUpon |
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**1.0 Introduction**

This guidance clarifies the legal framework for providing health and safety training, assisting academic schools and support services in delivering successful health and safety training.

Successful health and safety training will, amongst many things: -

1. Assist the university in fulfilling its statutory and common law duties of care;
2. Reduce the likelihood of staff, students and others being injured or made ill from activities, facilities etc. which the university has responsibility for;
3. Develop and maintain a positive health and safety culture across all stakeholders; and
4. Contribute to continued health and safety competence throughout the university.

**2.0 Legislative requirements**

**2.1 Members of staff**

Primary duty is within the Health and Safety at Work Act to provide whatever information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety of employees.

The Management of Health and Safety at Work Regulations expand the general duty under the Act by requiring employees are provided with adequate health and safety training, including: -

1. On commencement of employment (i.e. induction training);
2. Where exposed to new or increased risks to their health and safety (e.g. arising from new or changed roles and responsibilities, the introduction of new or changes to existing work equipment, systems of work); and
3. Maintaining and updating competence (i.e. refresher training).

Individual regulations (e.g. display screen equipment, manual handling and hazardous substances) include general or specific requirements covering the provision of health and safety training.

Any health and safety training must be provided during working hours and at no-cost to the employees receiving it.

**2.2 Students and others**

Whilst there is no explicit legal duty placed on the university to provide its students and others with health and safety training and awareness, doing so enables the university to fulfil its statutory duty to ensure, so far as is reasonably practicable, the health and safety of non-employees who are affected by its activities, access and utilise its facilities etc.

**3.0 University’s health and safety policy**

The policy places an overall requirement on academic schools and support services to have in place arrangements to ensure *‘Members of staff, researchers and students will receive the necessary levels of health and safety information, instruction, training and awareness to enable competency in carrying out their work, research and study-related activities’*.

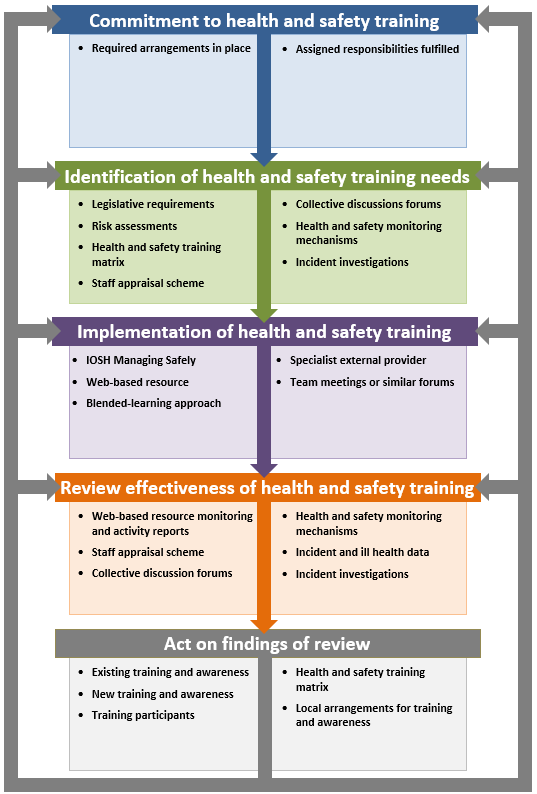
The policy has separate and specific requirements focussing on health and safety instruction, information and training as part of induction processes for members of staff, students and researchers.

**4.0 Delivering successful health and safety training**

There are five steps involved, these being: -

1. A commitment within the academic school or support service to health and safety training;
2. Having in place mechanisms to identify health and safety training needs;
3. Delivering the health and safety training that has been identified;
4. Review that training has been completed within specified timescales and the effectiveness of the health and training that has been delivered; and
5. Act on the findings of those health and safety training reviews.

The following chart captures each as a process with the individual components that are relevant to each step. These components will typically interact with each other. There is also accompanying information on each component.

**5.0 Successful health and safety training: step-by-step process**

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| --- | --- | --- | --- | --- |
| **Step** |  | **Component** |  | **Supporting information** |
|  |  |  |  |  |
| **Commitment to health and safety training** |  | **Required arrangements in place** |  | Local arrangements will ensure those identified as needing to access the respective health and safety training or awareness as part of their work, research or studies are: -   * Made fully aware of this at the earliest opportunity; and * Able to easily access that resource, completing what’s required of them within reasonable time frames. |
|  |  |  |  |
|  | **Assigned responsibilities fulfilled** |  | Responsibilities are not confined to those holding management roles in respect of ensuring the necessary training or awareness is available and those who require this are able to: receive it; have completed what’s required of them; and go onto to apply this to their areas of work, study or research.  Members of staff, students and researchers that training or awareness is targeting also have responsibilities to: ensure they do access the respective resources and complete these in accordance with what’s required of them; and go onto apply resultant knowledge, understanding etc. to their areas of work, study or research. |
|  |  |  |  |  |
| **Identification of health and safety training needs** |  | **Legislative requirements** |  | Existing, revised and new health and safety legislation can place specific requirements for health and safety training. Such requirements could be communicated from the university’s Office of Health and Safety or Health and Safety Committee, or identified locally and result in additional or new health and safety training or awareness needs within the respective academic schools or support services. |
|  |  |  |  |
|  | **Risk assessments** |  | Health and safety training or awareness is a typical management measure arising from risk assessment processes, whether as a stand-alone measure or in support of other risk management measures. |
|  |  |  |  |
|  | **Health and safety training matrix** |  | Where in place a matrix can assist in identifying both essential and desirable health and safety training and awareness requirements against individual members of staff or against roles within the academic school or support service. The latter can also provide a ‘heads-up’ in preparation for individuals who’ll be taking up or moving into those roles. |
|  |  |  |  |
|  | **Staff appraisal scheme** |  | The scheme offers opportunities for the appraiser **and** appraisee to identify, discuss and agree development needs. These can include definite and potential health and safety training and awareness requirements relevant to current and potential future roles and responsibilities over the forthcoming appraisal period. |
| **Step** |  | **Component** |  | **Supporting information** |
|  |  |  |  |  |
| **Identification of health and safety training needs (continued)** |  | **Collective discussion forums** |  | Forums such as local health and safety committee meetings or general team meetings offer opportunities for collective discussions on health and safety matters, including where additional or new health and safety training or awareness is required, will bring benefit etc. Reported concerns, an incident, in preparation for new areas of activity or facilities, secure performance against targets or to simply refresh or reinforce understanding could be potential triggers for those discussions. |
|  |  |  |  |
|  | **Health and safety monitoring mechanisms** |  | These will include health and safety inspections, health and safety audits evacuation practices and similar testing of emergency procedures. Observations, discussions, interviews and documentation reviews during such inspections, audits, practices and tests could identify opportunities to improve behaviours, facilities, arrangements etc. through new health and safety training or awareness, changes or reinforcement of existing. |
|  |  |  |  |
|  | **Incident investigations** |  | For reported incidents falling under the respective academic school or support service’s area of responsibility required, improved or reinforced health and safety training or awareness may be identified through basic, underlying and root cause analysis as part of the follow up investigations and actions arising from these. |
|  |  |  |  |  |
| **Implementation of health and safety training** |  | **IOSH Managing Safely** |  | An externally accredited training course that’s delivered in-house. It is aimed at **all** who take responsibility for people, equipment and facilities or coordinate activities, events etc. to enable them to sensibly and successfully manage the resultant health and safety risks. |
|  |  |  |  |
|  | **Web-based resource** |  | Currently the university’s Brightspace web-based resource, this delivers and reinforces awareness of specific topics (e.g. fire safety, manual handling, safe use of ladders and step ladders). Individuals demonstrate and confirm understanding of the respective topics through successful completion of an end assessment. |
|  |  |  |  |
|  | **Blended learning approach** |  | Targeting particular areas of risk (e.g. manual handling) a practical-based element is takes place in the area where the particular activities take place, those activities and equipment that’s used etc. being specifically focussed on. This supplements awareness already secured through the web-based resource. |

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| **Step** |  | **Component** |  | **Supporting information** |
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| **Implementation of health and safety training (continued)** |  | **Specialist external provider** |  | Will be targeting specific areas of risk within individual academic schools and support services (e.g. radiation, lasers, asbestos). Accredited providers may be required under specific regulations or deemed as appropriate to demonstrate clearly the fulfilling specific statutory duties. Specific regulations may also require formal assessment, resultant certification etc. |
|  |  |  |  |
|  | **Team meetings or similar forums** |  | Such meetings or forums can be utilised as an opportunity when health and safety awareness relevant to the collective or a certain group can be promoted or reinforced (e.g. by presentation). |
|  |  |  |  |  |
| **Review effectiveness of health and safety training** |  | **Web-based resource monitoring and activity reports** |  | Assist academic schools and support services in establishing whether individuals or groups have successfully completed the respective awareness, especially where such was requested or agreed with a specific timeframe (e.g. targets set by governance for topics relevant across the university community, for topics relevant to the risk profile of job roles or in response to an incident and an action arising from the resultant follow up). |
|  |  |  |  |
|  | **Staff appraisal scheme** |  | The scheme offers opportunity for the appraiser and appraisee to review any health and safety training or awareness that were identified and agreed as development needs for the period (e.g. content and relevance, successful application into the appraisee’s role and responsibilities or barriers that have prevented this). |
|  |  |  |  |
|  | **Collective discussion forums** |  | Forums such as local health and safety committee meetings or general team meetings (e.g. at departmental level) offer opportunity for collective discussions on health and safety training or awareness successes or areas for improvement, especially in relation to its application within the workplace etc. These discussions could be on-going (e.g. over several meetings) or take place by a specific time (e.g. several months after completion and participants have had opportunity to apply their learning). The contributions of the participants are the key element of this review mechanism. |
|  |  |  |  |
|  | **Health and safety monitoring mechanisms** |  | Mechanisms such as health and safety inspections and audits offer opportunity to review, through documentation and discussion, health and safety training and awareness arrangements including: take up levels, especially against any predetermined targets; quality and relevance of content and chosen delivery methods; and resultant application by individuals into their roles and responsibilities. |

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| **Step** |  | **Component** |  | **Supporting information** |
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| **Review effectiveness of health and safety training (continued)** |  | **Incident and ill health data** |  | Particular trends in reported injury incidents or incidence of ill health may indicate reviews of existing risk management measures are required, including the take up, quality or application of health and safety training or awareness that was identified and implemented as a risk management measure or not. |
|  |  |  |  |
|  | **Incident investigations** |  | Basic, underlying and root cause analysis as part follow up investigations of individual incidents may identify a lack of health and safety training or awareness, or that existing provision is inadequate or inappropriate. This may be relevant not only to the specific incident being investigated but also have wider implications for the academic school or support service (e.g. other areas of activity and associated risks, adoption of similar arrangements elsewhere). |
|  |  |  |  |  |
| **Act on findings of review** |  | **Existing training or awareness** |  | The content of existing health and safety training and awareness continues or this is updated and adapted to better suit evolving needs within the academic school or support service. |
|  |  |  |  |
|  | **New training or awareness** |  | New areas of training or awareness, whether its generic topics or content and delivery that is better suited to specific areas of risk within the academic school or support service, may arise from review mechanisms. |
|  |  |  |  |
|  | **Training or awareness participants** |  | New groups of participants may be identified or increased participation is required by existing groups, achieved through greater encouragement, establishing mandatory attendance, completion deadlines etc. |
|  |  |  |  |
|  | **Health and safety training matrix** |  | Where in place the matrix is a dynamic document from simple updating to reflect training or awareness that has been completed through to the introduction of new topics or assigning existing topics to other groups, job roles etc. arising from one or more of the review mechanisms that has been carried out. |
|  |  |  |  |
|  | **Local arrangements for training and awareness** |  | From identification through to review, new arrangements for health and safety training and awareness or revisions to existing approaches may arise (e.g. include within staff appraisal scheme, periodically include in team or similar meetings, periodic health and safety inspections specifically focus on training and awareness). |

**6.0 Health and safety training relevant to individual roles, responsibilities and areas of activity**

The following table provides guidance on areas of health and safety training and awareness that are currently available through the university’s central resource and: -

1. The relevance to individual roles and responsibilities and areas of activity within the university;
2. Method of delivery; and
3. General or specific legislative or university requirements for ensuring the particular training or awareness is received.

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| **IOSH Managing Safely (nationally accredited training)** | | |
|  |  |  |
| **Relevant to** |  | Area health and safety coordinators and deputies within academic schools and support services.  Members of research groups and centres, especially science and engineering-based environments.  Line managers and supervisors, especially where activities and facilities present wide-ranging health and safety risks.  Those with responsibility for organising and coordinating events both on and off-campus. |
|  |  |  |
| **Delivery** |  | 7 ‘taught’ modules of face-to-face delivery (as stipulated by IOSH as the accrediting body). |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 13 – Management of Health and Safety at Work Regulations 1999 |

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| **General health and safety awareness** | | |
|  |  |  |
| **Aspect** |  | **Induction and periodic refresher** |
|  |  |  |
| **Relevant to** |  | All new members of staff (except for Catering Services and Cleaning Services).  Affiliate account holders where nature of role meets requirements given within the account creation and approval process.  Existing members of staff. |
|  |  |  |
| **Delivery** |  | ‘Health and safety and fire safety general awareness’ web-based resource delivered through LearnUpon. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974 |
|  |  |  |
| **University requirements** |  | New members of staff and relevant affiliate account holders are required to successfully complete the topic within 30 working days of their start date at the university.  This awareness is refreshed at least once every three years. |

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| **Fire safety** | | |
|  |  |  |
| **Aspect** |  | **General awareness** |
|  |  |  |
| **Relevant to** |  | All new members of staff (except for Catering Services and Cleaning Services).  Affiliate account holders where nature of role meets requirements given within the account creation and approval process.  Existing members of staff. |
|  |  |  |
| **Delivery** |  | ‘Health and safety and fire safety general awareness’ web-based resource delivered through LearnUpon. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Article 19 – Regulatory Reform (Fire Safety) Order 2005 |
|  |  |  |
| **University requirements** |  | New members of staff and relevant affiliate account holders are required to successfully complete the topic within 30 working days of their start date at the university.  This awareness is refreshed at least once every three years. |
|  |  |  |
| **Aspect** |  | **Use of fire-fighting equipment** |
|  |  |  |
| **Relevant to** |  | Those undertaking activities and holding roles and responsibilities in areas with increased risks should an unwanted fire occur (e.g. laboratories, workshops, kitchens, working with flammable materials and heat sources).  Campus support staff.  Members of staff supervising events with the public in attendance or other large gatherings of people. |
|  |  |  |
| **Delivery** |  | Session with majority allocated to attendees gaining practical experience of using fire extinguishers on a live fire demonstrator rig. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Article 21 – Regulatory Reform (Fire Safety) Order 2005 |
|  |  |  |
| **University requirements** |  | A self-condition of the university’s campus-wide premise licence, granted under the Licensing Act 2003, is any event falling under the licence will have a presence trained in the use of fire-fighting equipment. |

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| **Fire safety (continued)** | | |
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| **Aspect** |  | **Evacuation marshals and wardens** |
|  |  |  |
| **Relevant to** |  | All members of staff, especially as all have a potential role in building evacuation procedures. |
|  |  |  |
| **Delivery** |  | Building specific sessions consisting of presentation the main principles of the evacuation procedures followed by ‘walk though’ of those procedures. |
|  |  |  |
| **Legislative requirements** |  | Section 2 – Health and Safety at Work etc. Act 1974  Article 21 – Regulatory Reform (Fire Safety) Order 2005 |

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| **Manual handling** | | |
|  |  |  |
| **Aspect** |  | **General awareness** |
|  |  |  |
| **Relevant to** |  | All members of staff and others whose roles and working environments create a perception of manual handling injuries being low or no risk (e.g. office-based, administrative activities). |
|  |  |  |
| **Delivery** |  | ‘Manual handling safety general awareness’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 4 – Manual Handling Operations Regulations 1992 |
|  |  |  |
| **Aspect** |  | **Blended-learning** |
|  |  |  |
| **Relevant to** |  | Members of staff and others whose roles and working environments involve manual handling activities with heavier and more complex loads, especially where these are integral to daily tasks (e.g. campus support, maintenance, technical support for workshops and laboratories). |
|  |  |  |
| **Delivery** |  | The practical-based element is the primary focus that includes the types of manual handling activities, actual loads encountered and any handling aids utilised, and the environments and facilities where these activities actually take place. This supplements the general awareness already secured through the university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 4 – Manual Handling Operations Regulations 1992 |

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| **Handling violence and aggression within the workplace** | | |
|  |  |  |
| **Relevant to** |  | Members of staff and others where roles involve assisting and dealing with individuals in situations that are sensitive or could be potentially confrontational. |
|  |  |  |
| **Delivery** |  | ‘Handling violence and aggression within the workplace’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974 |

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| **Work at height** | | |
|  |  |  |
| **Aspect** |  | **Use of ladders and step ladders** |
|  |  |  |
| **Relevant to** |  | Those using ladders, step ladders or similar for light duty and short duration work, whether frequent or otherwise. |
|  |  |  |
| **Delivery** |  | ‘Safe use of ladders and step ladders’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 5 – Work at Height Regulations 2005 |

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| **Noise** | | |
|  |  |  |
| **Relevant to** |  | Individuals whose activities mean exposure to noise levels where, if risk management measures aren’t understood and applied, could result in both short and longer-term damage to hearing. |
|  |  |  |
| **Delivery** |  | ‘Noise at work and protecting you hearing’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 10 – Control of Noise at Work Regulations 2005 |

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| **Assessing and managing health and safety risks** | | |
|  |  |  |
| **Relevant to** |  | Individuals having responsibility for, involved with or directly contributing to local risk assessments, including decisions on the resultant risk management measures.  Those who’ve undertaken more detailed training (e.g. IOSH Managing Safely) have opportunity to reinforce and refresh understanding with the specific subject matter. |
|  |  |  |
| **Delivery** |  | ‘Analysing and managing health and safety risks’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 13 – Management of Health and Safety at Work Regulations 1999 |

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| **Display Screen Equipment (DSE)** | | |
|  |  |  |
| **Aspect** |  | **Using DSE, tablets and similar mobile devices** |
|  |  |  |
| **Relevant to** |  | Primarily targeting those classed as ‘users’ of DSE (i.e. typical daily use exceeds one hour). |
|  |  |  |
| **Delivery** |  | ‘Display screen equipment’ topic – university’s web-based resource. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulations 6 and 7 – Health and Safety (Display Screen Equipment Regulations) 1992 |
|  |  |  |
| **Aspect** |  | **DSE coordinators** |
|  |  |  |
| **Relevant to** |  | Those who undertake the role of DSE coordinate within their academic school or support service. |
|  |  |  |
| **Delivery** |  | Through specifically organised sessions to enable coordinators to assist individuals raising concerns either directly or through the university’s workstation assessment process. |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulations 2, 6 and 7 – Health and Safety (Display Screen Equipment Regulations) 1992 |

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| **First aid** | | |
|  |  |  |
| **Aspect** |  | **First aid at work qualifying course** |
|  |  |  |
| **Relevant to** |  | Those who wish, and have been approved, or are required to undertake the role of first aider. |
|  |  |  |
| **Delivery** |  | 3-day training course delivered by an external provider |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 3 – The Health and Safety (First Aid) at Work Regulations 1981 |
|  |  |  |
| **Aspect** |  | **First aid at work requalifying course** |
|  |  |  |
| **Relevant to** |  | Current first aid personnel continuing to undertake the role and coming up to the conclusion of their current three-year period since last qualifying or requalifying course. |
|  |  |  |
| **Delivery** |  | 2-day training course delivered by an external provider |
|  |  |  |
| **Legislative requirements** |  | Sections 2 and 3 – Health and Safety at Work etc. Act 1974  Regulation 3 – The Health and Safety (First Aid) at Work Regulations 1981 |
|  |  |  |
| **Additional information** |  | Where a 3-year training period **lapses** the individual will be required to retake the first aid at work qualifying course should they wish to continue as a first aider |

***Notes***

1. *The topics provided are relevant to common areas of health and safety across the university. This is not an exhaustive list. Schools and support services should contact the Office of Health and Safety (OHS) or the Occupational Health Department (OHD) to discuss any areas of activity identified locally where training and awareness are required for risk management purposes.*
2. *Unless stipulated the methods of delivery are not prescriptive. Schools and support services can work with OHS or OHD to secure a delivery method (or combination of methods) best-suited to local working arrangements and the extent of risks to health and safety involved.*
3. *Unless stipulated (e.g. a regulatory requirement, by an accrediting body) methods of delivery can be adapted to best suit the topic being covered and the requesting school or support service’s arrangements. Examples can include short awareness sessions that are: -*
   * 1. *Practical-based and delivered within the specific working environment to supplement awareness delivered through the university’s web-based platform; and*
     2. *Specific to the situations and risks associated with the topic that encountered by the school or support service and delivered at team meetings or other opportunities where the respective members of staff are already brought together.*

**7.0 Health and safety training matrix**

The development and implementation of a health and safety training matrix can provide academic schools and support services with a mechanism for ensuring health and safety training needs are consistently identified and being achieved. There is **no set format**.

A basic matrix can identify areas of training that are essential and desirable against categories of staff (e.g. academic, technical, administration).

A more detailed approach is to identify specific job roles or named individuals and the training that is required by these. This can provide a mechanism for monitoring the take up of training, especially where target dates for completion of initial or refresher training are set. It is important to remember if only one matrix is in place, especially within the academic schools and larger support services, such an approach can: -

1. Significantly increase the size of that matrix; and
2. Require greater coordination administrative-wise keeping the matrix up to date (e.g. new starters, changes in job roles, when individual training has been completed).

Where it is a single matrix or collective of matrices, a basic or more detailed approach, or combination of both, any matrix will need to be dynamic and reflect: -

1. Changes to staffing structures;
2. New training topics; and
3. Where new training needs are identified.

**8.0 Record keeping**

The retention of training records, including the material that has been covered etc. enables the university to demonstrate it has and is fulfilling both its statutory and common law duties of care.

The university’s electronic document management and records system should be used for maintaining and retaining health and safety training-related documents (e.g. content, attendance lists etc.) as follows: -.

1. Central health and safety area for training delivered by, or organised through, the Office of Health and Safety or the Occupational Health Department; and
2. Academic school and support service-specific health and safety areas for self-organised and/or delivered training, and health and safety training matrices.

The university’s retention and disposal schedule provides guidance on periods for respective documentation by specific areas of risk, topic etc.

**9.0 Further information**

‘[Health and Safety Training](https://staff.hud.ac.uk/healthandsafety/training/)’ area – Office of Health and Safety website

‘[First Aid](https://staff.hud.ac.uk/healthandsafety/firstaid/)’ section – Office of Health and Safety website

‘[Display Screen Equipment](https://staff.hud.ac.uk/oh/displayscreenequipment/)’ area – Occupational Health Department website

[University’s Retention and Disposal Schedule](https://www.hud.ac.uk/media/policydocuments/Retention-Schedule.pdf)