

# Welcome to the Local Guide to Induction at York St John

## Purpose of the *Local Guide to Induction*

The purpose of this guide is to provide:

- An overview of the generic purpose of induction
- The background leading to the development of the induction programme
- A summary of the key elements of induction
- Information on the key players, roles and responsibilities required for successful induction
- Checklists to clarify the key activities which need to be undertaken to ensure successful induction

For new members of staff, joining a new organisation can be like climbing to the top of a mountain; tough and stressful but very satisfying when they finally reach the summit and they feel they know their way around and feel they belong.

It is the role of both the manager and mentor to make that journey easier and less stressful for those new members of staff. This guide sets out to help you to do just that.

Everyone knows that the success of any organisation depends upon its ability to recruit and retain excellent staff at every level. First impressions are important, and induction procedures can make the difference between retaining and losing good staff.

The speed with which new staff (or staff taking up a different post) are able to be effective, together with how they are subsequently managed, makes all the difference.

This structured guide provides a YSJ-wide and consistent approach to induction.

However, it is recognised that new members of staff will need to know information that will vary according to their job and faculty/department, so the guidelines allow you some flexibility and control over the process. It is also recognized that some faculties and departments have their own induction material. In this case, these guidelines can be used alongside your current material.

Please read this guide thoroughly to ensure you are familiar with the contents and do the necessary pre-arrival preparation **before** your new member(s) of staff starts.

We hope that you find this guide useful and informative. Should you require any clarification or wish to discuss any aspect of Induction further, please contact the Staff Development team.

## Contacts

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## Induction – what is it all about?

### Why is induction important?

Induction is the process by which a new member of staff is effectively integrated into the organisation for the benefit of both parties. It encompasses all contact from the moment they are offered the job until they feel part of their team and the organisation.

The University (and therefore its faculties and departments) has obligations and duties in law to provide new members of staff with information about the employment contract, its terms and conditions and health & safety in the workplace.

However, induction is much more than that. It is the whole process of helping new members of staff to get to know York St John and its working environment and to be quickly effective in whatever they are here to do.

This means providing them with all the information, support, advice and development they may need. It is important to recognise that this will be different for each new person and that changes will be necessary to ensure the information is relevant to each individual.

### Who receives induction?

Every new recruit, regardless of role, grade or hours worked, needs an induction programme. Members of staff who are changing roles internally will also need a local induction to welcome them into their new team and settle them into their new role.

Although some of the checklists in this guide will be helpful for staff who are changing roles/departments, it is specifically aimed at staff who are new to the University.

### What are the benefits of an effective induction programme?

- Help new staff to integrate into the team
- Help new members of staff become effective quickly
- Maintain and improve morale, particularly of the new recruit
- Improve motivation, performance and knowledge
- Enable the new member of staff to adapt to the workplace culture, norms and values
- Ensures legislative information, policy and procedure are properly communicated
- Reduce incidents of costly early resignation

## What are the key elements of an effective Induction programme?

- Physical orientation – describing where the facilities are
- Organisational orientation – showing how the new member of staff fits into the team
- Explanation of terms and conditions, policies and procedures
- Details of the University's history, products and services, its culture, vision and values
- A clear outline of the job role and responsibilities
- An opportunity to meet with key people within the team and the wider organisation whom the new member of staff will work and liaise with
- Meet with key people

## Induction – Our Strategy

### What is the main aim of the strategy?

The aim of the strategy is to create an induction experience that is holistic, integrated throughout YSJ and incorporates best practice in higher education staff induction. The aim is to meet the needs of individual faculties and departments, whilst supporting new staff as they adjust to their new job, team and working environment.

### What are the strategic goals of induction?

The goals of the Induction Strategy are to:

- Support the strategic vision, mission and values of YSJ
- Harness best practice
- Make induction more responsive to faculty and departmental needs
- Design a process that would meet the needs of staff whatever their grade, role or hours of work
- Be accessible throughout the year
- Encourage the commitment and motivation in new recruits to play the key role in managing their personal and professional development

### What is different from before?

The key changes to this induction programme are:

- There are 3 integrated levels of induction
  1. Pre-arrival induction
  2. Local induction
  3. YSJ induction
- The design and production of this *Local Guide to Induction*
- The design and production of a *Personal & Professional Development Handbook*, which acts as the recruit's essential guide throughout induction
- The identification of the role of mentor. This is a member of the team who will guide and support the new recruit throughout the period of induction. Some teams have already successfully established such a role
- The YSJ induction has been shortened and will be available to all new recruits at intervals throughout the year

The following pages provide more detail about each of the 3 integrated levels of induction.

## What is Pre-arrival induction?

### Aim

To create a positive impression of YSJ as an employer

### Components

- Job offer made and accepted
- HR issue offer letter and contract
- Manager identifies mentor
- Staff Development issue welcome letter and overview of the induction programme, including details of the new member of staff's mentor
- Manager briefs mentor (see page 16 for more information on the mentor's role and responsibilities)
- Manager informs team of the arrival of new recruit
- Manager telephones the new member of staff, confirming the details for their first day
- Manager and mentor prepare for the arrival of the new member of staff (see checklists)

### Learning Outcomes

As a result of the pre-arrival induction, the new member of staff will:

- Feel that they are welcomed and valued, therefore maintaining their good first impression of YSJ
- Know when and where they will be expected to arrive on the first day and who will be there to meet them
- Be aware of the plans made to induct them into their new post
- Be reassured that they will be looked after until they are familiar with the new job

## What is Local Induction?

The successful integration of new staff is significantly affected by the quality of the induction that they experience in their immediate working environment. For this reason, this is the most significant and important part of the whole induction process. This will start at pre-arrival and continue until they have become settled into their new post.

### Aim

To put the new member of staff at ease and to support them until they have become integrated into their new role and team and are contributing effectively with a strong understanding of the faculty/department ethos.

### Components

- This *Local Guide to Induction*
- A set of checklists which have been designed to set out the key activities that need to be undertaken on:

- The first day
- The rest of the first week
- The first month
- The second month and beyond

These checklists can be used as they are or amended as appropriate to meet the needs of the faculty/department.

- A *Personal & Professional Development Handbook* for the new member of staff, which acts as an essential guide throughout induction
- Regular reviews of progress with both their manager and mentor

### Learning Outcomes

As a result of effective local induction, the new member of staff will:

- Be comfortable and familiar with their immediate working environment and the university generally
- Understand his/her role and responsibilities
- Understand all relevant security issues
- Begin to be aware of office and departmental procedures as appropriate to the post

- Begin to be familiar with appropriate University departments, policies and practices
- Be fully trained to use all equipment and IT processes relevant to the post
- Know where and how to access all materials and information relevant to the post
- Know how and where to find help if it is required

## What is YSJ Induction?

This is designed to enable all staff at all levels to come together and appreciate the corporate nature of York St John. It is also a good opportunity to start to think about and plan future development needs.

### Aims

- To understand our University ethos
- To begin to network with others within the University
- To become aware of the development opportunities available to staff

### Components

- A half day event, including presentations from key speakers

### Learning Outcomes

As the result of effective YSJ Induction, the inductee should:

- Feel more familiar with the sense of the University as an individual institution within the Higher Education sector
- Be aware of the development opportunities at YSJ and the services of Staff Development for personal and professional development planning
- Understand what is expected of them with regard to key HR policies

# Overview of the Personal & Professional Development Handbook

## What is the *Personal & Professional Development Handbook*?

The handbook is designed to take the new member of staff through the three levels of staff induction, then on to personal development planning and in some cases to continuing professional development. For this reason it has been called the *Personal & Professional Development Handbook* to indicate its long term usefulness.

## Objectives

The handbook acts as:

- An information resource to contain any information relating to induction and the new member of staff's individual personal and professional development
- A reference tool that will allow information to be organized for quick access
- A repository to hold materials relating to ongoing personal development, specifically information circulated by the Staff Development team.

## What is the format of the handbook?

### Part 1

This focuses on the overall induction process. It includes both generic and specific information regarding pre-arrival, local and YSJ induction. In addition, it contains useful information and key facts and figures about the University.

A copy of the checklists will also be included in this section, for the new member of staff's reference. These should be used for all grades of staff, full time or part time, permanent or temporary.

Please note that the checklists to be annotated should be retained by the manager and are included in this document.

### Part 2

This will largely be empty but with the capacity for the new member of staff to compile a personal reference file and to plan their ongoing development and to organise materials relating to this, specifically information circulated by the Staff Development Team.

This will indicate to the new member of staff that their development is a continuum leading on from Induction and enveloping personal development planning and continuing professional development

## Information about groups with particular needs

### Equal opportunities dimensions

YSJ values and promotes equality and diversity for staff and students. In line with the University strategic aims, YSJ works to ensure that all members of the community treat one another with dignity and respect.

Managers and mentors need to be aware of the possibility of potential discrimination as well as to model appropriate behaviour themselves. Discrimination may be on the basis of:

- Age
- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Responsibility for dependents

In addition, new members of staff need to be aware of their own responsibilities in terms of appropriate behaviour and mutual respect in order to deliver a positive working environment.

### School leavers

Many school leavers have little or no experience of paid employment. Their induction, consequently, needs to be seen as an entry to the world of work, not just a new job with a new employer.

Because of this, they are more likely to require more help with understanding the need for a self-disciplined approach to compliance with attendance requirements and the organisation's general rules and regulations. In addition, due to their limited practical experience, they may need greater levels of support in understanding the nature of the job and where their role fits into the scheme of things. The choice of Mentor is key. Someone who does the same or a similar role would be invaluable.

Other points to consider are:

- The possible need for training in core competencies such as literacy, numeracy and problem-solving skills
- Advice and encouragement to embark on courses of study leading to vocational qualification, such as relevant NVQs

### Graduates

Some graduates, like school leavers, have little previous work experience. However, in addition to gaining knowledge of the subjects they have studied, they should have developed a higher level of competence in intellectual analysis and self-directed learning.

Graduates are more likely to enquire about the broad commercial or organizational context of their jobs – such as the nature of the market, the external role of the organisation or training and promotional opportunities

They can be encouraged to research much more information for themselves, rather than having it given to them through traditional training methods

## **Employees working part time or on job-share arrangements**

Employees in these categories have the same induction needs as full time employees. However, they may sometimes be left out of induction programmes because they may not be at work at the time formal induction sessions are run or at the same time as their colleagues. It is essential that part time and job share employees are integrated as quickly into the organisation as other employees. Induction should be planned to suit the new member of staff's normal working hours, unless otherwise agreed in advance.

## **Employees with disabilities**

Discussions should take place in the pre-arrival period with new members of staff who have disabilities about the adjustments or aids that may be necessary to enable them to work effectively. Under the Disability Discrimination Act 1995, YSJ is legally required to make reasonable adjustments to the working environment. These may include:

- Hearing loops
- Braille keyboards or readers for those with impaired sight
- Other adaptations specific to particular equipment
- Wheelchair access
- Safety arrangements such as ensuring assistance with rapid escape in the event of fire or emergency

## **Employees returning from breaks**

It is sometimes assumed that employees returning after career breaks (e.g. time taken to bring up a family) do not need induction because they already have the necessary work experience. However, if the break has been of significant duration, there will have been changes in many aspects of the work, probably in the management structure and the decision making processes. University staff may also have changed. And, as we know, induction is about so much more than understanding the job; it's about integration into the team and the environment. Therefore, each returnee will need an individual programme to bring them up to speed with the changes since they were last employed.

## **Temporary employees**

Some induction will be necessary. This may include:

- Physical layout of YSJ, including the relevant faculty or department
- An overview of the relationship between the faculties and departments
- How things are done at YSJ
- Details of their role and the performance standards required
- Health & safety issues

## Who is responsible for induction?

Overall responsibility for successful induction of new members of staff rests with the new member of staff's manager. They need to plan the induction, tailoring it to the needs of the person, their role and the faculty/department and should manage the process from end to end; however, they should not be doing everything themselves.....

### Role of the Staff Development Team

#### In pre-arrival induction

- Ensuring the new recruit receives the pre arrival induction information
- Issuing the *Local Guide to Induction* to the recruiting manager and mentor, ensuring they become familiar with the contents
- Issuing all induction documentation (e.g. *Personal & Professional Development Handbook*) and the dates for induction sessions
- Compiling a file of recruits to track their induction programme

#### In local induction

- To ensure faculties and departments have the support and information they need
- To provide training for newly appointed mentors
- To provide ongoing support for mentors
- To respond to the training and development needs of the new member of staff as they are identified
- To monitor and record the completion of the new member of staff's induction at all three levels

#### In YSJ Induction

- To ensure the new member of staff completes the YSJ induction on the appointed day
- Draw up the agenda and brief participants as appropriate
- Arrange and circulate a calendar of dates
- Organise and host the event
- Facilitate a session with new members of staff to ensure they are able to make the appropriate links to ongoing staff development

## Role of HR

- Issue offer letter and contract and confirm acceptance
- Comply with their obligations and duties to the law to provide HR policy and procedure training

## Role of the manager

- Inform HR of the appointment
- Plan their induction, tailoring it to the needs of the person, their role and the faculty or department and customise the checklists
- Plan their first week in detail. For this purpose, a meeting and activity planner template is included on page 20
- Allocate a mentor, ensure they attend the training session and redistribute some of their work for the duration of the induction process
- Identify the key departments that the new member of staff should meet
- Attend regular progress review meetings with the new member of staff:

Regular reviews of progress are an integral part of managing the induction process for a new member of staff. It is suggested that a formal progress review should take place during initial induction, probation and in some cases on a quarterly basis throughout the first year. These sessions should:

- Advise and ensure commitment to specific induction and post induction activities and training events which have been identified as necessary to the post or for the personal development of the new member of staff
- Identify any ongoing training and development needs, with reference to the job description, and refer these to Staff Development
- Generally support and encourage the new member of staff to meet identified objectives
- Seek to identify any problems or issues affecting the new member of staff and support to resolution
- Provide feedback on the new member of staff's integration into their new team and role, to motivate and encourage

## Role of the mentor

- Meet the recruit on the first day, introduce them to the induction programme, specifically the *Personal & Professional Development Handbook*, checklists and the timetable of events
- Introduce the new member of staff to their team and other members of their faculty/department and arrange future meetings as required
- Conduct a guided tour of the key facilities at YSJ
- Guide the new member of staff through the induction checklists and other timetabled activities
- Schedule regular progress meetings with themselves and with the new member of staff's manager, and ensure these are adhered to
- Liaise with Staff Development and HR as appropriate
- Support the manager with pre-arrival preparation
- Arrange meetings with the team and key members of staff/departments throughout YSJ

## Objectives

The objectives of the relationship between the new member of staff and the mentor are to ensure:

- The new member of staff has a friendly face to liaise with from the first minute of their new job, to answer their questions and to point them in the right direction
- The induction needs of the new member of staff are met over the period of time assigned
- The new member of staff feels comfortable in the workplace and YSJ
- The new member of staff fits into their new team and contributes effectively to the workplace and YSJ

The manager may decide to assign the same mentor to each new member of staff; however, this may not be practicable from a workload point of view.

Alternatively, they may decide to assign a mentor who most accurately matches the personality type and job role of the new member of staff. The relationship is based on trust, confidentiality and openness, so it is important to try to match the new recruit and the mentor carefully.

To help the manager decide on the best person in the team to take the role of mentor, the following pages provide some detail about the type of person best suited to the role.

## **Who would make an effective mentor?**

The characteristics and skills that a person needs for the role of the mentor are as follows:

- Being friendly, supportive and approachable
- Instilling a sense of trust and confidentiality in an open, non-judgmental way and provide constructive responses
- Being committed; they will need to adhere to regular appointments to meet with the new recruit
- Being assertive, if required, to encourage the new member of staff to use their own initiative
- Being enthusiastic about supporting individuals
- Having a sound working knowledge of the work area and the general working of YSJ, along with the desire to pass on this knowledge for the benefit of the new member of staff
- Being experienced, successful and able to draw on and reflect upon a wide range of knowledge including the history and aims of YSJ, as well as being committed and enthusiastic about the University's future
- Being resourceful with good contacts across YSJ, therefore able to set up the required meetings and able to seek the answer to questions

## **How will the relationship be a success?**

The following guidelines are based on best practice already within YSJ, as well as within the wider HE community. It is anticipated that, if these are followed by the mentor, the relationship will be a success:

- Establish and maintain a relationship of peer equality
- Be proactive – don't wait for the new member of staff to initiate meetings, plan a schedule of meetings that are a firm commitment on both sides
- Develop and agree action plans, keeping the emphasis on the task and the process
- Encourage the new member of staff to make contact if they have a query or a problem, no matter how small
- Establish some ground rules e.g. how often should meetings take place, preferred methods of communication, how to deal with poor commitment from other colleagues or departments, in what style does the recruit prefer feedback

- Avoid: doing things for the recruit, trying to be an expert at everything, expecting too much too soon, involving them in your issues
- Prepare thoroughly
- Make themselves available for the whole of the new member of staff's first day – there's a lot to go through
- Put aside quality time during the first week to catch up daily with the new member of staff to check on progress

## What problems may arise in the relationship?

In the majority of cases the relationship will be a productive and enjoyable experience. However, should problems arise; they are best dealt with promptly to avoid unnecessary escalation and stress. Here are some examples of potential problems and some thoughts about resolution.

### **Confidentiality**

Experience tells us that this will be the greatest concern. Advice can be sought from Staff Development or it may be helpful to discuss the issue with another mentor. If it is necessary to take issues to the manager, the mentor should do this with the full knowledge of the new member of staff, and preferably with them in attendance.

### **Poor adherence to time management**

This may not be the fault of the new member of staff. As time goes on, pressure builds to concentrate on the day job. Flexibility is the key here. Can meetings be rescheduled to better suit the work load? Do priorities need to be reassessed? Is a meeting or induction activity really going to make a difference? Consider meeting at lunchtime or out of normal hours.

### **Low level of commitment & lack of progress on behalf of the recruit**

Ensure the new member of staff is given this feedback with clear examples, rather than because of a "gut" feel. Ask the new member of staff to reflect upon and discuss the reasons why this problem has occurred. Listen carefully, and try to give sound and practical advice to motivate and encourage.

### **New member of staff lacks confidence, avoids challenges or wants everything done for them**

If open and honest discussion does not reveal the underlying cause, the mentor should try to set achievable tasks to encourage activity. Positive feedback as each of the tasks is completed successfully will aid motivation and morale.

## **When will the relationship end?**

The formality of the relationship will end as the timetable of induction activities draws to a close. This will be clearly set out at the beginning of the relationship and will be recognised by both parties.

It is recommended that the final meeting should take a reflective approach to consider how well the needs of the new member of staff have been met, whether there are any unresolved issues and, if so, what is the ongoing plan to deal with these.

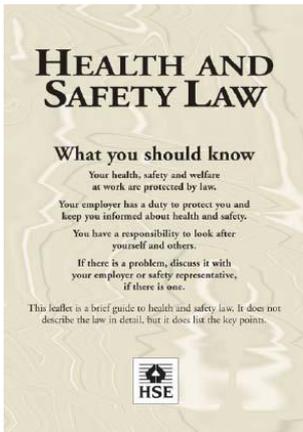
It would be natural, following a successful relationship, for the new member of staff to feel that the relationship could still be called upon if required in the future. This would be on an informal, colleague to colleague basis and would be influenced by the working arrangements of both parties.

## **Additional support for mentors**

Staff Development will arrange full training for mentors and be on hand to discuss any issues that arise.

# Health and Safety Law

## What you Should Know



**Your health, safety and welfare at work are protected by law.**

**Your employer has a duty to protect you and keep you informed about health and safety.**

**You have a responsibility to look after yourself and others.**

**If there is a problem, discuss it with your employer or safety representative, if there is one.**

This leaflet is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

**Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.**

**Your employer must consult you or your safety representative on matters relating to your health and safety at work, including:**

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help him/her satisfy health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and the health and safety consequences of introducing new technology.

**In general, your employer's duties include:**

- **making your workplace safe and without risks to health;**
- **ensuring plant and machinery are safe and that safe systems of work are set and followed;**
- **ensuring articles and substances are moved, stored and used safely;**
- **providing adequate welfare facilities;**
- **giving you the information, instruction, training and supervision necessary for your health and safety.**

**In particular, your employer must:**

- **assess the risks** to your health and safety;
- **make arrangements** for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, **record the significant findings** of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, **draw up a health and safety policy statement**, including the health and safety organisation and arrangements in force, and **bring it to your attention;**

- **appoint someone competent** to assist with health and safety responsibilities and consult you or your safety representative about this appointment;
- **co-operate on health and safety** with other employers sharing the same workplace;
- set up **emergency procedures**;
- **provide adequate first-aid facilities**;
- make sure that the **workplace** satisfies **health, safety and welfare** requirements, eg for ventilation, temperature, lighting, and sanitary, washing and rest facilities;
- make sure that **work equipment is suitable** for its intended use, so far as health and safety is concerned, and that it is **properly maintained and used**;
- **prevent or adequately control exposure** to substances which may damage your health;
- **take precautions** against danger from flammable or explosive hazards, **electrical equipment, noise and radiation**;
- **avoid hazardous manual handling operations**, and where they cannot be avoided, reduce the risk of injury;
- provide **health surveillance as appropriate**;
- **provide free any protective clothing or equipment**, where risks are not adequately controlled by other means;
- ensure that appropriate **safety signs are provided and maintained**;
- **report certain injuries, diseases and dangerous occurrences** to the appropriate health and safety enforcing authority (see box below for who this is).

As an employee you have legal duties too. They include:

- **taking reasonable care** for your own health and safety and that of others who may be affected by what you do or do not do;
- **co-operating with your employer** on health and safety;
- **correctly using work items** provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- **not interfering with or misusing anything provided for your health, safety or welfare**.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 0845 345 0055.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace. Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. Your employer can give you their names and addresses.

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

**Health and Safety Law – What you Should Know  
HSE (1999)**

More detailed guidance on health and safety law is set out in HSE priced publications, such as:

*Essentials of health and safety at work* HSE Books 1994 ISBN 0 7176 0716 X

and in free leaflets such as:

*An introduction to health and safety. Health and safety in small businesses*  
Leaflet INDG259(rev1) HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA Tel: 01787 881165  
Fax: 01787 313995 Website: [www.hsebooks.co.uk](http://www.hsebooks.co.uk) (HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: [www.hse.gov.uk](http://www.hse.gov.uk)).

For information about health and safety ring HSE's Infoline Tel: 0845 345 0055  
Fax: 0845 408 9566 Textphone: 0845 408 9577  
e-mail: [hse.infoline@natbrit.com](mailto:hse.infoline@natbrit.com) or write to HSE Information Services, Caerphilly Business Park, Caerphilly CF83 3GG.

This leaflet is available in priced packs of 25 from HSE Books, ISBN 0 7176 1702 5. It is also free to download from the HSE website.

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## Health and Safety Policy

The Health and Safety at Work Act 1974 places a duty upon the University to make provision for the health, safety and welfare of its employees, students and members of the public. These responsibilities extend to contract work conducted on behalf of the University.

It is the University's policy to promote the health, safety and welfare of employees, students and visitors and the University seeks the co-operation of all these groups in implementing this policy.

The University will:

- Provide and maintain a safe and healthy workplace.
- Provide information, instruction, training and supervision.
- Provide and ensure the use of safety procedures and any protective equipment that may be necessary.
- Encourage the active interest of all staff, students and visitors in the health and safety of themselves and others.

The University actively encourages consultation with employees' representatives and this will take place through a properly constituted and recognised Health and Safety Committee.

Financial and human resources will be allocated to support this policy. A Health and Safety Professional is employed to advise and assist the Governors, Vice Chancellor, Executive Group, Senior Management Group, persons with supervisory responsibility, staff and students on their responsibilities under the Act.

The University will ensure that staff are provided with appropriate health and safety training.

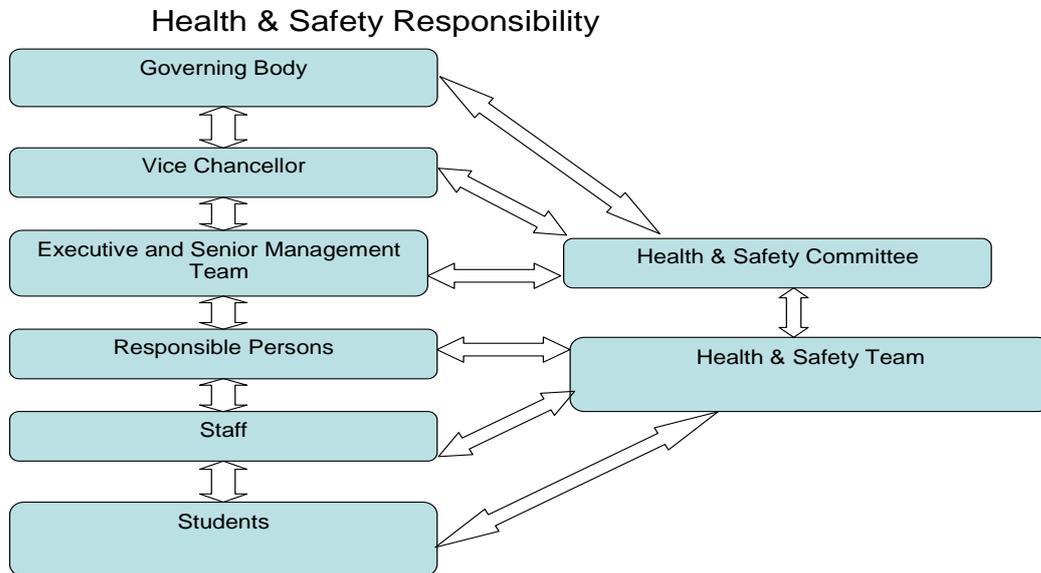
This policy will be periodically reviewed to ensure it remains appropriate to the University, the University Community and its activities.

Prof. David Fleming  
Vice Chancellor  
2010

Robin Hall  
Chair of Governors

## Organisation of Health & Safety

To show diagrammatically the line management responsibility for health and safety within the University



### Governing Body

The Governing Body has overall responsibility under the Health & Safety at Work Act.

### Vice Chancellor

The Vice Chancellor is responsible on behalf of the Governing Body for ensuring that the responsibilities of the University are fulfilled.

### Health and Safety Committee

The committee reports to the SMT and Governing Body. It acts as an advisory committee on matters of health and safety in the University and recommends any actions necessary to ensure the safety of staff, students, visitors and members of the public. Matters relating to Health and Safety will be reported to the Governors as necessary.

### Senior Managers

Senior Managers will be responsible for all health and safety matters in the areas for which they are accountable.

This can include:

- the preparation and implementation of a Workplace Safety Policy in conjunction with the Health and Safety Officer. This policy will contain details of those responsible for health, safety and welfare facilities and detail any hazards relating to the workplace.
- The nomination of a member of staff to be responsible for health, safety and welfare in their absence.

Recognising the special responsibilities of the Director of Facilities this post holder will also:

- Ensure that contractors and sub-contractors are aware of the conditions of the contract and their responsibilities in relation to safety, health and welfare and that these conditions are complied with.
- Ensure that statutory forms are displayed as appropriate.
- Ensure that statutory inspections are carried out and prescribed records are maintained.
- Ensure emergency evacuation systems and procedures are installed and maintained in buildings.

### **Responsible Persons**

Persons with supervisory responsibilities will be responsible for those areas under their control.

### **Staff**

Every member of staff has a responsibility to:

- Work safely with due regard for the health and safety of themselves and others, including other staff, students and members of the public.
- Report accidents and incidents that may lead to injuries or loss making conditions, and any unsafe or unhealthy conditions.
- Comply with workplace health and safety rules.

### **Students**

Every student has a responsibility to:

- Work safely with due regard for the health and safety of themselves and others, including other students, staff and members of the public.
- Report accidents and incidents that may lead to injuries or loss making conditions, and any unsafe or unhealthy conditions.
- Comply with workplace health and safety rules.

## **Visitors**

Visitors, whilst on University premises, using its facilities or taking part in activities must comply with the University's Health and Safety Policy or with any specific health and safety instruction given to them by a member of University staff.

Any independent or partner organisation which is operating solely or partly from university premises must comply in the same way. They must also designate a named individual who will take the lead in respect of health and safety for their staff whilst on our premises.

## **Students' Union**

Officers of the Students' Union shall conduct their activities in a safe and responsible manner and comply, where required, with the University's policies and procedures.

## **Health & Safety Officer**

The responsibilities of the Health and Safety Officer will include:

- Ensuring that new legislation and Approved Codes of Practice are monitored and that all levels of staff are advised accordingly.
- Developing programmes of inspection.
- Investigating accidents and incidents and developing accident prevention schemes.
- Providing appropriate and up to date health and safety information and advice.
- Attending the Health and Safety Committee and liaising regularly with Safety Representatives.
- Carrying out inspections of the University to ensure that safe methods of working are in operation and all regulations are being observed.
- Providing appropriate training in health and safety matters.
- Promote the culture of a healthy and safe workplace.

## **Arrangements**

The following information is designed to assist Faculties and Departments in ensuring that the University's Health and Safety Policy is effectively carried out.

### **Distribution of Health and Safety Information**

A copy of the University's Health and Safety Policy shall be given to all employees upon appointment and copies posted on notice boards. It is the responsibility of line management to ensure that employees receive all the necessary available written information regarding the maintenance of a safe and healthy working environment.

In addition, it is a function of safety representatives to keep their members informed of health and safety issues that concern them.

It should be pointed out that every person has a responsibility not only for their own safety but also the safety of others, and should report any matters affecting safety, health and welfare to their immediate responsible person.

## **Statutory Inspections and Examinations**

Statutory inspections and examinations of boilers, pressure vessels, hoists and lifts, cranes and lifting tackle, scaffolds, excavations, fire alarms, breathing apparatus, exhaust and ventilation equipment, etc. must be carried out by a competent person and a register kept by the Director of Facilities.

### **Inspections**

Regular inspections of all areas are essential for the maintenance of health and safety standards. The following schedule of formal inspections is proposed but an alternative cycle can be initiated by Senior managers based upon their risk assessment of their area of responsibility. The agreement of the Health & Safety Officer should be obtained in determining any alternative inspection cycle:

**Vice Chancellor** (or nominated Executive officer in the absence of the Vice Chancellor)

Will conduct an inspection of part of the site once per term

**Senior Managers**

Will conduct an inspection of those areas for which they have responsibility once per term.

**Responsible Persons**

Will conduct an inspection of that area for which they have responsibility once per term.

A record of the findings and corrective action taken arising from these inspections should be maintained. A copy of any inspections undertaken should be forwarded to the Health and Safety Officer.

The Health and Safety Officer will be available to advise and assist those tasked with the above inspection duties.

### **Safe Systems and methods of Work**

Procedures for maintaining a safe working environment and safe system of work will be defined in guidance material drafted in accordance with existing legislation.

Responsible persons are in the best position to ensure health and safety rules are observed and for reviewing/amending working practices which will ensure the health and safety of employees and others under their supervision in the work place.

Safety guidelines for safe systems of work will be updated as necessary.

### **Legislation**

The University will ensure that its activities comply with all health and safety legislation which is relevant to our approved activities.

### **Risk Assessment**

Risk assessments will be undertaken in accordance with the Management of Health and Safety at Work Regulations using the University's risk assessment procedure.

## **Accident Reporting and Investigation**

Accidents will be reported in accordance with the University's accident and incident reporting procedure and all reportable accidents as defined in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations will be brought to the immediate attention of the Health and Safety Officer for onward reporting to the Health and Safety Executive.

## **First Aid**

The University will endeavour to ensure that sufficient staff are trained to become certificated first aiders thus providing first aid provision to staff, students and others. First aid boxes will be strategically positioned in all University buildings and staff will be made aware of their locations. The contents of the first aid boxes will be regularly monitored and restocked when required.

## **Health Surveillance**

In conjunction with the Occupational Health Service the University will determine those employees which may require health surveillance and incorporate such measures into pre-employment screening.

## **New Plant and Machinery**

The provision of new plant and machinery must comply with the Provision and Use of Work Equipment Regulations and the Supply of Machinery (Safety) Regulation. Prior to all use all operatives must be adequately trained and instructed.

## **Routine Examination and Maintenance of Equipment**

The University accepts the responsibility to ensure that regular maintenance checks are carried out on equipment and a record kept. This procedure should be followed whether the checks are undertaken by the University or by a contractor.

## **Emergency Procedures**

The most obvious emergency that could affect the University is fire. Fire evacuation procedures must be issued to new members of staff and students at their induction to the University. Reference must be made to the nearest fire control point, fire extinguisher, means of escape and assembly points.

Details of the emergency procedure will be displayed at locations throughout the University. The fire alarm systems will be tested weekly using a different control point each time and a log kept and fire practices for all buildings will be held at least once a year to ensure that procedures are effective. In addition, all means of escape must be kept free of obstructions and all fire doors must be easy to open at all times

## **Contractors**

Any person wishing to enter into a contract with the University to undertake work shall provide with their tender an undertaking that adequate facilities are available to the

contractor's employees to familiarise themselves with the Health and Safety at Work etc. Act 1974, other legislation, codes of practice and guidance notes currently in force.

Each contractor submitting a successful tender will be issued with a copy of the booklet 'Requirements for Contractors'. A senior representative of the company must acknowledge receipt of the booklet by signing and returning the 'Contractor's Confirmation Slip'.

### **Consultation on Safety, Health and Welfare Issues**

A properly constituted Health and Safety Committee will be established which meets once a term chaired in accordance with the Committee Terms of Reference.

The Health and Safety (Consultation with Employees) Regulations require that the Representative of Employees Safety who is selected and represents non-union employees is consulted on issues of safety, health and welfare.

### **Health and Safety Communication**

Staff and students will be informed on health and safety issues via such means as a periodic newsletter, electronic mail and on the University's intranet site.

Health and safety information will be obtained and disseminated from external sources such as journals, newsletters, information technology, magazines and the Health and Safety Executive.

### **Training**

Staff and students shall receive such information, instruction and training to enable them to do their work in a safe and efficient manner.

The University shall prepare and implement a suitable training programme to include the following:

- i. *Induction Training* – all new employees should receive appropriate induction training to make them aware of their statutory duties, emergency procedures, risk assessments, etc.
- ii. *Management Training* – all sectors of management must receive the necessary training to enable them to effectively undertake their duties in the areas for which they are responsible.
- iii. *Specialist Training* – the University shall provide, when necessary, specialised training courses for employees.
- iv. *Fire Safety Training* – all members of staff shall receive training in the following aspects of fire safety:
  - Written fire instructions containing advice on fire prevention and the action to be taken in the event of fire; and
  - Where necessary, practical training in the use of fire fighting and fire alarm equipment.

The frequency of refresher training will be identified by the risk assessment.

## **Use of Fireworks on University Premises**

Because of the threat that they present to safety, fireworks are not permitted on any University site. This includes all garden and display fireworks e.g. Rockets, shells, cones and roman candles. These items must not be brought into or stored on University premises and must not be lit or set off under any circumstances.

The only exceptions to this ban are party poppers and hand held sparklers. These must be used in accordance with safety instructions including a safe place to dispose of those that have been used.

## Health and Safety Information for Staff

### Who is Responsible for your Health & Safety?

- The University is responsible for ensuring your health, safety and welfare whilst you are at work. This means that we have a legal duty to make sure you are kept healthy and safe while you are working on our premises.
- However, you are also responsible for your own health and safety as well as that of those around you. This means you too also have a legal duty to look after your own safety, for that of your fellow employees as well as any students and visitors.
- Safety information is provided to help keep you safe and rules and regulations are there to protect you.

### Health & Safety Organisation

- The University has a Health & Safety Committee, which meets three times a year. This is Chaired by the Vice Chancellor and membership includes representatives from Faculties and Directorates, management, trade unions, and the Student Union. The Committee is responsible to the Governing Body for keeping under review the measures taken to ensure the health and safety of our employees our students and visitors.
- The University also has a Health & Safety Officer, Neil Rogers who advises the University on all aspects of health, safety and welfare and Steve Cluderay our Fire Safety Advisor. They are based in J Block (the Corridor above the Dining Room) Contact details: Ext. 6613 or email: [n.rogers@yorks.ac.uk](mailto:n.rogers@yorks.ac.uk) and [s.cluderay@yorks.ac.uk](mailto:s.cluderay@yorks.ac.uk)

### Fire Safety

**Fire Safety Training – All staff must complete our online fire safety training and assessment quiz. Go to ‘Fire Safety’ on the Staff Web Health & Safety Pages.**

#### **Fire Alarm Testing**

The University regularly tests the Fire Alarms in all of our residential and non-residential buildings. This is currently undertaken on a weekly cycle each Wednesday to ensure that the system in every building is checked once a month. When tested the alarm (a constant siren or bell) will sound for 15-20 seconds. You will not need to leave the building. *(To check the schedule of testing for your building go to the Staff Web Health & Safety pages)*

### Fire Drills

All University buildings will also have a fire drill at least once every 12 months. This could be at any time of the day. There will be a continuous sounding alarm and in all instances you must leave the building immediately and follow the correct procedure overleaf.

## Fire Alarms

◆ If you hear a continuous sounding fire alarm you must:

√ Leave the building by the nearest available Fire Exit – (Follow the ‘Green Running Man’ or ‘Fire Exit’ signs) - closing all doors behind you

X Do not stop to collect personal belongings

X Do not use lifts

√ **Assemble in the designated assembly area. At Lord Mayor’s Walk this is always the lawns in front of the campus.** Fire Marshals will help guide you out of the building and onto the Assembly Point. They will be wearing high visibility jackets (tabards) and are there to help you - please follow their instructions. Have a look around you and see if the people you were with before the fire alarm went off and also outside. If you think someone is missing, tell one of the Fire Marshals.

X You must not re-enter any building until we have been told to do so by the Fire Services.

## Discovering a Fire

- Please pay attention to where the fire alarm call points are in your normal work area.
- If you discover a FIRE on University premises, **RAISE THE ALARM IMMEDIATELY by operating the nearest red fire alarm call point.** GET OUT and never risk your own or others’ safety
- The University does not expect anyone to try fighting a fire unless they are fully trained and competent to do so.
- Fire fighting equipment, alarm call points and fire notices are there to protect you. NEVER remove, or misuse any fire safety equipment. One day it may help save your life! If you think an extinguisher is missing or has been tampered with please report it to the Facilities Helpline on Ext. 6666.

## How to Report an Accident

If you or someone else has an accident call for a First Aider as follows:

During Office Hours call Reception by dialling 0

Out of Office Hours or at Weekends call Security Office by dialling (71)6444.

(All Officers are First Aid Trained and the Office is open 24 hours a day).

- Always report any accident or incident to your line manager, as soon as possible.
- Always help them to complete a copy of the Accident, Dangerous Occurrence or Near Miss form. Where possible, the form should also record the action that will be taken to prevent a reoccurrence and a copy must be sent to the Health & Safety Officer.
- If it is an emergency, dial 999 (if you are using a University telephone dial 9 then 999) and ask for an ambulance. Please also inform Security on 01904 876444 if you ever

have to call for Emergency Services so that they can help direct the ambulance to the right University building.

## Electrical Safety

- Most offices and work areas have a lot of electrical equipment in them.
- In your work area, don't overload the plug sockets as this can be a cause of fire.
- Always ensure the socket is switched off before plugging anything in or taking anything out.
- Use extension leads in preference to multiple adaptors but never link extension leads together.
- Never touch any electrical item or light switches with wet hands.
- Under our Portable Appliance Testing ('PAT') policy staff should never bring personal items of electrical equipment onto University premises and anything brought in should be approved by their line manager and be PAT tested.

## The University Smoking Policy

- The Lord Mayor's Campus is designated as smoke free. The only exclusion is outside the front of the SU Building after 18.00.
- At our Student Residences smoking is only allowed in the grounds, away from doors and entrances.
- The aim of our no smoking policy is to protect and improve the health of people working, studying or visiting York St John and to provide a clean and pleasant campus environment.
- Smoking is an individual choice, but for anyone wanting help to quit smoking, support is available.

## Personal Safety

Although the University is a relatively safe place to work, there are still some basic do's and don'ts to ensure your personal safety;

### DO

- Report the loss or theft of keys or of other belongings to the Porters Lodge
- Lock your bike/car and other items of personal belongings securely whenever you leave them and make sure that nothing of any value is left on view.
- Report anything or anyone suspicious to Security on Ext 6444.
- Security can also be contacted by using the contact points in our Disabled Refuges.

## **DON'T**

- Let anyone you don't know into your work area. Check with your line manager if they are expecting a visitor before letting a complete stranger in.
- Prop the door to your work area open.
- Leave doors and windows open when you go out. We have had sneak thefts from our buildings.
- Give your door key to anyone you don't know.

## **Using Computers**

- For many of us, the greatest risks to our health and welfare may come from intense computer use contributing to stress issues as well as physical symptoms.
  - The University encourages all staff to take personal responsibility for safe computer use and all staff should complete online Display Screen Equipment (or 'DSE') training and an associated DSE Assessment. Go to [www.openenerg.com/dse](http://www.openenerg.com/dse)
  - If you use a computer (or other 'DSE') for your work, the University will refund the cost of an eye test and make a contribution towards the cost of glasses if you need them for computer use.
- **Your Manager is of course responsible for your welfare so please speak to them if you have any problems with computer use.**

## **Miscellaneous Information**

- You may be provided with some personal protective equipment (safety shoes, goggles, overalls etc) to enable you to do your job safely. This is provided for your health and safety and must be worn whenever you are at work. You must report any problems you may have with it to your line manager.
- Other people may have to enter your work area so please keep it clean and tidy.
- It is not difficult to spot a 'hazard' as something which has the potential to cause harm. Hazards can be unsafe actions (not using a ladder properly) or unsafe conditions (trailing cables). If you see a hazard and it is safe to do so, deal with it. If not, report it to your line manager.
- A 'risk' is the likelihood that a hazard will cause harm. We all assess risks every day (when we cross the road and drive a car) so we are all capable of making a judgement about whether something is safe or not. Assessing health and safety risks (i.e. doing a risk assessment) is no different. There are 3 simple steps to follow when doing a risk assessment;
  - Look for the hazards
  - Think about who could get hurt
  - Decide whether the risk is adequately controlled or not. If it isn't and it is safe to do so, do something about it. If not, report it to your line manager immediately.

- Whilst on campus you might spot hazards that need to be dealt with such as slippery floors, items blocking fire escapes, broken glass etc. If it is safe to do so please deal with it yourself and keep others away by notifying them of the danger.
- Always report anything you cannot deal with to the **Facilities Helpline on Ext. 6666** or report it to Reception.

### ...and finally

- Look after yourself and others at the University. We are a very safe place to work study and visit but if you have any questions or concerns, please raise them with your Line Manager or contact the Health and Safety Officer.
- More information is available from the Health & Safety pages on the Staff Web.

# Display Screen Equipment (DSE) User Guide

## Why?

Under the Display Screen Equipment or 'DSE' Regulations 1992 employers must provide and maintain an environment in which display screen equipment can be operated without risk to health.

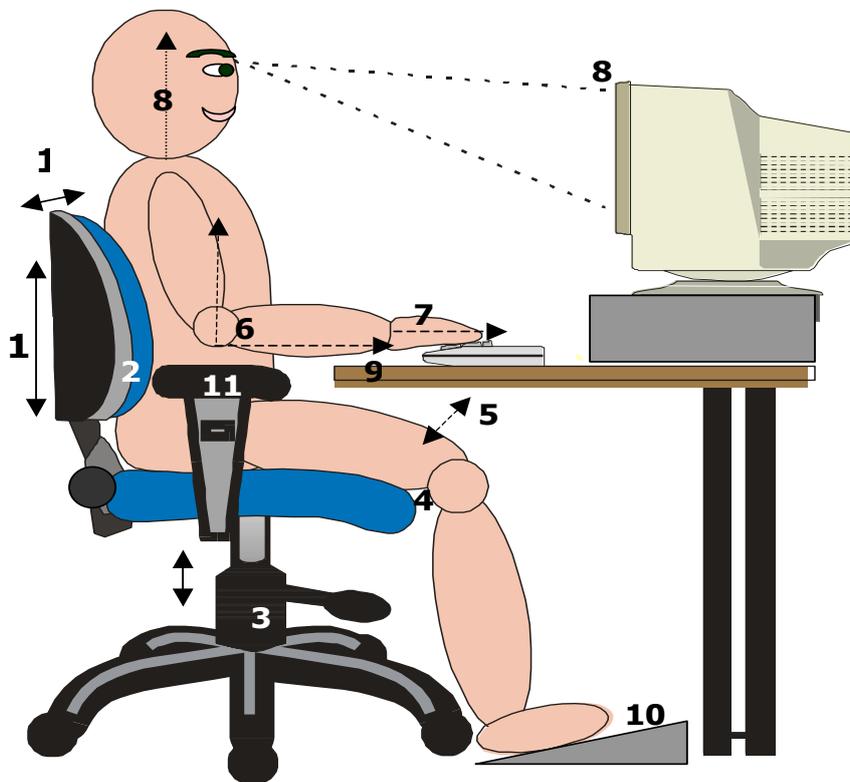
Although regular DSE use is not generally seen as high risk, it can lead to muscular, eye and other problems. As a result, and in accordance with the Regulations the university must inform and train those who regularly use such equipment to recognise and assess the risks, and to manage these risks by reducing them to the lowest level that is reasonably practicable.

## What?

Display Screen Equipment consists of several components including: a monitor or screen, keyboard, chair, mouse/input device, work surface or desk, telephone, and the immediate environment (including space, noise, lighting, humidity etc).

## Who?

The University defines a DSE "user" as anybody who normally uses DSE for continuous or near-continuous spells of an hour or more at a time, more or less every working day, or has to transfer information quickly to/from DSE. It covers anyone working at home, at another employer's workstation, part-time and temporary workers (including job share), and any "hot desking" arrangements.



## Ideal position

- 1) The seat back rest should be adjusted so you are sitting upright
- 2) Good lumbar support should be achieved (ie the lower back should be supported)
- 3) Seat height should be adjusted to achieve 4 to 7
- 4) There should be no excess pressure on the underside of your thighs and back of knees.
- 5) There should be room under the desk to allow changes in posture (no obstacles)
- 6) Forearms should be horizontal and elbows approximately at right angles
- 7) There should be minimal bending of the wrists and hands, they should be horizontal
- 8) Screen should be at arms length and height and angle should be adjusted to allow a comfortable head position with the neck and head straight
- 9) Ensure there is space in front of the keyboard to support your hands/wrists during pauses in keying. Place mouse close to keyboard
- 10) A foot support should be provided if your feet do not now touch the ground
- 11) If seat arm-rests are provided these should not prevent you from pushing your chair under the desk or should be adjustable in height

## How?

If you are a DSE user you are entitled to a DSE assessment.

Ideally this should be done on an annual basis, as well as when new equipment is introduced, following relocation, or if you experience any adverse physical symptoms or equipment faults. Ask your line manager who your DSE assessor is.

## What else must I do?

To prevent Work Related Upper Limb Disorders (WRULD) or Musculoskeletal Disorders (MSD):

- Adjust your equipment eg chair, keyboard, mouse, monitor etc to be comfortable (see points 1-11)
- Take regular activity breaks from your screen
- Change your position and stretch
- Immediately report any adverse physical symptoms (pain, swelling, tightness, cramps, tingling, numbness, stiffness, eyesight problems etc) or equipment faults to your line manager. They can then assist in asking for a DSE assessment and if necessary consider contacting the Occupational Health Service to investigate further.

For more details on any of this Health & Safety information, please contact:

Neil Rogers – Health & Safety Officer (Ext. 6613) or

Email: n.rogers@yorks.ac.uk

## Meeting & Activity Planner

<b>Date</b>	<b>Time</b>	<b>Who</b>	<b>Where</b>	<b>What</b>
<b>Monday</b>	am			
	pm			
<b>Tuesday</b>	am			
	pm			
<b>Wednesday</b>	am			
	pm			
<b>Thursday</b>	am			
	pm			
<b>Friday</b>	am			
	pm			

## Overview of the checklists

It is recommended that local induction is completed within the first two months of the start date of the new recruit. However this is only a guide – it may suit a new member of staff to move through their induction more quickly or more slowly depending on their knowledge and experience or in the case of part time or temporary staff. For academic staff, it might be valuable to have their first semester as an induction period so that they can experience a whole module with the support of their induction mentor.

Checklists should be used for all grades of staff, full time or part time, permanent or temporary.

In some cases, faculties and departments already have checklists in place which can be used alongside the ones provided here.

These checklists may be annotated, according to need (an electronic copy is available on the Staff Information Point). A copy of the checklists is also included in the *Personal & Professional Development Handbook*, for the new member of staff's reference.

To aid the tracking process, the mentor will need to confirm that the checklists have been completed by signing the declaration sheet on page 59 and returning it to Staff Development. Occasionally, Staff Development may also ask to see the handbook itself.

## The Checklists

### Pre-arrival

The following table lists the key activities that need to be undertaken before the new member of staff starts to ensure the team is ready for their arrival, the working environment is prepared and they feel welcomed and valued. Getting all this right will create a positive first impression of the Faculty/Department and YSJ and reinforce the fact that the new recruit has made the right decision to join us.

Activity	Responsibility	Actioned Y/N	Comments
At least 1 month before the start date: <ul style="list-style-type: none"> <li>• Select an experienced colleague to act as mentor</li> <li>• Brief the mentor with the start date and time</li> <li>• Agree the specific roles and responsibilities</li> <li>• Ensure the mentor attends the relevant training</li> </ul>	Manager		
Inform team of the arrival date of the new member of staff and encourage them to book in their diaries to go to lunch with the inductee during the first week	Manager		
Organise a pigeonhole for post if applicable	Mentor		
<u>If it is a new post:</u> Arrange an area to work, ensuring the new member of staff has access to: <ul style="list-style-type: none"> <li>• Desk</li> <li>• Computer and printer</li> <li>• Telephone</li> <li>• Stationery</li> <li>• Diary</li> </ul>	Manager		
<u>If it is an existing post:</u> Arrange an area to work, ensuring the new member of staff has access to: <ul style="list-style-type: none"> <li>• Desk</li> <li>• Computer and printer</li> <li>• Telephone</li> <li>• Stationery</li> <li>• Diary</li> </ul>	Mentor		

Activity	Responsibility	Actioned Y/N	Comments
<p>Create a customised induction checklist of points you will discuss during the first week or so, to include:</p> <ul style="list-style-type: none"> <li>• Responsibilities of the team and the faculty/department</li> <li>• Current challenges and issues facing the team and the faculty/department</li> <li>• Current projects and key activities</li> <li>• Links to other departments within YSJ</li> <li>• Relationships with external bodies, consultants and companies</li> </ul> <p>All of this information will provide a context for their role and the work they will be responsible for.</p>	<p>Manager</p>		
<p>Plan a programme of meetings and activities to:</p> <ul style="list-style-type: none"> <li>• Introduce the new member of staff to the team</li> <li>• Meet the key senior managers in the faculty/department</li> <li>• Meet reps from other key areas of YSJ as appropriate to role</li> </ul>	<p>Mentor following briefing from manager</p>		
<p>Undertake appropriate administrative arrangements:</p> <ul style="list-style-type: none"> <li>• Add name to all staff directories</li> <li>• Order door nameplate if applicable</li> </ul>	<p>Mentor</p>		

Activity	Responsibility	Actioned Y/N	Comments
Gather materials to add to the <i>Personal &amp; Professional Development Handbook</i> : <ul style="list-style-type: none"> <li>• Departmental and YSJ structure chart</li> <li>• Campus map</li> <li>• Internal telephone directory</li> <li>• YSJ prospectus</li> <li>• Academic calendar (include key dates for your faculty/department)</li> <li>• Financial Regulations</li> <li>• Relevant handbooks e.g. lecturers handbook, assessment handbook</li> <li>• Any other relevant documentation specific to the faculty/department or role</li> </ul>	Mentor		
<ul style="list-style-type: none"> <li>• Assign door pass if relevant</li> <li>• Add name to web site</li> <li>• Order office keys/get keys cut</li> <li>• Order uniform if applicable</li> <li>• Complete parking permit application if applicable</li> <li>• Inform reception of name and start date of new member of staff</li> </ul>	Mentor		
Ensure the new member of staff is booked on the YSJ induction session	Mentor		
Ensure the new member of staff is booked on the Cross Cultural Awareness session if they work with students.	Mentor		
Ensure the new member of staff is booked on the Equality & Diversity session	Mentor		

<b>Activity</b>	<b>Responsibility</b>	<b>Actioned Y/N</b>	<b>Comments</b>
If they are a manager or will be involved in recruitment activities, book them onto the Recruitment and Selection training	Mentor		
If they are a manager, book them onto Performance Development Review (Reviewer) training.	Mentor		
If they are a manager, book them onto the mandatory management development sessions.	Mentor		

## The first day

The first day in any new job can be nerve-wracking and challenging for a new recruit. There are so many people to meet and things to learn, not to mention getting to find their way around and getting to grips with the new job. There are several things that can be done to help ease them in and continue the positive impression created before their start date. These are outlined on the table below:

Activity	Responsibility	Actioned Y/N	Comments
Ensure the mentor has arrived at work and can meet the new member of staff.	Manager		
Meet the new member of staff as arranged, welcome them to YSJ and explain the mentor role.  Present the inductee with their <i>Personal &amp; Professional Development Handbook</i> and briefly outline the purpose and contents	Mentor		
Manager to welcome the new member of staff. Meeting to comprise of the following: <ul style="list-style-type: none"> <li>• Welcome to the team</li> <li>• Brief overview of the manager's role and how this fits within the team as a whole</li> <li>• Brief overview of the inductee's role and how it fits within the team as a whole</li> <li>• Explain the induction process and the relationship with the mentor</li> <li>• Explain that key meetings and introductions have been arranged and ensure the new member of staff understands the aim and objectives of those meetings</li> <li>• Clarify preferred methods of contact</li> <li>• Ask if any questions or any clarification required</li> </ul>	Manager		

Activity	Responsibility	Actioned Y/N	Comments
Agree the dates to meet with the new member of staff to review their progress during the induction period	Manager		
Encourage the new member of staff to read the Health & Safety information included in their folder	Manager		
Go through the Health & Safety checklist and, once completed, send a copy of it to the Health, Safety & Risk Officer	Manager		
Encourage the new member of staff has read the Acceptable Use Policy for University IT Systems	Manager		
Ensure the new member of staff completes the Information Management E-Learning package if their role involves handling data	Manager		
<p>Ensure new member of staff has a work diary with booked commitments e.g.</p> <ul style="list-style-type: none"> <li>• YSJ induction session</li> <li>• Cross Cultural Awareness training (if applicable)</li> <li>• Performance Development Review training, if they are a manager</li> <li>• Recruitment and Selection training, if they are a manager</li> <li>• Management Development sessions, if they are a manager</li> <li>• Meetings with the mentor and manager</li> <li>• Meetings with team members</li> <li>• Relevant departmental meetings</li> <li>• External meetings if applicable</li> <li>• Other staff development training sessions</li> </ul>	Mentor		

Activity	Responsibility	Actioned Y/N	Comments
Agree the dates the mentor and new member of staff will meet for the duration of the induction period. Ensure they do not clash with the manager's meeting dates and that the manager has a list of these dates	Mentor		
Go to the HR department to ensure that they have given in all their documents and had their photo taken for their staff ID/library card	Mentor		
<p>Discuss various house-keeping and administrative issues:</p> <ul style="list-style-type: none"> <li>• Parking arrangements during work, out of hours and for visitors</li> <li>• Security arrangements in the office for storing valuables, locking of doors, use of passes, out of hours access</li> <li>• The inductee's internal telephone number and the team fax number</li> <li>• YSJ term times/closure dates</li> </ul>	Mentor		
<p>Undertake a tour of the faculty/department, pointing out:</p> <ul style="list-style-type: none"> <li>• The inductee's desk/office space</li> <li>• Where to hang coat/store bags</li> <li>• Nearest rest rooms</li> <li>• Closest kitchen facilities</li> <li>• Photocopier, fax, printer etc</li> <li>• Manager, senior management offices</li> <li>• Meeting rooms if any</li> <li>• Relevant seminar rooms and teaching spaces</li> </ul>	Mentor		
Arrange the time for lunch with the other members of the team	Mentor		

Activity	Responsibility	Actioned Y/N	Comments
<p>Undertake a tour of the campus, taking in the following:</p> <ul style="list-style-type: none"> <li>• Fire assembly point</li> <li>• Alternative rest rooms</li> <li>• Chaplaincy</li> <li>• Staff common room</li> <li>• Security, Reception, Porters' lodge, Post room</li> <li>• Registry</li> <li>• Finance Department</li> <li>• HR Department –hand in documentation e.g. passport, pension form, birth or exam certificates</li> <li>• Student Union</li> <li>• Student Services</li> <li>• Sports Hall and Gym</li> </ul> <p>Fountains Learning Centre:</p> <ul style="list-style-type: none"> <li>• Library - obtain login ID/ password (HR will have requested this – it's printed off at the library desk)</li> <li>• IT</li> <li>• Internet Café</li> </ul> <p>Other areas of the campus:</p> <ul style="list-style-type: none"> <li>• Shop</li> <li>• POD &amp; Dining Room – show or indicate other places to take lunch and breaks on and off campus and the quickest route to the shops</li> <li>• Point out the Halls of Residence and mention our other sites</li> <li>• Print Services</li> <li>• Media Services</li> </ul>	Mentor		

Activity	Responsibility	Actioned Y/N	Comments
<p>Familiarise the new member of staff with their work area/office. Check all equipment is available and working. Check the new member of staff knows how to:</p> <ul style="list-style-type: none"> <li>• Log onto their computer and change their password</li> <li>• Access the YSJ website and staff information point</li> <li>• Show them how to navigate through the website and what information they can find there</li> <li>• Access the internet</li> <li>• Access and use Microsoft outlook for email and calendar</li> <li>• Use the telephone including pick up, divert and voice mail</li> <li>• Discuss personal use of the telephone/internet</li> </ul>	Mentor		
Confirm start time and location for day 2. Allow time for reflection	Mentor		

## HEALTH AND SAFETY INDUCTION CHECKLIST

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_ **Start date:** \_\_\_\_\_

*Policy & Emergency procedures (Points 1, 2 & 3) must be covered in the first day. The full Induction Checklist Initial induction should to be completed within two weeks of starting. The relevant box(es) should be ticked after discussion. For items not covered, comments should be recorded giving reasons and date for completion. The new starter and person providing the induction (normally the line manager) should sign the form, keep a copy and send a copy to the Health & Safety Officer.*

1. Health and Safety Policy & Information	Yes	No	Comments
<p>1.1 Has the <i>University's Health and Safety Policy</i><sup>1</sup> been explained to the new starter and a copy provided?</p> <p>1.2 Has the new starter received a copy of the leaflet 'Health &amp; Safety Information for Staff' and been told which member of staff to speak to about any local Health &amp; Safety issues?</p> <p>1.3. Has the role of the following Services been explained, as well as how to contact them if advice or help is needed:</p> <p style="padding-left: 40px;">Security Service (<b>Emergency Number – tel. 6444</b>)            Facilities Helpline (tel. 0 or 6666 or <a href="mailto:facilities.helpline@yorksj.ac.uk">facilities.helpline@yorksj.ac.uk</a>)            Health &amp; Safety Officer (tel. 6613 or <a href="mailto:n.rogers@yorksj.ac.uk">n.rogers@yorksj.ac.uk</a> )</p> <p>1.4. Has the new starter been shown the local Notice Board with Health and Safety information?</p>			<p><sup>1</sup> Available on Staff web Health and Safety pages</p> <p>(as above)</p>
2. Emergencies and Fire Arrangements	Yes	No	Comments
<p>2.1 Has the new starter completed the staff online Fire Safety Training?</p> <p>2.2 Has the new starter been introduced to the trained Fire Marshals within their team?</p>			<p><sup>2</sup> Available from 'Fire Safety' on the Health &amp; Safety web pages.</p>
3. Welfare Facilities/First Aid & Accident Incident Reporting	Yes	No	Comments
<p>3.1 Has the new starter been informed of the location of the toilets, washing facilities, kitchens etc (as appropriate)?</p> <p>3.2 Has the new starter been informed of the procedure to call a University First Aider?</p> <p>3.3 Has the new starter been informed of the procedure to report an accident, incident or dangerous occurrence?</p>			
Declaration			
<p><i>I certify that the above Policy &amp; Emergency subjects have been explained:</i></p> <p>Induction conducted by: _____ Date _____</p> <p>New Staff signature: _____ Date _____</p>			

4. Risk Assessments & Training	Yes	No	Comments
<p>4.1 If the work of the new starter involves a significant amount of DSE<sup>3,4</sup> use, have they completed the online training and assessment?</p> <p>4.2 Has the following been discussed with the new starter, - where these are appropriate to their work:</p> <ul style="list-style-type: none"> <li>i. General workplace health &amp; safety (housekeeping, safe storage, local rules etc)?</li> <li>ii. Safe lifting techniques?</li> <li>iii. Work with hazardous substances, and the location of COSHH assessments and Safety Data Sheets, if applicable?</li> <li>iv. Safe use &amp; maintenance of machinery and equipment.</li> <li>v. Risk assessments and safe systems of work specific to the work of the new starter (if not covered above)?</li> </ul> <p>4.3 Have the H&amp;S training needs of the new starter been identified? (please record in section 7 below).</p>			<p><sup>3</sup> DSE' = Display Screen Equipment (computer work)  <sup>4</sup> Available from the staff web H&amp;S AtoZ pages under DSE or Computer</p>
5. Work Outside Hours	Yes	No	Comments
<p>5.1 Has the new starter been briefed on the University guidance on Lone Working?<sup>5</sup></p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><sup>5</sup> Available from the staff web H&amp;S AtoZ pages under Lone Working</p>
6. Personal Protective Equipment (If applicable)	Yes	No	Comments
<p>6.1 Has the new starter been briefed on any activities for which personal protective equipment or other safety equipment is required (and why it must be used)?</p> <p>6.2 Has the necessary personal protective equipment (PPE) been issued and its proper use, storage and maintenance explained?</p> <p>6.3 Has the new starter been briefed on the procedure for reporting defective or damaged PPE and obtaining replacements?</p>			
<p>7. List here any health and safety training needs identified (including timescales for attendance) and any additional H&amp;S information required by / for the new starter:</p>			
Declaration			
<p><i>I certify that the whole health and safety induction checklist has been completed and explained:</i></p> <p>Induction conducted by: (please include job title) _____ Date _____</p> <p>New Staff signature: _____ Date _____</p>			

## The rest of the first week

Activity	Responsibility	Actioned Y/N	Comments
Meet new member of staff at the beginning of each day and ensure they know what they are doing and who they are meeting with, as applicable.	Mentor		
Meet mid - week to discuss: <ul style="list-style-type: none"> <li>• Job description and specific objectives</li> <li>• Any training and development needs that arose from the recruitment process and how they will be met</li> <li>• Pay arrangements and expenses claim procedures</li> <li>• Hours of work and local arrangements e.g. usual office practice to cover for lunches, breaks etc</li> <li>• Holiday and Bank Holiday entitlement and booking procedures – ensure they have been allocated an annual leave sheet</li> <li>• Flexi scheme</li> <li>• Sickness reporting procedure</li> <li>• Standards of behaviour particularly relating to reporting structure, supervisory or management responsibility, level of authority</li> <li>• Probationary period and when the review meetings will take place</li> <li>• Arrangements for Performance Development Review, once the Probationary period has been completed</li> <li>• Union membership</li> </ul>	Manager		

Activity	Responsibility	Actioned Y/N	Comments
<ul style="list-style-type: none"> <li>How to access the Staff Handbook and where to find information about HR policies and procedures and the probationary period</li> </ul>			
Introduce new recruit to Head of Department or Director/Dean, as appropriate	Manager		

## Housekeeping & Administrative Information:

**Parking arrangements**

**Security arrangements**

**Internal telephone number**

**Team Fax number**

**Other useful numbers:**

**Term times & Closure dates**

**Location of Fire Assembly Point(s)**

## The first month

Activity	Responsibility	Actioned Y/N	Comments
Hold regular informal meetings (minimum of 1 per week) with the new member of staff to answer any questions and check they: <ul style="list-style-type: none"> <li>• Are settling in</li> <li>• Have everything they need</li> <li>• Know their way around</li> <li>• Are up to date with their induction programme</li> </ul>	Mentor		
Hold regular meetings with the new member of staff to check: <ul style="list-style-type: none"> <li>• Their meetings are progressing successfully</li> <li>• How they are progressing with specific tasks/activities</li> <li>• That they are meeting regularly with their mentor and getting the support they need from them</li> <li>• Whether they have any problems or issues they wish to raise or any points for clarification</li> </ul>	Manager		
Meeting before the end of the month to: <ul style="list-style-type: none"> <li>• Discuss the inductee's job description and whether they are clear about what their role is</li> <li>• Review specific objectives set for the first month</li> <li>• Discuss the specific objectives to be achieved during the second month</li> <li>• Highlight any additional training and development needs not already covered</li> <li>• Give positive feedback on the inductee's work to date and their integration into the team</li> </ul>	Manager		

Activity	Responsibility	Actioned Y/N	Comments
For academic staff: Check they are becoming familiar with the following: <ul style="list-style-type: none"> <li>• QAA</li> <li>• Faculty administrative procedures</li> <li>• Personal tutoring</li> <li>• Student feedback</li> <li>• Teaching delivery</li> <li>• Assessment</li> <li>• Exam Boards</li> <li>• Enrolment</li> <li>• Admissions</li> <li>• Resits</li> </ul>	Manager		
For academic staff: Before the end of the month: <ul style="list-style-type: none"> <li>• Encourage them to contact their module director to discuss assessment issues</li> </ul>	Manager		
For academic staff: Before the end of the month: <ul style="list-style-type: none"> <li>• Talk about the inductee's research output, ask them to complete the research database entry form (on the Staff Information Point) and return to the Research &amp; Enterprise Office</li> </ul>	Manager		

## The second month

Activity	Responsibility	Actioned Y/N	Comments
<p>Ongoing meetings with the new member of staff to answer any questions and check they:</p> <ul style="list-style-type: none"> <li>• Have settled in</li> <li>• Are up to date with their induction programme</li> <li>• Have no gaps or omissions in their induction programme – if so, discuss resolutions</li> </ul>	Mentor		
<p>Ongoing meetings with the new member of staff to:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences and needs during induction. Ensure there are no gaps or omissions</li> <li>• Explain how to find help once the induction phase is complete and the formal relationship with the mentor ceases</li> <li>• Give positive feedback on work to date and highlight any areas for improvement</li> <li>• Check whether they have any issues or problems they wish to raise or any points for clarification</li> </ul> <p><b>NB</b> These discussions are intended to be informal and should not in any way be confused with the formal probationary meetings</p>	Manager		

Activity	Responsibility	Actioned Y/N	Comments
For academic staff: Check they are continuing to familiarise themselves with: <ul style="list-style-type: none"> <li>• QAA</li> <li>• Faculty administrative procedures</li> <li>• Personal tutoring</li> <li>• Student feedback</li> <li>• Teaching delivery</li> <li>• Assessment</li> <li>• Exam Boards</li> <li>• Enrolment</li> <li>• Admissions</li> <li>• Resits</li> </ul>	Manager		
At the end of the induction process: <ul style="list-style-type: none"> <li>• Review the induction process and discuss what worked and if there are any lessons to be learnt for other new members to the team</li> <li>• Ensure the new member of staff is clear about and has access to ongoing personal development</li> </ul>	Manager		

## Checklist Declaration

Please sign and return this sheet to Staff Development to confirm that you have completed the Induction checklists.

**Inductee (sign):** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Manager (sign):** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Mentor (sign):** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



