

Cardiff School of Sport
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Prifysgol Fetropolitan Caerdydd

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2014-5

**THE HEALTH AND SAFETY CULTURE WITHIN CARDIFF
SCHOOL OF SPORT: A CASE STUDY**

**(Dissertation submitted under the MANAGEMENT &
DEVELOPMENT area)**

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**THE HEALTH AND SAFETY CULTURE WITHIN
CARDIFF SCHOOL OF SPORT: A CASE STUDY**

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Glossary

Abbreviation	Description
ACOPs	Approved Codes of Practice
CPR	Cardiopulmonary Resuscitation
CSM	Cardiff School of Management
CSS	Cardiff School of Sport
De-fib	Defibrillator
EAPs	Emergency Action Plans
HASMAP	Health and Safety Management Profile
HSC	Health and Safety Commission
HSE	Health and Safety Executive
HSWA	Health and Safety at Work Act 1974
HTH	High Test Hychlorite
MSc	Degree of Master of Science
NEBOSH	National Examination Board in Occupational Health and Safety
NOPs	Normal Operating Procedures
NPLQ	National Pool Lifeguard Qualification
PP	Personal Protection
Reccy/rec assistant	Recreational Assistant
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
SMPs	Strategic Management Plans

Dedication

I would like to dedicate this to my late father who taught me a great deal. You have provided me with the drive and inspiration to succeed and enjoy all aspects of life. I am sure you would be proud to see my achievements, growth and development during my studies and I will endeavour to make you proud.

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Abstract

A Case Study of the Health and Safety Culture within Cardiff School of Sport, examining the organisation's approach to the management of health and safety and the deployment of processes and procedures. The accepted five priorities in achieving a positive culture were considered. Purposive sampling was adopted to identify appropriate subjects for the research. Semi-structured interviews (n=4) and content analysis were used to interpret the data. Areas for improvement identified were (a) communication, (b) importance to move away from a risk averse society, and (c) the reporting analysis of near-misses. The organisation should use a range of approaches [digital communication, group discussions, and suitable training] to improve employees' understanding and knowledge, leading to the creation of a sustainable and effective health and safety culture.

CHAPTER ONE

INTRODUCTION

1 – Introduction

This study examines the health and safety culture within Cardiff School of Sport (CSS) and how the practices and processes are implemented to be an effective health and safety organisation. The HSE (2005) highlighted five priorities to achieve and maintain a positive health and safety culture, they are: continuous learning, effective communication, safety leadership, staff motivation, and toleration of unsafe acts and 'blame culture'. This study will determine how members of staff, across the structure of the organisation, are involved with the health and safety culture of CSS, analysing and comparing the strengths and areas for improvement of individuals as representatives of part-time and full-time employees. Two members of lecturing staff and two members of facility staff underwent semi-structured interviews to assess the strengths and areas for improvement of CSS in building and implementing a positive health and safety culture.

Research on organisational culture was developed by Pettigrew (1979) who researched the concepts and processes relevant to the creation of an organisational culture. Organisational culture has a variety of definitions but is considered as individuals values and beliefs, their shared assumptions, and how people are influenced in the way they act within an organisation (HSE, 2014e; Ramachandran, Chong, & Ismail, 2011; Carrillo, 2010; Schein, 2004).

Health and safety culture has been developed as a sub-section of the organisational culture and highlighted by Hughes & Ferrett (2011) as the organisation's developmental stage in the management of health and safety. Research has suggested that the culture can dictate the level of safety performance an organisation can achieve (Blair, 2013). Successful organisations can sustain a safety culture through enabling, enacting, and elaborating, which is evident in the practices and processes the employees undertake on a regular basis. Communication, commitment and consistency will be three of the key sub-sections considered in achieving a successful health and safety culture.

Cardiff School of Sport is a recognised UK Centre of Excellence for the Sport and Exercise Medicine Centre, providing a safe environment for staff, students, and customers. The health and safety management is the responsibility of the Board of Governors. The Board appoint the Dean of the School, who in turn oversees the Safety Committee. The management of health and safety is a key section of the health and safety policy statement and provides a framework for the individuals to display a positive commitment to health and safety. All aspects of health and safety within the school are the Dean's responsibility. Members of staff regularly undertake health and safety training to demonstrate appropriate behaviour and display their competency in dealing with health and safety matters.

Young (2010) highlighted the increase in a compensation culture and the adoption of excessive risk averse guidance and policies by organisations. Furthermore, Löfstedt (2011) undertook an independent review of health and safety legislation and acknowledged the extended length of time it would take to change the culture regarding risk and regulation that exists within Europe. Therefore, this study aims to establish if there is a positive health and safety culture and/or a culture of risk aversion within CSS.

CHAPTER TWO

LITERATURE REVIEW

2 - Literature Review

2.1 Historical Background

Health and safety regulations were introduced across Great Britain over 150 years ago (HSE, 2013a). The first Act of Parliament to protect workers was introduced as the Factories Act 1833, which focused on preventing overworking and injury to child textile workers (HSE, 2013c). Regulations were formulated despite opposition from employers and politicians and this was the first step in providing all employees with greater protection from harm in the workplace (HSE, 2013c). Many other Acts have been introduced since 1833 such as the Mines Act 1842 and the most recent Health and Safety at Work Act 1974.

In 1970, over five million workers remained unprotected by any health and safety legislation as earlier legislation often related to specific industries and workplaces (Hughes & Ferrett, 2011). A reactive approach to health and safety was more prominent than a proactive approach which caused delays in the protection of workers (Hughes & Ferrett, 2011). The Robens Committee was appointed in 1970 to review and make recommendations for health and safety at work (HSE, 2014h). Lord Alfred Robens was tasked with chairing the committee, whose recommendations were reported in 1972, with the idea of a risk-based approach being backed by employers (Young, 2010). This led to the Health and Safety at Work Act 1974 (HSE, 2014h).

2.2 Health and Safety at Work Act 1974

The Health and Safety at Work Act 1974 (HSWA) was the first Act to: cover all workers and their general duties; cover all affected by the employer's acts or omissions; and emphasise developing safe systems of work and the management of health and safety (Hughes & Ferrett, 2011). The HSWA became the largest piece of legislation to establish safe working conditions in Great Britain since the turn of the 19th Century and it remains as the core of today's health and safety regulatory framework (Löfstedt, 2011). The Act introduced a new, risk-based approach to health and safety, supported with codes of practice, replacing the large amount of prescriptive industry-specific regulations (Löfstedt, 2011). Practical examples of good practice were offered by Approved Codes of Practice (ACOPs), approved by the HSE, providing assistance on how to abide by the law and suggesting the compliance level required to satisfy the regulations (HSE, 2014d; Hughes & Ferrett, 2011). However, ACOPs have a special legal status acknowledging that if organisations are proved to have not followed the code's provision and are prosecuted for a breach of health and safety law, they can be found at fault, unless they have clearly complied with the law in another way (HSE, 2014d).

It is the managers who hold responsibility over the control and management of health and safety in their organisation (Young, 2010). Prescriptive legislation was removed and legislation covering numerous Acts such as Factories Act 1961 and the Offices, Shops and Railway Premises Act 1963 were combined into the HSWA (Young, 2010). The Health and Safety Commission (HSC), established by the HSWA, had the responsibility of drafting

and implementing new regulations through the Local Government or the Health and Safety Executive (HSE) (Hughes & Ferrett, 2011). It was on 1st January 1975 that the HSE were formed and tasked with dealing with the needs of the HSC and enforcing health and safety legislation in all workplaces (HSE, 2013c). The HSE were established with two key functions: “to secure health, safety and welfare of persons at work; and to protect persons not at work against risks to health and safety arising from work activities” (Young, 2010, p. 38).

In 2008, the HSE merged with the HSC (Hughes & Ferrett, 2011). The merger has led to better links and an efficient undertaking of operations, maintaining service delivery whilst retaining independence and ensuring the motivation of employers, employees and local enforcement authorities (Hughes & Ferrett, 2011). Löfstedt (2011) acknowledged the modern workplace was much safer but managing health and safety risks in the workplace must improve as is highlighted by HSE statistics, with 133 workers killed at work in 2013 (HSE, 2014c).

2.3 Health and Safety Regulations

As defined by the HSE (2014a), an accident is an occurrence that leads to injury or ill health. Whereas an incident is a near-miss or undesired circumstance, where there has been no harm caused but there is potential for injury or ill health. The number of accidents and incidents has dropped significantly in the workplace since the introduction of the HSWA (Löfstedt, 2011). Legislation is the primary driver in initiating change to improve the management of health and safety throughout the organisation (Löfstedt, 2011).

The HSWA is an Enabling Act, allowing the Secretary of State to make regulations without passing an additional Act of Parliament (Hughes & Ferrett, 2011). The HSWA and regulations are there to guide employers in controlling risks and hazards (Hughes & Ferrett, 2011). The HSE publishes legal guidance through leaflets and booklets, covering the technical aspects of health and safety regulations (HSE, 2014d). Guidance is also offered in the form of best practice, published in the health and safety guidance publications by the HSE. The regulations and ACOPs are the focal point for the guidance being offered (Hughes & Ferrett, 2011). Furthermore, it is a criminal offence to breach a regulation and these breaches can lead to prosecution and enforcement action being taken (Hughes & Ferrett, 2011).

On January 1st 1993, the first EU Directive was introduced into health and safety law in the UK, synchronising workplace and legal standards throughout the countries of the EU (Hughes & Ferrett, 2011). This Directive was known as the European Six Pack, covering six key areas (see Appendix A). The Directive was updated in 1999 and included nineteen regulations, ranging from the undertaking of risk assessments and health and safety arrangements, to employee training and the protection of young persons (The Management of Health and Safety at Work Regulations, 1999).

Young (2010) suggested that health and safety regulations were extended inappropriately and disproportionately to workplaces with low risks, having been originally created for high-hazard or high-risk industries. The Government created a 'Red Tape Challenge' initiative, launched in April 2011 by the Prime Minister, with the aim of reducing the overall level of health and safety regulations (Löfstedt, 2011). The initiative covers a wide area of regulations, one of which is health and safety, where a website has been set up to promote discussions in ways that the current regulations can be assessed, eradicated and adapted (Löfstedt, 2011).

A key regulation for CSS is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). It is important for RIDDOR to highlight what an accident is, what is meant by work-related ill health and what reportable injuries are. An accident is an unintended incident of non-consensual violence resulting in physical injury (HSE, 2013b). RIDDOR has specific components for the reporting of injuries (see Appendix B), aiming to provide data for use in national statistics and in setting national health and safety targets (Löfstedt, 2011). Organisations have a legal requirement to report incidents to allow the HSE to gather information about and investigate serious incidents, analysing how and why risks arise (RIDDOR, 2012).

In October 2012, the Government introduced a Fee for Intervention cost recovery scheme. Those who violated health and safety laws were charged a fee and covered the HSE's related costs, including investigation, inspection and enforcement action (HSE, 2012). This had a detrimental impact with reporting incidents, as those who were not found compliant were charged, deterring organisations from reporting so that they do not see the enforcing authorities (Löfstedt, 2011). Therefore, Young (2010) recommended extending the period before an injury or accident needs to be reported to seven days, and this was endorsed by the Government in April 2012 (HSE, 2014b).

2.4 Organisational Culture

Organisational culture has been acknowledged as a series of shared assumptions the group has learnt and developed over time, and understood as the way things are done in an organisation (HSE, 2014e; Schein, 2004). The organisational culture allows individuals to understand the functions and behavioural norms of the organisation (Ramachandran *et al.*, 2011). Culture includes both visible and invisible aspects such as policies and procedures and the beliefs and way people think and act respectively (Carrillo, 2010). The culture is developed by the leader implementing their own assumptions and providing the opportunity for others to follow (Carrillo, 2010). Organisational culture has many sub-sections, including safety culture (HSE, 2014e). Choudry, Fang, & Mohamed, (2007) found that the organisation's health and safety performance is influenced by employees' behaviour and attitudes, due to the safety culture created.

2.5 Health and Safety Compensation Culture

A significant issue highlighted in Young's (2010) report was the growing fear among business owners of having to pay compensation for claims that are unreasonable. Britain is perceived as a more litigious society than it was twenty years ago and the EU Framework Directive of 1989 must bear responsibility (Young, 2010). There has been an increase in organisations mitigating their liabilities with risk averse policies, with the current system having problems with its perception, understanding and application (Young, 2010). This has resulted in unqualified health and safety consultants trying to eliminate all potential risks instead of applying the concept of doing what is 'so far as is reasonably practicable'. This has caused negative health and safety stories in the press, leading to a decreased engagement in social beneficial activity for individuals, eroding personal responsibility, and overriding common sense (Löfstedt, 2011).

2.6 Health and Safety Culture

A safety culture is something shared, holistic, and self-created by the organisation (Reiman & Rollenhagen, 2014; Karsh, Waterson & Holden, 2013). Safety culture is a facet of organisational culture, where organisational culture encompasses the values, beliefs and norms for how work is carried out (Schein, 2004). However, safety culture stems from the shared practices, assumptions and attitudes of the organisation and its members, to adapt to the environment and cope with problems by actively committing to the organisation's health and safety management (Reiman & Rollenhagen, 2014; Blair, 2013; Hughes & Ferrett, 2011). Correll & Andrewartha (2000), cited in both Smith & Wadsworth's (2009) report to IOSH; and in HSE (2005), made a significant acknowledgement in suggesting two ways of treating safety culture: something an organisation '*is*', and something an organisation '*has*'. Something an organisation '*is*' is measured through attitude, identifying the beliefs and values towards safety by the members. Something an organisation '*has*' includes the policies and procedures in place to enhance safety, measured by safety performance statistics and audits (Correll & Andrewartha, 2000). Recent research has supported this approach as Blair (2013) suggested that the organisation's culture dictated the level of safety performance it can achieve. Safety culture brings together large numbers of people over a sufficient period of time, to achieve collective responses through the similarity of priorities and approaches they share (Vogus, Sutcliffe, & Weick, 2010).

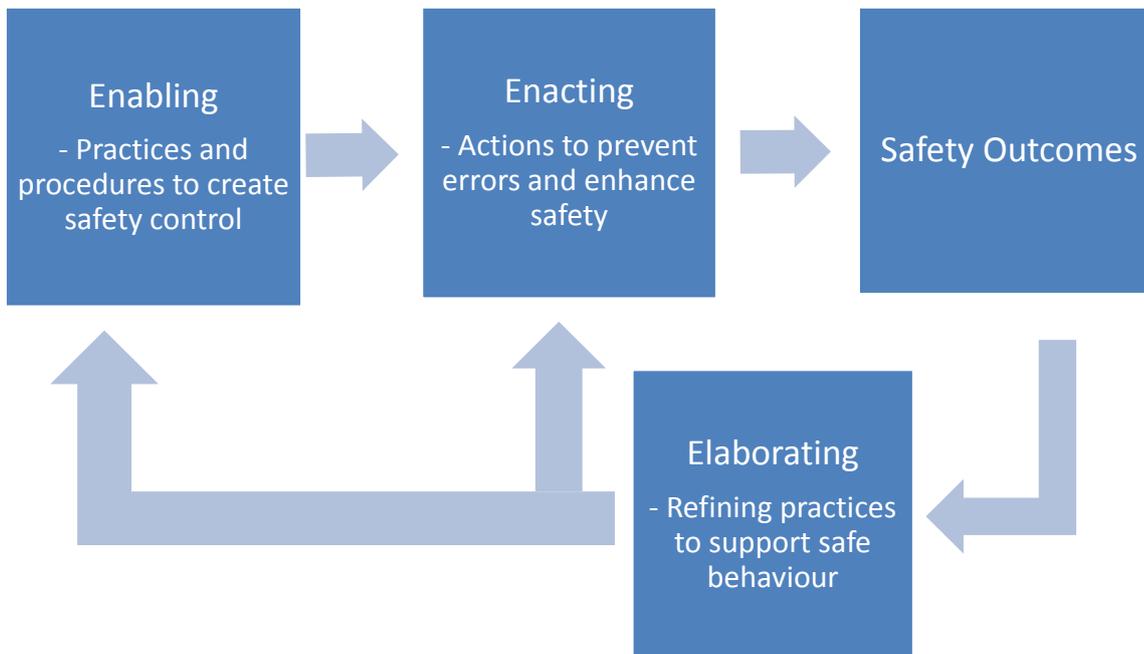


Figure 1. Enabling, Enacting and Elaborating a Safety Culture

Vogus *et al.* (2010) suggested a process to embed safer practice in the workplace and to sustain a safety culture includes the enabling, enacting, and elaborating of a coherent culture (see Figure 1).

2.7 Enabling, Enacting and Elaborating a Positive Safety Culture

A report by the HSE in 2005 highlighted five key priorities that would help an organisation achieve and maintain a positive health and safety culture. These five priorities include: continuous learning, effective communication, safety leadership, staff motivation, and toleration of unsafe acts and 'blame culture' (HSE, 2005). These priorities require use in conjunction with Vogus *et al.*'s (2010) process, leading to an enhanced safety culture.

Establishing a safety culture highlights the need to combine, explain, and direct specific cultural features that relate directly to the safety needs of the organisation (Vogus *et al.*, 2010). Organisations must endeavour to embed safer practices and draw the attention of staff to aspects of safety of the larger organisational culture (Reiman & Rollenhagen, 2014). By committing to safety throughout the organisation, employees can improve safety themselves by communicating up the chain of command, leading to the reporting of more errors and incidents (Vogus *et al.*, 2010). Vogus *et al.* (2010) suggested that enabling a safety culture means that organisational practices and leader actions emphasise the importance of safety. This promotes an environment where employees are empowered and encouraged to work safely. Creating open conditions for employees to speak up and modelling behaviours that show commitment to safety are vital components of leader's actions to enable a safety culture and build positive employee relations (Ashford, Sutcliffe, & Christianson, 2009).

Enacting a safety culture involves accurately identifying threats to safety and acting collaboratively to decrease the likelihood of any harm occurring (Reiman & Rollenhagen, 2014). This collaboration requires employers to train staff in dealing with threats to safety and making users of the service comply with the instructions by erecting signs and providing information through a range of communication (Smith, Hunt, & Green, 2004). Vogus *et al.*, (2010) highlighted that 70% of preventable errors resulting in death or serious injury were due to communication failures, so safety messages must be consistent throughout the organisation. All employees must enact and re-enact safety guidelines into meaningful practices to ensure that the positive safety culture is apparent on a daily basis (Vogus *et al.*, 2010).

Elaborating a safety culture involves enlarging and refining practices that were initially enabled in a narrowly defined and tentative manner (Reiman & Rollenhagen, 2014; Vogus *et al.*, 2010). This elaboration is likely to come from information that the business has gathered about itself through trends and statistics to manage and control major hazard risks (Sherriff & Tooma, 2010). Singer & Vogus (2013) highlighted that by elaborating, the organisation is able to reflect on and learn from previous performance. With the use of safety audits, at-risk behaviour can be eradicated and safe behaviours will be positively reinforced, contributing to an enhanced safety culture (Schlavi, 2014).

2.8 Cardiff School of Sport - Health and Safety

Cardiff Metropolitan University was established on November 1st 2011, changing its name from the University of Wales Institute Cardiff. Cardiff Metropolitan University has five schools, with CSS being the sole focus of this project. Cardiff School of Sport has an established national reputation, recognised within the UK as a Sport and Exercise Centre of Excellence (The Complete University Guide, 2015). The health and safety environment for the university is authorised by the Board of Governors who delegate responsibility to the Dean of each school. The university health and safety policy must be implemented by the Dean to achieve high health and safety standards on all university premises. It is a legal requirement for the university and CSS to take all reasonably practicable steps in adhering to the HSWA. The school health and safety policy is based on the guidance of the HSE frameworks and health and safety management profile audit. Cardiff School of Sport is committed to ensure, so far as is reasonably practicable, in accordance with Section 2(2) of HSWA, the provision of a safe place of work and the provision of supervision and training, in addition to four further statements (see Appendix C). Under Section 7 and 8 of the HSWA, employees have requirements to take reasonable care for health and safety and to co-operate with those responsible for health and safety (see Appendix D).

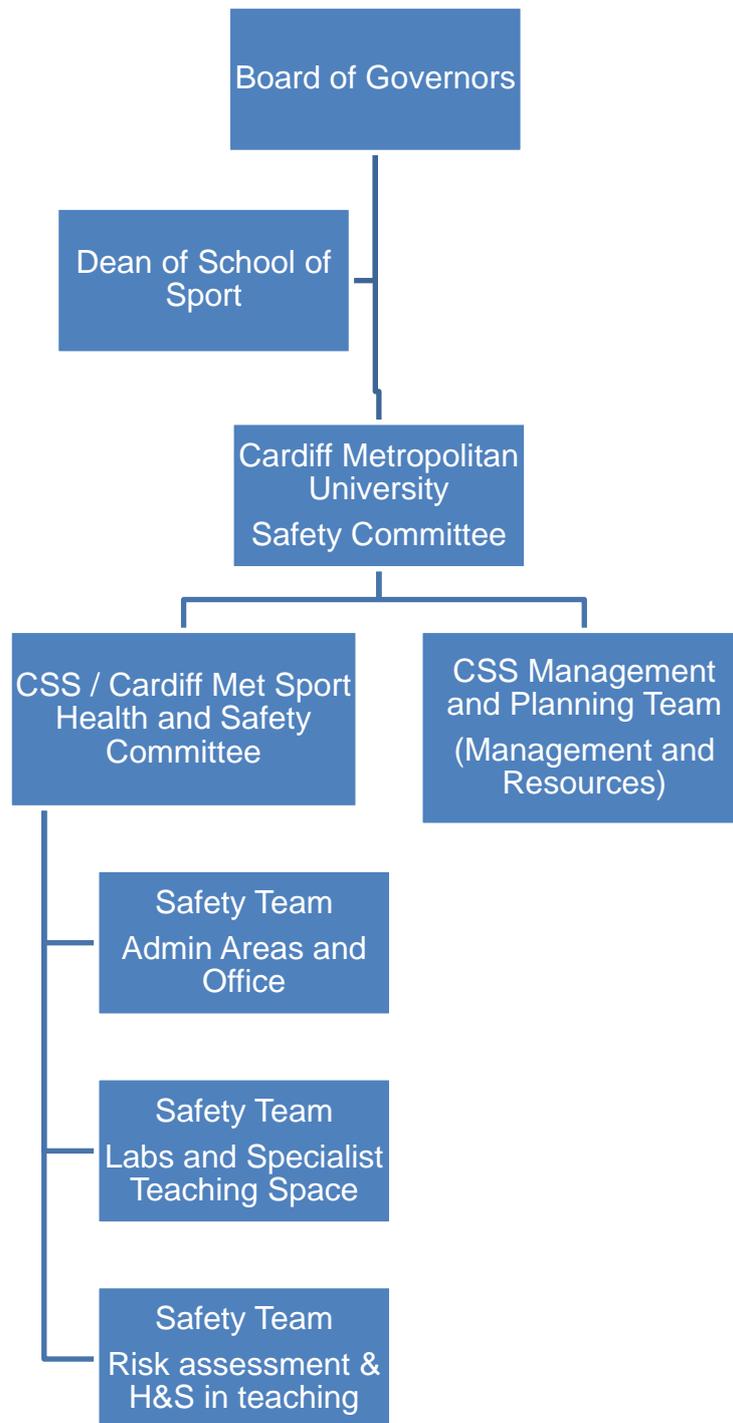


Figure 2. Cardiff School of Sport - Health and Safety Management Structure

2.9 Management of Health and Safety

The Board of Governors is responsible for providing a healthy and safe environment for all staff, students and others who will be affected by the universities' activities (Cardiff Met Sport, 2014). Their policy is to achieve high levels of health and safety throughout the university (Cardiff Met Sport, 2014). The Board of Governors have set up a Safety Committee. The minutes from committee meetings are reported to the Governors who overview the current health and safety documents and activities within CSS (Cardiff School of Sport, 2014). The Dean of the School establishes, maintains and supports the Safety Committee who advise and monitor the School in relation to their activities.

The management of health and safety matters within the School of Sport are represented in the health and safety policy (see Appendix E). The health and safety commitment to all staff and students within the school is communicated by the Dean through the policy statement. The policy provides a clear framework to allow all individuals to plan for safety and demonstrate due diligence for all ongoing activities (Cardiff School of Sport, 2014). The Dean is responsible for all aspects of health and safety within the school and can delegate responsibility to the nominated health and safety persons who investigate and review reported accidents to prevent recurrence.

The Dean of the School chairs the Safety Committee and other members include the Sports Facilities Manager and Business Support. The Operations Manager, Duty Managers and Fitness Manager are responsible to report to the Sport Facilities Manager on any issues relating to health and safety. They must enforce all safe systems of work procedures and have specific health and safety responsibilities in their job descriptions. As quoted in the Fitness Manager's job description (Cardiff Metropolitan University, n.d., p. 1), the role is:

To ensure that the Fitness Centres facilities are operated at all times in accordance with all current legislation and statutory requirements (in particular the Health & Safety at Work Act) ... (and) assist in the design, establishing, implementing and maintaining procedures ... including: health and safety of users, equipment and facilities.

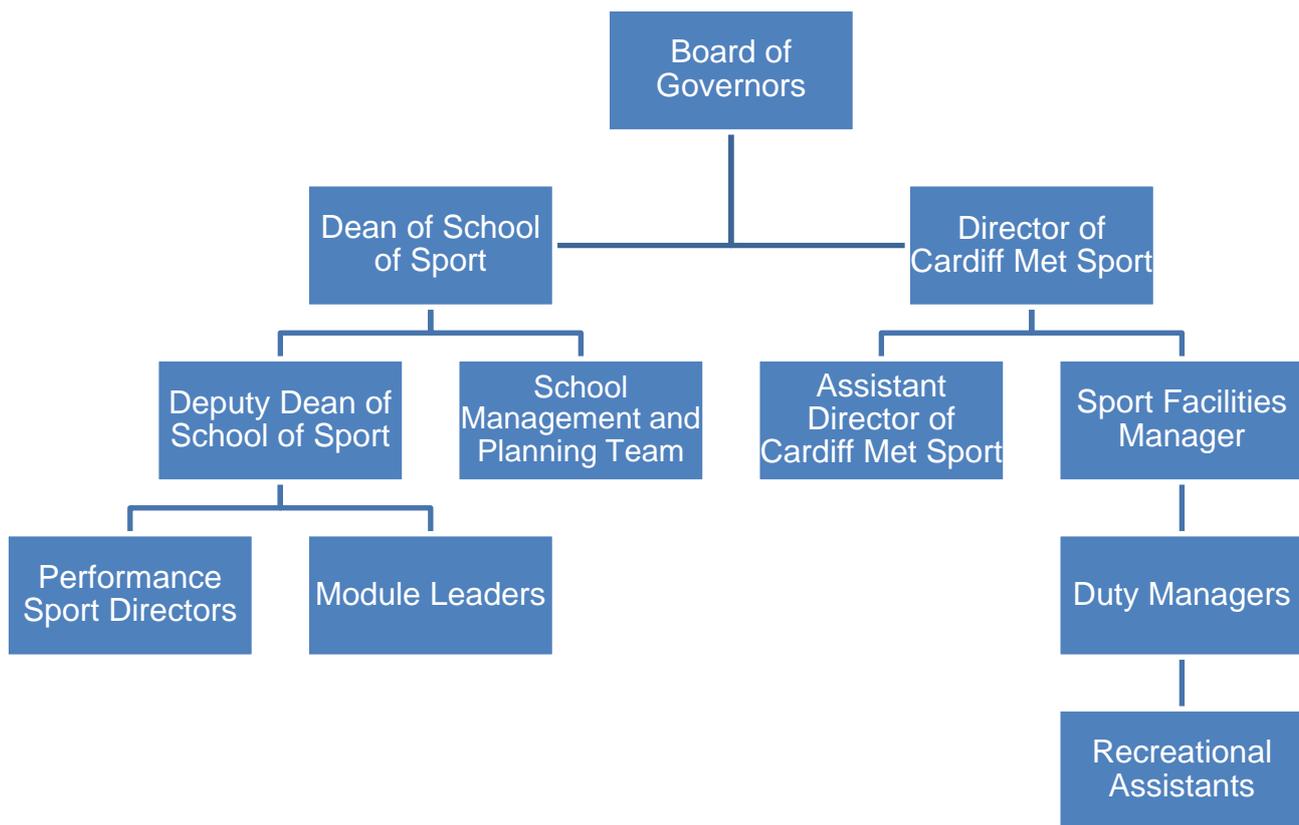


Figure 3. Cardiff School of Sport and Cardiff Met Sport Organisational Structure

2.10 Cardiff School of Sport - Safety Culture

Communication is a vital component in the success of a positive safety culture (Institution of Occupational Safety and Health, 2014). Cardiff School of Sport have regular safety committee meetings considering all aspects of the management of health and safety, and this information is passed from the Dean of the School to all staff members on a monthly basis. This information is communicated via emails. Reports are created and sent to the staff, helping to improve the safety culture and ensuring the development of health and safety is continuous throughout CSS.

Members of staff undertake health and safety training as a statutory requirement, relevant to the specific health and safety issues they are likely to encounter (Cardiff Met Sport, 2014). Safe working procedures must be provided through training to both staff and students for activities they will be undertaking. Furthermore, upon recruitment, members of staff are required to have certain qualifications enabling them to be competent in the performance of their role. The qualifications to lecture in sport often include health and safety aspects such as first aid, ensuring staff have a foundation of understanding that provides opportunity for development. Staff inductions are provided for employees who are returning to work or starting a new job (Cardiff Met Sport, 2014), in addition to manual handling, fire evacuation and specific staff training such as the National Pool Lifeguard Qualification.

The health and safety culture within CSS stems from the policy statement establishing the organisation's commitment to safety (Cardiff School of Sport, 2014). The statement allows CSS to repeatedly demonstrate their engagement with health and safety and ensure it is credible and visible to every individual at every level within the organisation (Cardiff School of Sport, 2014).

An annual self-audit of the safety management systems is undertaken in line with university health and safety policy. The most recent Health and Safety Policy was last updated on 24th January 2014 by the Director of Sport. To ensure that the organisation maintains a positive safety culture, it is important for all statements, policies and risk assessments to be up-to-date. Cardiff School of Sport (2014a) state that risk assessments, policies and procedures are reviewed annually, not exceeding twelve months, or when significant changes take place.

Ensuring that employees are committed to health and safety is vital to promote and maintain a positive health and safety culture (Blair, 2013). In CSS, there is active employee participation as the School of Sport staff must produce risk assessments for the lectures they deliver. The member of staff has a duty to assess the activity and the facility is assessed by CSS (Cardiff Met Sport, 2014). In addition, specialist staff such as swimming lecturers can have input into the health and safety policies relevant to the areas where they will be delivering sessions. This provides staff with the opportunity to create, update and maintain their own safety procedures; promoting safety reporting, where communication is made from the lecturing staff to the management, reducing safety risk and building a safety culture.

CHAPTER THREE

METHODOLOGY

3 - Methodology

3.1 Introduction

The purpose of the methodology is to be able to systematically collect data required to present new research and add to the body of knowledge on the research topic (Gratton & Jones, 2010). Specific areas such as the communication of a health and safety culture and the enforcement of safe systems of work have been highlighted by the review of the literature. The primary research will gain a detailed insight into these areas by analysing the thoughts of staff members who are subject to the health and safety programme within CSS. The research is a case study, aiming to present an evaluation of the current health and safety culture in CSS. A case study provides the opportunity to research a particular organisation and understand their relevant issues (Gratton & Jones, 2010). Case study advantages include the ability to study beliefs, values and opinions - all key to the culture of an organisation – but the result cannot be extended or generalised to other organisations (Yin, 2013).

3.2 Qualitative and Quantitative Methods

Systematic exploration is required to produce new information (Edwards & Skinner, 2009). Qualitative research uses non-numerical data, capturing meanings that are not quantifiable, such as experiences and feelings (Gratton & Jones, 2010). Quantitative methods involve the use of numerical measurement, assessing patterns and relationships of samples (Gratton & Jones, 2010). Examples of these methods include questionnaires or observational surveys, with data being drawn from a large number of people (Cooper, 2012). Allen, Chiarella & Homer (2010) found that qualitative interviews provide in-depth findings of the influences on a positive safety culture. Safety culture research has previously used surveys but Allen *et al.* (2010), were unable to achieve a response rate of 60% and acknowledged the need to explore human factor cultural components. Therefore, this study used a qualitative research design to discover emerging themes, insights, patterns, and new ideas (Crowther & Lancaster, 2012)

3.3 Interviews

Interviewing allows the researcher to collect in-depth data that is difficult to measure (Mason, 2007). Interviews use smaller sample groups to achieve richer data, enabling participants to discuss their experiences, with information being gained from the perspective of the respondent (Gratton & Jones, 2010). This study used semi-structured interviews so respondents could elaborate on personal experience (Edwards & Skinner, 2009). The researcher addressed topics and asked questions followed by probes, guiding the interview but reacting to the respondent's answers (Edwards & Skinner, 2009). The flexibility of semi-structured interviews allows questions to be steered into desirable areas (Crowther & Lancaster, 2012).

3.4 Participants of the Interview

Sampling is a procedure used to identify, select and obtain data from relevant sources in generating data to be used in the research (Mason, 2007). This study used purposive sampling to choose participants subjectively, who all have clear applicability in the context of the research (Edwards & Skinner, 2009). This approach has been adopted to gain unique, informative data for the case study (Edwards & Skinner, 2009). Interviews were undertaken with four members of staff: a Performance Director (PD), a Module Leader (ML), a Duty Manager (DM), and a Recreational Assistant (RA). The employees interviewed all had different job roles and worked in different levels of the organisation, providing analysis as to whether the health and safety culture was consistent throughout the organisation.

3.5 Interview Format

Prior to the interviews, all participants received a brief description of the interview (see Appendix F) and consent form (see Appendix G). This informed participants of what the interview would cover, their participation and anonymity rights, and the purpose of the research being conducted. The interviews lasted between nineteen and thirty-three minutes and were recorded with a dictaphone. Once interviewees had given consent, interview arrangements were made. The interviews were conducted at different locations in Cyncoed Campus, Cardiff Metropolitan University, away from any source of distraction and where the interviewees felt comfortable (Gratton & Jones, 2010).

All three interviews after the single pilot interview consisted of the same questions (see Appendix I). The questions were asked in different orders with the use of elaboration probes to gain insight or expand on particular areas. The researcher adopted a topical sequence approach suggested by Edwards & Skinner (2009), developing themes through natural discussion by giving the interviewer opportunities to adapt to the respondents answers. The interview guide was structured progressively to build a rapport with the participants and ensure their comfort when answering questions on each topic. All participants were reminded that if they became uncomfortable, they could pause or terminate the interview.

3.6 Pilot Interview

A pilot interview was conducted to test the suitability of the questions and increase the confidence of the researcher in developing probes and learning how to build rapport (Gratton & Jones, 2010). The pilot interview helped determine the flow of the interview regarding each question and the probing needed, together with the suitability of the instrumentation. The sample of the pilot interview was a PD and consequently, the interview highlighted the need to increase probing and introduce more questions to generate in-depth data on each theme. Thus providing a better insight into the interviewee's understanding of the organisation's health and safety culture. The interviewee interpreted and understood all of the questions, reducing any likelihood of the

subsequent interviewees misinterpreting the questions. As a result, similarly sought after themes were extracted from the raw data.

3.7 Reliability and Validity

Qualitative researchers must take the accuracy of their methods into careful consideration when undertaking research (Mason, 2007). Gratton & Jones (2010) acknowledged that it is important to ensure high quality research is undertaken. This can be assessed by analysing the reliability and validity in considering whether the conceptual framework is accurate in identifying what the study is trying to establish. Reliability in interviewing analyses how other researchers can attain similar findings by repeating the study due to the consistency of the methods measuring what they are set out to measure (Edwards & Skinner, 2009). It is important to provide sufficient detail so that even if the same findings were not recorded, the study could be replicated by others (Gratton & Jones, 2010). Reliability is achieved through the structured process of undertaking interviews and a controlled procedure in the recording, transcribing and interpreting of the data (Edwards & Skinner, 2009). For this study, as suggested by Gratton & Jones (2010), all interviews were undertaken in a consistent setting, recordings were transcribed within twenty-four hours of the interview taking place, and each interviewee was provided with the same interview guide. This led to the structure being replicated for all four interviews and each theme and topic area being discussed to a similar depth.

Validity in research identifies whether the study is measuring what it set out to measure (Gratton & Jones, 2010). Validity for this study analyses what each interview question is asking and the accuracy of these questions. The pilot interview was undertaken to increase the validity of the research through analysing the content validity of the questions and the researcher's procedure. Gratton & Jones (2010) acknowledged that ensuring validity is harder for qualitative research, as opposed to quantitative research, as transcriptions are not an analysis themselves but a tool to interpret the interview. Credibility has been highlighted as a component to use in qualitative research, comparable to internal validity of quantitative research (Thomas & Magilvy, 2011). A study is credible when the findings and interpretation are "believable", often through an accurate reflection of the experiences of the participant (Gratton & Jones, 2010, p. 97). In this study, the researcher reviewed individual transcripts, seeking similarities between the participants, thus establishing credibility (Thomas & Magilvy, 2011).

3.8 Data Analysis

Data requires organisation and analysis to be interpreted and meaningfully used in achieving the research objectives (Gratton & Jones, 2010). Edwards & Skinner (2009) acknowledged three procedures in analysing qualitative data: data reduction, data display and conclusion drawing. This study adopted these procedures, firstly, obtaining interview transcripts, organising and reducing them through coding and discarding irrelevant data. Secondly, creating tables to display the data clearly before finally, drawing conclusions from the study. This study used inductive content analysis, allowing for the critical themes

to emerge from the data, classifying the raw data and communicating the interpretation to others (Edwards & Skinner, 2009).

3.9 Coding

Coding provides the initial stage of logical structure having conceptually categorised the raw data (Gratton & Jones, 2010). Codes must be valid in accurately reflecting the research topic and exhaustive, ensuring that all relevant data fits into a code (Edwards & Skinner, 2009). Gratton & Jones (2010) suggested a framework to undertake coding, adopted by the researcher for this study. Data was extensively studied, with all relevant statements being identified and assigned a code, before the researcher re-read the data and investigated statements that were relevant to the categories. After completion, the data was analysed and patterns were identified. This led to selective coding, highlighting data that both explains the concepts and is contradictory to the majority of analysis. This avoids seeking out data that supports the researcher's ideas of the study, reducing confirmation bias.

3.10 Limitations

A common limitation with qualitative data is that the research is unable to be generalised to a larger population (Pitney & Parker, 2009). Interviews are a time-consuming process due to the planning, undertaking, transcribing and analysing, therefore limiting the overall sample size (Salmon, Stanton, Gibbon, Jenkins & Walker, 2009). This sample size raises external validity issues but as this was a case study, the research was not aiming to generalise across other samples or sectors (Flick, 2009). However, the research does generalise internally to the staff at CSS (Flick, 2009). The intention of the study was to provide specific insight into the health and safety culture of CSS, and so the number of participants is appropriate (Gratton & Jones, 2010). Furthermore, it is essential for positive interaction and cooperation during the interviews (Edwards & Skinner, 2009). The interviewer must not become too dominant during the interview nor create awkward situations and evoke long narratives due to lack of experience or expertise (Gratton & Jones, 2010; Edwards & Skinner, 2009).

3.11 Ethical Issues

Each research design has ethical issues that must be addressed prior to the research being undertaken (Gratton & Jones, 2010). It is important to respect and acknowledge the participant's right to make an informed decision as to whether they wish to give their consent in taking part in the research (Hardicre, 2014). A participant consent form was signed by the interviewees prior to the interviews taking place. The researcher adopted McNamee, Olivier, & Wainwright's (2007) suggestion in ensuring that the participant not only provides his/her signature, but clearly understands the details of the research to make an informed decision on their participation.

In order to ensure confidentiality, the participants must be informed about who will have access to the data collected by the research (Gratton & Jones, 2010). For this study, the data was only available to the researcher, the dissertation supervisor and the participants themselves. As Kaiser (2009) recommended, confidentiality ensured that the interviewees were not identifiable by using pseudonyms when individuals' names were mentioned in the interviews.

CHAPTER FOUR

RESULTS

4 – Results

The data collected from the four interviews has been inserted into tables and coded into categories. Some information from the interviews was not relevant and therefore, has not been included in the tables.

Coding of Results: 1 – Individual Practice and Understanding. 2 – Strengths. 3 – Limitations. 4 – Agreement. 5 – Contradiction. 6 – Opinion/Suggestion. (.....) – Collected Information Not Required

Table 4.1. Health and Safety Responsibilities

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
What are your daily job responsibilities within Cardiff School of Sport and do any of these roles relate closely to health and safety?	..... 1 - I'm a lecturer..... I teach performance modules so health and safety is a critical part of those modules. We have to look after health and safety and teach it as part of those modules .....	..... 1 - lots of admin, teaching practical stuff and in terms of the health and safety within the practical context, gymnastics and trampolining 6 - I think we're delivering to make sure that the health and safety standards are met .....	..... 1 - setting up, setting down equipment, rota-ing of staff. Erm, part of my role as well, to, is to undertake risk assessments, erm, and just, the day to day managing the facilities really.	..... 1 - in my recreational, erm, job, we lifeguard the pool, we check equipment is set up correctly, erm, we have to do checks of the arena 2 - We have to work with each other as a team just in case there is an emergency we're all on hand to help.

4.1 Health and Safety Responsibilities

All employees understood their responsibilities in dealing with health and safety on a daily basis. All members of staff dealt with health and safety both directly, dealing with individuals, and indirectly, completing checks and paperwork. The PD and ML had responsibility lecturing to students whilst the DM and RA were responsible for more tangible elements such as equipment and facility checks.

Table 4.2 – Health and Safety Awareness and Establishment

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
How long have you been an employee for Cardiff School of Sport?	..... 1 - Seven years, something like that. Seven or eight years.	1 - So I've been working here for nine years .....	..... 1 - fifteen years, sixteen years this summer.	1 - For nearly five years now.
Has your awareness of health and safety changed during this time?	1 – Erm, well no I was working in the School of Management the health and safety was probably more erm, more critical in those type of things than when I first joined up here. 6 - only recently that people have started talking about risk assessment.	..... 1 - the way the practicals are delivered is more from a, sort of a facilitation point of view it's actually the person managing that group of people how you maintain that safe environment.	1 - Ah massively. Erm, I mean when I first came I didn't comprehend health and safety in a way that I do now. 2 - NEBOSH and going on to my MSc has given me a greater understanding. there wasn't anybody really qualified to give a bit of background and in depth knowledge and understanding that was paid for me	1 - Yeah definitely I've definitely become more of, aware of the issues and like checks that need to be done to prevent accidents occurring 2 - since I started my recreational job, it's really important it's your duty of care to look after them.
Do you think health and safety has become more established during your time working here?		6 – Yeah it's become more rigid and more structured in terms of, erm, policies .....	..... 6 – yeah it, it has when I first started I didn't even know what a risk assessment was 2 - I think it has become an inherent	6 – Erm, yeah, I do. 3 – There's risk assessments done on absolutely everything. 6 - I'd say it was a bit more like relaxed a few years ago

			part of day to day routine here now.	- 2 - whereas now it's really important.
Has there been any change, positive or negative?	<p>3 - It's not necessarily positive it's a response to a risk averse society.</p> <p>.....</p> <p>4 - Somebody somewhere needs some forms filling in we're being forced to engage with it rather than it being a proper erm, discussion about health and safety</p> <p>.....</p> <p>6 - I suppose it's positive erm, and some good stuff will come out of it yeah.</p>	<p>6 – I, I think it's developed in line with what's expected within, within each of the activities</p>	<p>3 – Erm, it can be met with some negativity gradually got into our department as a good thing rather than a hindrance. At first it was met with a bit, because maybe people didn't understand, erm, their key responsibilities. They, they saw health and safety as a bit of a barrier between them and their role.....</p>	<p>..... 3 - sometimes it can be a bit over-the-top that you have to risk assess..... sometimes could be walking down the stairs</p> <p>4 - I guess it's important in case anything does happen, it's there to prove that we've done our job.</p>
Have you had employment prior to the role you are in now with a different organisation?	<p>..... 1 - I was involved with the other school the only comparison of practice is working on the field studies a risk assessment that needed to be done</p> <p>I was familiar with that process and I understood it all</p>	<p>1 – Erm, yes and no. Yeah I've coached in a, a couple of different places</p> <p>2 - it's more robust here 'cause there is, there's individual people to ensure that we're protected</p>	<p>..... 1 - I came here when I was eighteen so straight from college, I came straight here.</p>	<p>1 - Yeah, I worked in erm, the Westbrook Athletic Centre</p> <p>facilities were about a tenth of what they were here so the risks and things that needed taking into consideration were a lot smaller</p>

4.2 Health and Safety Awareness and Establishment

The employees have worked in CSS for between four and fifteen years. The PD was the only employee whose awareness had not changed in the seven years they have been an employee within the School of Sport. All other members of staff felt as though their awareness had clearly changed and for the DM, awareness was developed through external qualifications. The ML, DM and RA have seen an increase in the importance of risk assessments and the ML highlighted the observation of a more rigid and structured health and safety process. All members of staff agreed that there had been change and the change has both positive and negative aspects. The PD made a specific comment regarding the current society and the ML acknowledged that the change has developed as expected. Both facility staff initially highlighted the negative change due to tasks that must be undertaken and the negative reaction to what is required. The ML and RA highlighted the comparison in size of CSS to their previous employer and similarity in dealing with the same issues, but on a smaller scale.

Table 4.3 Health and Safety Training

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
Does Cardiff School of Sport provide any health and safety training?	3 - We had erm, a risk assessment erm, seminar it was mixed in terms of usefulness erm, and that's really, that's all we've had on that type of, on that type of front.	..... 1 - I've sat on a couple of health and safety erm, training sessions. So we have the team come down from Llandaff and deliver general health and safety 2 - we do get adequate training and looked after ..... .....	..... 1 - there's in-house courses, you know for line managers or for basic health and safety. 2 - say we've got new recruits, we take them through induction processes 4 - we have staff training as well to ensure that there's competency that runs throughout our staff we're quite keen on especially training and, and updates and informing people.....	3 – Erm, I think they do, I've not personally been offered any. When I started my job here .....you get briefed not in any depth 4 - we do staff training which we do erm, at least once a month we get to chat about things that have changed, new policies that are in place, especially for lifeguard duties 2 – (it's) important so we need to keep up-to-date with things like that.
Who provides the training?	..... 4 - central sort of erm, staff development people. training comes from the School Business Manager .....	..... 4 - in Llandaff within our, within the health and safety department when it's like looking at training, erm, training standards. So she'll deliver	..... 1 - Generally the Duty Managers and they've all got their key roles 4 - the health and safety team down at Llandaff and	4 – That's Nick leads staff training, that's one of his job roles.

		<p>the same training, erm, and amend it for the practical staff, the people in the biomechanics labs, the people in the physiology labs</p>	<p>they'll come in and maybe give presentations on manual handling. 4 - We've also got, er, Nick who works here</p>	
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4.3. Health and Safety Training

There was agreement between all employees that training is provided. All staff discussed training they were active in delivering and/or receiving. There was no time scale of training except for the RA who stated that staff training was undertaken at least once a month. The DM was the only employee who provided training themselves, with the RA receiving monthly training from another Duty Manager. The School Business Manager and the health and safety department in Llandaff were also acknowledged in providing health and safety training.

Table 4.4 Health and Safety Culture

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
What do you think a health and safety culture is and does Cardiff School of Sport have a health and safety culture?	<p>..... 6 - I wouldn't say that we have a culture of health and safety.</p> <p>.....</p> <p>2 - we've got a growing awareness of, of it in particular aspects.</p> <p>.....</p> <p>2 - There's a culture of wanting to look after people and make sure that people are okay</p> <p>I don't think you'd really describe it as a health and safety culture here.</p>	<p>6 - I think it's just being mindful of, what, what's going on around you</p> <p>..... about the area, the facility, and the individuals you're working with</p> <p>4 - some places it is over-the-top</p> <p>..... just acting in an appropriate way.</p>	<p>..... 3 – when I first started here the culture wasn't very good toward health and safety.</p> <p>.....</p> <p>2 - Now it is being a little more accepted</p> <p>..... how important it is, people bringing the knowledge and understanding.</p> <p>.....</p> <p>6 - I think cultures can always change or you can always feed into developing that by key influences within a department and I think it's got to probably be led from the top.....</p>	<p>1 – Erm, so obviously our action plans that we have in place, our emergency action plans, the risk assessments.</p> <p>2 - We have daily check lists that have to be completed to, to ensure that there's nothing going to go wrong or to cover ourselves to say that we've checked these things.</p>
Do you think that there is consistency towards health and safety throughout Cardiff School of Sport?	<p>4 - It has been this year and I think last year</p> <p>2 - level four have got an external person.....</p> <p>they actually had to go to that training, the health and</p>	<p>4 - I think there is a, there's a level of consistency</p> <p>2 - So in terms of the health and safety, all the staff have been briefed</p> <p>6 - I'm quite sure all the staff engage with them</p>	<p>..... 1 - I identified that who is responsible for risk assessments of say, a lecture</p> <p>Now I can't, or we can't possibly be responsible for</p>	<p>..... 4 - we have to do these things every day</p> <p>1 - you check the de-fib, you do checks of the arena, you have to sign your name next to pool</p>

	<p>safety training, they had to erm, look at the risk assessments and produce their own sort of addendums</p>	<p>quite well and actually follow them, well hopefully follows them to the letter.</p>	<p>what they, the lecture entails 3 - which wasn't met with the greatest response it was quite a daunting task that they were putting their name to a form that they didn't comprehend and that they would somehow be liable if something went wrong.....</p>	<p>tests, you have to check the pool alarms to check that they're working so... 2 - I'd say within our department that yeah, it is really consistent.</p>
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4.4 Health and Safety Culture

No employee offered a definitive answer of what a health and safety culture is. The PD suggested an awareness of safety aspects and a culture of wanting to look after people. All employees thought a culture revolves around the people in the organisation and the practices undertaken. The DM stated that the culture has to be led from the top of each department. All employees discussed consistency within their own department. The staff highlighted consistency through analysing risk assessments, making sure individuals are informed and working towards a positive outcome, and in checking the facilities on a regular basis. The lecturing staff and DM highlighted the improved consistency over the past couple of years.

Table 4.5 Health and Safety Communication

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
How do you receive communication regarding health and safety?	4 - Erm, I suppose we get emails. Yeah and invitations we had email notification that first aid courses were running.....	..... 4 - Usually just by email I get CC'd into an email but that goes past me, usually ends up going to the Business Manager.....	..... 6 - we've got the intranet 2 - you can get forms on there, or you can get information or access to courses or guidance documents we communicate through staff training portals we get everybody together and if there's something new to discuss or a health and safety identified training issue we need to undertake then we do it through meetings.	..... 4 - we don't really receive any other than like internal emails
Do you feel as though there is enough communication of health and safety?	..... 6 - I think there's probably enough communication about process. 4 - I don't think that there's clear explanation of what is actually required, and what the implications are for our	4 – Probably not. We probably could have a little bit more just to, sort of let people know what the status of some of the documents are and if there's any new legislation, or new policies or new aspects we need to adhere to. 3 - I know staff	5 - Within our department, yes.	..... 3 - maybe including it in staff training a little bit more as casual staff and not Duty Managers, you're not sort of involved in it directly, so it can sometimes like go past without you

	modules.	... get quite a lot of emails and it just adds		knowing and you're not getting as much information as would maybe help.
Is the communication that you receive clear? Would you change the way you receive information or the type of information you receive?	3 – Erm yeah. If, if it was delivered by people who really knew what they were talking about. 3 - some of the initial advice delivered to staff was actually wrong and erm, and as a result of that it, it placed people in a, in a potentially erm, dangerous situation	6 - I think talking about stuff would be ideal 'cause we, we've had presentations in the past which is great it's more that the staff want to know where we stand on some, certain policies I think that's some points that the staff have, it's just they want to have chats 4 - but trying to find time when all staff are free is challenging .....	..... it's hard to say 4 - it's difficult to get a group of people together and get an understanding of something 3 - it's quite difficult sometimes to allocate training that includes everybody	2 - Yeah it is. I'm directly involved with what's going on so it's easy for me to keep up-to-date 6 - it's better to talk rather than email. 3 - Erm, some emails especially about health and safety are quite boring you just scan them. 6 - If it was brought together discussed, it'd definitely sink in a little bit better than it does through an email.
Do you actively communicate and role model health and safety or do prefer to intervene if action needs to be taken?	..... 4 - it's part of the curricular. Yeah, so we teach health and safety to students risk management and that's sort of, talk about that risk is an inherent part of sport .....	..... 4 - When action needs to be taken I step in , being a good role model is you know, doing the right thing every time I'm in there I ensure that I'm doing the thing, I'm doing what I preach	4 - Yeah, I'm very proactive with that sort of thing make them know that it is something that's important and something that we need to adhere to, all of us, not just management	4 – Erm, I think our job role requires us to do both. Erm, we always try to promote it by stopping it from happening in the first place but there's always going to be

			<p>..... everybody has got a responsibility 6 - I try to be as proactive in that sense, instead of sending round emails and directives and things like that, I try to guide a bit more than demand.</p>	<p>situations where we have to intervene </p>
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4.5 Health and Safety Communication

All employees received communication through emails. The DM highlighted the use of the intranet and staff training portals in providing, accessing and discussing health and safety information. Both lecturing staff thought they should receive more communication, especially in terms of new policies and legislation. This included receiving better information and having sessions delivered by individuals who appreciate the implications of the information they are delivering. Both facility staff and the ML suggested that although emails were convenient and it was hard to get people together, it is better to discuss health and safety rather than receive emails. All members of staff highlighted the need to communicate health and safety to help undertake practices safely, preventing any incidents or accidents occurring.

Table 4.6 Health and Safety Commitment

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
How is the commitment to health and safety shown to members of staff?	<p>..... 6 - there's risk assessments in every classroom</p> <p>.....</p> <p>3 - those seem to me to be more like a lip service rather than actually erm, helping towards the safety side of stuff.</p> <p>2 - putting people through the MIDAS qualification</p> <p>..... is an indication of good practice</p>	<p>..... 6 - in the School of Sport and all the other areas we don't want people getting hurt and so that message is fallen down from above and hopefully it's managed by the people on, at the cold face as well.</p>	<p>..... 6 - we've got policies, we've got procedures which, you know, which are a good commitment idea.</p> <p>2 – Erm, we have the committee meetings which benefit people to discuss it, you know and seem to take it seriously that way</p>	<p>..... 2 – there's regularly like improvements on the normal operating procedures, emergency action plans</p> <p>.....</p>
Do senior employees demonstrate appropriate behaviour towards health and safety? Have you ever seen a senior employee not demonstrating appropriate behaviour?	<p>6 - everybody who's involved with that type of thing in the school would know what they're supposed to be doing in terms of filling in the relevant risk assessment</p> <p>.....</p> <p>3 - how much that actually impacts upon practice of people in the teaching situation is interesting.</p>		<p>3 - I've come across not inappropriate but maybe er, I've said 'oh we have to do it this way'. 'Oh have we'. You know, met with that kind of response.</p> <p>Yes, we do and these are the reasons why and then it's accepted</p> <p>..... it's sometimes seen as a bit of a hindrance than a help</p> <p>.....</p>	<p>6 - Yeah definitely, they have to. It comes under their job title that they have to support everything that has been done by Amy so yeah.</p>

<p>Do you feel as though staff members fill in risk assessments just to show it is done or because they are displaying a strong commitment to health and safety?</p>	<p>6 – Erm, I'd be surprised if it wasn't is it the 3G pitch? Erm, that probably has, has sharpened erm, people's attention because that has very strict rules about what people can and can't wear on there. - 3 – Erm, how much of that is actually due to the health and safety considerations, how much is to do with preserving the pitch, you know, because it's an expensive investment is interesting.</p>	<p>..... 3 – yes it is, a paper filling activity and it is erm, a challenge to, to get it done as well but... - 2 - the uni do show a good commitment to, to get them done.</p>	<p>..... 1 - we're part of the universities' inspection team visit other departments and do an inspection sheet to see if there's any failings 3 - some inspections that I've gone and undertaken, and there's basic failings that if somebody was really concerned about health and safety they wouldn't be there, you know. Basic trip hazards or inappropriate storage of chemicals 6 - maybe that's more, not that they're committed to health and safety, that they just haven't got the knowledge.</p>	
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<p>How do you display your own commitment to safety?</p>	<p>..... 1 - when I'm talking to erm, the students in the sessions that it's erm, clear that there's got to be health and safety I'm running sessions, I'm, I'm monitoring safety and trying to emphasise sort of safe working practice</p>	<p>1 - Erm, proudly, erm. I, every session when I'm coaching it's, or, or when I'm delivering in the practical's it's going through that same set, rigorous routine I do a check, visual checks all-round the area, question the students about it and then ensure that you know, activities are delivered in a way which are acceptable and progressive</p>	<p>..... 1 - my commitment at the moment is through the education anything that I learn or any skills I develop through that, I try and bring into my work practice 2 - trying to continually improve my learning and my understanding and try and filter it in to my place of work.</p>	<p>1 – Erm, I like to think that I complete the checks to the best of my own ability. I go round the facilities when I start shift, checking equipment, making sure things are put away checking the pool readings, that, that the chlorine levels are okay, checking the pool alarms are working in case of an emergency</p>
<p>Do you think Cardiff School of Sport are proactive or reactive in their commitment to health and safety?</p>			<p>3 - A bit of both we are a bit reactive but I think it's coming the other way. 2 - Not as reactive as it once was but these things take time to change 6 - It's difficult, with a large organisation like we are to get everything key to fit and everybody to think the same way</p>	<p>..... 6 – Amy's to the extreme but that's because that's her job role, whereas the other Duty Managers, they are proactive but not to the same level as Amy some casual members of staff are really proactive everyone's proactive but some more so than others.</p>

4.6 Health and Safety Commitment

Both facility staff and the PD highlighted the commitment to risk assessments, policies and normal operating procedures. Both lecturing staff mentioned the commitment to the safety of individuals, but the PD suggested that the commitment may not be in the interest of safety, merely completing the tasks as opposed to 'helping towards the safety side of stuff'. All members of staff suggested that senior employees understood what was required of them. However, the PD doubted whether knowing what they were supposed to be doing impacted on their practice. The DM highlighted the negative response received and the understanding that some employees see health and safety as a hindrance. The staff suggested that a strong part of health and safety relies on completing check-lists and the ML acknowledged the commitment to make sure that all paperwork has been completed. Both lecturing staff were committed to safety in the delivery of practical sessions by teaching and managing the safety aspects. The DM focused on their own development to show commitment and the RA outlined the tasks that displayed their commitment to safety. Both facility staff were questioned about the proactivity of Cardiff School of Sport in dealing with health and safety. The DM highlighted a transition from a more reactive past to a proactive present but both highlighted the difference in staff opinion and difficulty in getting all members of staff to work in the same way.

Table 4.7 Health and Safety Policies and Procedures

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
How do you ensure that you follow health and safety policies and procedures?	1 - make sure that I've, I've filled in the right documentation because I'm working with an external person, they bring a different perspective of health and safety	..... 1 - I've got the risk assessment, I know what it is and we just make sure we follow it through when we're delivering.	1 - I generally do checks 2 - I do an inspection, once every two weeks of different facilities day to day you go round, you can check these things, it's just being proactive in that way.	..... 2 - we have an action plan which is carried out so we practice doing that, that just embeds the routine into us so that's easy to carry out then in the future. - 1 - Erm, when I first started I went through the EAP's, NOP's, that sort of just gets me to know what I'm doing

4.7 Health and Safety Policies and Procedures

All employees follow policies and procedures by completing and adhering to documentation. The RA stated the procedures were followed as part of a routine and the DM undertakes an inspection every two weeks showing the positive repetition in experiencing and dealing with health and safety.

Table 4.8 Health and Safety Reporting Procedures

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
What are the Cardiff School of Sport safety reporting procedures?	<p>4 – Erm, if there was an accident it's contact erm, sport facilities and they, they call the emergency services and away you go. it's always go through the campus services, we've got buzzers by the squash courts you know, we've got buzzers that go through to the, you know tennis centre or the NIAC</p>	<p>4 - It's usually just straight through the sports facilities So if we do have an incident, usually we contact the Duty Manager they come over and then we, they bring the forms over, discuss what happened then they'll either take notes and then follow up afterwards and have a bit more of a discussion around what happened.</p>	<p>6 – Erm, good for, I'd say for accidents and things like that but near-misses I'm not sure as much</p> <p>3 - we might have a near-miss incident but nobody seems to think to report that Whereas they're as important as the accident report they only see an accident form as an accident form that's something that I'm trying to implement now to go forward so we get better at reporting those things and find a trend in certain areas</p> <p>4 - every reception they're all first aid points so if there's any incidences or accidents, that's the point of contact we can go over and investigate and write a report from there.</p>	<p>..... 1 – I know obviously when we have an accident we have to fill in an accident report form, it gets sent to health and safety in Llandaff</p> <p>4 - we'd call out the Duty Manager</p> <p>- 3 - It's okay to miss sort of erm, checking the litter on the AstroTurf. So that's one of our daily checks, obviously that's not going to cause any problems so that would be okay but if that was a consistent thing that we weren't doing then we would get sort of told that we need to pull our weight a little bit more.</p>

<p>When was the last time you reported an accident or an incident?</p>	<p>..... 1 - I think it was probably two, two years ago maybe that we had to report one in the sense of erm, calling for assistance</p>	<p>1 - Last year was one, the year before there was another the DM came over and then we went through and wrote up afterwards.</p>	<p>..... 1 - I've just recently done an accident investigation all our accident forms, we keep a copy and we send a copy to the Llandaff team and then they get back in touch whether they think that they need to investigate further or document anything.</p>	<p>1 – Erm, last week somebody fell over a hurdle when they were doing athletics we have to then fill in an accident report form and send it to health and safety.</p>
<p>Was the correct procedure followed in reporting the accident?</p>	<p>..... 3 - we didn't follow procedure in terms of reporting it it was just a case of, right we need some help, to sort out what to do.</p>	<p>4 - Yeah, 'cause it's standard procedure and it's just to make sure that you know, everything was done in, in the right way and that everything was covered</p>	<p>..... 4 - that's something that we're quite good at as I say, actual physical accidents that happened, maybe not so much on the near-misses of accidents or incidents.</p>	<p>4 - Yeah.</p>
<p>Do you know of any major accidents or incidents that have happened in the School of Sport recently?</p>	<p>3 - No, I'm not aware of anything that's happened, erm, recently</p>	<p>..... 4 - I think there was an odd one on the rugby pitch.</p>	<p>4 - We had one not so long ago on the rugby pitch 1 - you've got like little pocket sleeves that the flags, the corner flags stick into an away player slid across the line and cut his leg, quite open</p>	<p>4 - Yeah a few. 1 - a man have a heart attack somebody collapse on the outdoor track somebody collapse in the showers someone fall off a trampoline and have an open fracture.</p>

<p>Have the reports resulted in any change?</p>	<p>3 - I've not heard of any, erm, practice that has varied the change in practice that has occurred, as my understanding is, erm, people preparing for, in case an accident occurs, so it's not as a result of an accident.</p>	<p>..... 4 - I think with every report that comes through we have the, we look at it if something happens where we didn't expect that to happen then we have to review the processes 2 - we do follow up and we do make amendments based on if these sort of tragic incidences occur.</p>	<p>4 - Yeah, that definitely did the sockets were probably a little bit too high. 3 - some of these things were over, were overlooked by certain departments 1 - that led to an investigation and from that a policy came out about these sleeves that did have a big impact.</p>	<p>1 – Erm, In the situations we dealt with everything in the best way we could. - 2 - Our staff training is very thorough we, 'a staff' couldn't have done anything else to help the casualties or prevent it from happening. 3 - the casualty that had the heart attack had come in the fire exit so we didn't actually know that they were there 6 - we've definitely been more strict with people swiping, we've closed fire exits; they have to come through main reception so we're just aware of who is in the facility</p>
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<p>Did/do you feel confident in the reporting of accidents or incidents or are you cautious of the outcomes if you were found to be at fault?</p>	<p>..... 4 - I would feel confident reporting it ... 2 - I think we follow the right procedures and, you know, we've got good systems in place and we, we, you know we're dotting the i's and crossing the t's</p>	<p>..... 4 - I'm happy and comfortable to report stuff erm, or incidences 2 - I know when we, when I deliver that the process and the protocols that we go through are what the, the governing body and what the school look on as favourable</p>	<p>..... 4 - I think it's better to, even you know if you think, a facility or somebody is at fault 2 - it's better to get that through and learn lessons</p>	<p>..... 4 - definitely confident 2 - as a team we work really well together and again, our staff training is really thorough that helps us react better in situations so we all know exactly what we're doing and I think everyone's quite confident in their ability to report incidents.</p>
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4.8 Health and Safety Reporting Procedures

All members of staff knew the procedure for reporting accidents or incidents. Both facility staff members regularly dealt with accidents or incidents and have recently submitted reports. The lecturing staff last dealt with an accident or incident two years ago. The correct reporting procedure was followed by all members of staff, except for the PD. The DM raised the issue that near-misses were not reported but when physical accidents occurred, the reporting was good. The ML and DM both mentioned a major accident on the rugby pitch. The RA spoke of a fatality in NIAC and the PD was not aware of any recent accidents, only one three or four years ago during an off-site activity. The PD was the only member of staff who suggested that no practice had changed as a result of an accident occurring. All other members of staff stated that if an accident or incident occurred, following the report, there was a review. The ML and RA stated that reports often do not lead to any change. For the recent accident, everything was appropriate to prevent the initial accident from occurring. Both facility staff members mentioned changes to practices since the reporting of a recent accident. All members of staff felt confident reporting accidents and incidents and if they stuck to the guidelines, they would not be at fault for any accident that occurred.

Table 4.9 Health and Safety Working Procedures and Risk Assessments

Question	Participant's Response			
	Lecturing Staff		Facility Staff	
	Performance Director (PD)	Module Leader (ML)	Duty Manager (DM)	Recreational Assistant (RA)
Are you involved in the reviewing of safe work procedures and risk assessments?	1 - Err no, other than revisiting the erm, the risk assessment, no.	..... 1 - what we tend to is, is that you buddy up with someone and review each other's	1 – Highly I have admin days given to me that's when I try and keep on top of risk assessments, you know, safe working procedures 3 - I'm the only person reviewing risk assessments and we're a huge department and I solely can't do it 4 - I need other people to get involved with that because I can't possibly maintain or sustain all these risk assessments.....	1 - No I'm not. Probe ... 4 - I think it's okay, maybe just more involvement from the other members of staff would work better than having one person.

4.9 Health and Safety Working Procedures and Risk Assessments

Both lecturing staff dealt with risk assessments and the ML highlighted the work done with other practical modules to enhance health and safety. The RA was not involved in any safe work procedures or risk assessments. The DM was allocated days to focus on the health and safety administration, being a major part of the job role. The DM highlighted that there are a significant amount of risk assessments which are unable to be maintained and sustained by a single individual.

CHAPTER FIVE

DISCUSSION

5 - Discussion

5.1 Introduction

This chapter will interpret the qualitative data of four members of sport staff, identifying themes and key findings using specific quotations. Strengths and areas for improvement of health and safety for CSS will be highlighted throughout.

5.2 Responsibilities for Health and Safety

The HSWA stated the roles and responsibilities of employees in dealing with health and safety. Each participant has an understanding of their responsibilities and how these relate to health and safety. The participants have their individual roles within CSS but all roles are important in managing health and safety on a daily basis (Young, 2010). The ML acknowledged the need for all members of lecturing staff to *'make sure that the health and safety ... standards are met and ... the correct precautions are put in place'*. However, the RA highlighted the importance of team work when, if an emergency occurs, *'we're all on hand to help'*. The full-time staff described more responsibility in their individual job role and supported Vogus *et al.* (2010) in ensuring a positive display of health and safety through enacting safe practices on a daily basis. The members of staff understand their responsibilities regarding health and safety and this will help in developing a positive safety culture.

5.3 Awareness and Establishment of Health and Safety

The PD's awareness of health and safety has not increased during their tenure with CSS. The PD previously held a role within Cardiff School of Management (CSM) so possibly, CSM is more advanced with health and safety and CSS have been slower in establishing effective health and safety practices. Even though the PD suggested it was *'only recently that people have started talking about risk assessment'*, it is encouraging that all interviewees have seen a change. The RA acknowledged the *'duty of care'* in their current role but the DM agreed that in working with CSS employees, there was no thorough understanding of health and safety.

The lack of a comprehensive understanding displays evidence of a limited health and safety culture. Reiman & Rollenhagen (2014) stated that a safety culture was shared but the interviewees did not describe a shared view. The PD suggested *'there's a culture of wanting to look after people'*, the ML stated *'you just have to be very mindful about one, the area, the facility, the individuals you're working with'* and the RA highlighted the action plans and check lists in place *'to ensure that there's nothing going to go wrong'*, safeguarding employees from negligence. However, the interviewees agreed that health and safety has become more established within CSS during their time working in the organisation. The RA acknowledged that *'it was a bit more, like, relaxed a few years ago'*. However, *'now it's really important'* and the DM added that it has become *'an inherent part of day to day routine'*. Checking and reviewing health and safety on a daily basis is vital in implementing a positive health and safety culture (Hughes & Ferrett, 2011). The ML stated that *'it's become more rigid and more structured in terms of, erm, policies'*, suggesting that

individuals understand and engage with health and safety positively. However, the increase in rigidity could mean that CSS is unable to change and adapt to new practices or regulations quickly (Blair, 2013). Therefore, individuals such as the DM, who is trying to implement new ideas and undertake dynamic risk assessments from high profile qualifications, could see a lack of flexibility cause problems and further clashes of interest.

Although CSS has experienced change in the way health and safety is dealt with, the PD suggested the change was *'not necessarily positive ... it's a response to a risk averse society'*. Ieraci (2007) offers significant insight into a risk-averse culture stating that a society focused on minimising risk results in a decrease of trust and increase in reporting. The PD further supported this by acknowledging that *'somebody somewhere needs some forms filling in, somebody needs to cover their back ... so therefore ... we're being forced to engage with it'*. The DM identified that health and safety was a barrier between the employee and their role, with individuals not *'understand(ing), erm, their key responsibilities'*. Young (2010) highlighted the issues with the understanding and application of the current system so therefore, this may not be problem specific to CSS but from the data collected, it does have implications on their practice. Cardiff School of Sport have completed *'risk assessments ... on absolutely everything'* in the approach to eliminate all risks (Young, 2010). The RA highlighted that risk assessments *'sometimes could be walking down the stairs'* and *'it can be a bit over-the-top'*. Therefore, CSS should look to ensure that staff members are risk aware and not risk averse. The ML added that *'in some places it is over-the-top'* and this has put a burden on the DM who *'can't possibly maintain or sustain all these risk assessments'*.

Safe systems of work are required by law and CSS are committed to these. When questioned on their involvement in the reviewing of safe work procedures and risk assessments, both lecturing staff stated their requirement to do and check risk assessments. The RA stated *'no I'm not (involved)'* but for the DM, it is a major part of their role with days dedicated to *'keep on top of risk assessments, you know, safe working procedures, erm, documents that, that may need to be spread through staff and training needs'*. Although provided with time to undertake these tasks, the DM highlighted the need for *'other people to get involved'* being the *'only person reviewing risk assessments'* in a *'huge department'*. When the RA was asked about having another individual to help, they *'think it's okay, maybe just more involvement from the other members of staff would work better than having one person'*. Therefore, from the DM stating that they are clearly unable to maintain and sustain the risk assessments, other members of staff in the facility are not particularly aware of the stress the DM is under. There could be potential for CSS to provide risk assessment training to specific individuals who can aid the DM, relieve some of the pressure, and continue showing their commitment in doing so far as is reasonably practicable.

5.4 Health and Safety Training

Hughes & Ferrett (2011, p. 77) stated that “health and safety training is a very important part of the health and safety culture”. Not only is training important, it is a legal requirement. Under Section 13.2 of the Management of Health and Safety at Work Regulations (1999), adequate health and safety training should be provided by the employer. The DM stated the staff training to *‘ensure that there’s competency that runs throughout our staff’*. According to the PD, a recent risk assessment seminar was *‘mixed in terms of usefulness’* and may not have been worthwhile for the PD who already had a good knowledge and understanding. However, that session may have been extremely useful for certain individuals’. In addition, the RA stated that regarding training, *‘I’ve not personally been offered any’* and on discussing the health and safety brief when beginning employment for CSS, although six years ago, the training was *‘not in any depth’*. The DM highlighted that they could not *‘comprehend’* health and safety when they began working for CSS fifteen years ago. Thus, CSS may provide limited initial training to new staff members, who only became more aware of health and safety due to the development of their own skills, experience and knowledge. Although the HSE (2014f) stated that new recruits require basic induction training, working in a big department such as the sport facilities may require more thorough induction training. The RA previously worked at an athletic centre and *‘the facilities were about a tenth of what they were here so the risks and things that needed taking into consideration were a lot smaller’*. However, staff members who are appointed to positions of responsibility are likely to arrive with a good knowledge of health and safety. Therefore, training must be appropriate and relevant to the individual who is arriving or changing roles within the organisation.

The DM has undertaken a NEBOSH certificate, paid for by the university as *‘there wasn’t anybody really qualified to give a bit of background and in depth knowledge and understanding’*. Therefore, CSS provide accredited, high quality training to members of staff who are in a position to improve the health and safety of the organisation. The DM is also currently studying for an MSc in Occupational Health, Safety and Wellbeing which has provided a *‘greater understanding’* of health and safety and has highlighted the induction process that *‘new recruits’* go through. However, if this induction is the same that has been provided for the last few years, a review of this training would be beneficial. Moreover, the ML suggested that *‘adequate training’* was received. Both members of facility staff highlighted the staff training that is provided and the importance of thorough and regular training was acknowledged by Hughes & Ferrett (2011). The DM stated that sport facilities were keen on *‘we’re quite keen on especially training and, and updates and informing people’*. The staff training provided *‘at least once a month’* was seen as *‘important so we need to keep up-to-date’* by the RA. Therefore, this consistency of training and regularly dealing with policies and procedures is what CSS have done well a daily basis.

According to the health and safety policy, the Dean has a responsibility to ensure that health and safety training takes place. Duty Managers are well trained so they provide training to employees as the HSE (2014f) acknowledged, effective training can be done 'in-house'. Training is also provided by the health and safety unit located on Llandaff Campus. This allows for instant access to members of facility staff for any immediate or smaller issues within CSS and an effective team in Llandaff who, acknowledged by the ML, *'look at training, erm, training standards ... and amend it for the practical staff, the people in the biomechanics labs, the people in the physiology labs'*. Therefore, CSS have suitable members of staff to provide adequate and job specific training and analyse training and training standards. Thus, members of staff will be prepared to deal with health and safety matters and understand and approach their health and safety responsibilities positively.

5.5 Health and Safety Communication

All the interviewees highlighted emails as the main form of health and safety communication. Although emails were the most common medium, there was agreement that emails were not the best form of communication. The ML stated *'I know staff ... get quite a lot of emails and it just adds'* and the RA expanded by saying *'some emails, especially about health and safety are quite boring'* and the information would not be read as employees *'just scan them'*. On the other hand, the DM highlighted the benefit of the intranet and talking to individuals *'instead of sending round emails'*. Management Training Australia (2015) suggested that communication is most effective when multiple channels are used, for example giving verbal messages and allowing for two-way communication and following this up with summarising emails to make the message permanent. Sport facilities have two valuable tools in the staff portal and the intranet to provide communication regarding health and safety training and offer guidance and access information. Cardiff School of Sport could adopt these tools after analysing their effectiveness in the sport facilities. Although the DM acknowledged the benefit, neither the intranet nor staff portal was mentioned by the RA, who also added *that 'as casual staff and not Duty Managers, you're not sort of involved in it directly, so it can sometimes like go past without you knowing and you're not getting as much information as would maybe help'*. This means that CSS are lacking in effective communication, one of the HSE's (2005) five key priorities. The RA's statement displays a clear lack of communication to those who are lower in the organisation and most likely to require communication to develop their knowledge. To achieve a positive health and safety culture, communication is required through all channels of the organisation and senior employees must be able to communicate up and down the organisational hierarchy (Sinelnikov, Inouye, & Kerper, 2015). Therefore, the organisation must overcome the traditional assumption the DM suggested in that *'it's got to probably be led from the top'*.

The fast pace of health and safety change within CSS is a recurrent feature throughout the interviews. When asked about consistency in CSS, all three full-time staff mentioned the recent change: *'it has been this year and last year'*, *'over the last couple of years'* and *'I looked at the health and safety policy last year'*. However, the PD noted the consistency for both internal and external members of staff. External staff had to undertake the same

training and understand the varying processes and practices of CSS. Vogus *et al.* (2010) acknowledged the requirement for consistency in safety messages to prevent errors resulting in serious injury. The ML highlighted the consistency with safety messages *'in terms of the health and safety, all the staff have been briefed'* and with documents and risk assessments *'I'm quite sure all the staff engage with them quite well'*. However, the DM contradicted this in identifying that sport facilities *'can't possibly be responsible for what they, the lecture entails'*, getting lecturers to undertake risk assessments and *'putting their name to a form that they didn't comprehend ... wasn't met with the greatest response'*. As this was the case, it is unsurprising that members of staff responded negatively. For the DM, it is their key responsibility and they are aware of what and how all risk assessments must be completed. However, some members of staff are now required to *'put their name to a form'* with no understanding. This is likely to lead to more risk averse staff as the changing requirements have not been explained properly and members of staff continue with a lack of knowledge and understanding.

It is hard to maintain the consistency of practices while there is a significant amount of change being undertaken (Yorio, Willmer, & Moore, 2015). The consensus was that the individuals must be both proactive in engaging and open to change, to achieve a high level of safety performance. Although not as applicable to the lecturing staff, the RA highlighted daily responsibilities such as, *'check the de-fib, checks of the arena, check the pool alarms'* and as a result, *'within our department that it is really consistent'*. Kamara (2014) acknowledged that having routines is beneficial to achieving consistency. However, the RA was questioned on missing a check and stated that *'It's okay to miss sort of erm, checking the litter on the AstroTurf. So that's one of our daily checks, obviously that's not going to cause any problems so that would be okay but if that was a consistent thing that we weren't doing then we would get sort of told that we need to pull our weight a little bit more'*. This statement has negative impacts as CSS and sport facilities would not want any checks to be missed and this answer is likely to have come from previous experience. The employee highlighted that action would be taken if this became consistent. However, the proactive approach being adopted by CSS would include the trust that employees are fulfilling their responsibilities.

The interviewees highlighted discussions as the best form of communication for people to understand and remain up-to-date with health and safety. However, a large number of barriers to effective communication were raised. The PD stated that *'some of the initial advice that was delivered to staff was actually wrong and erm, and as a result of that it, it placed people in a, in a potentially erm, dangerous situation'*. This can demotivate staff and lose a large amount of trust and a "lack of trust constantly emerges as an issue in safety improvement efforts" (Carrillo, 2010, p. 52). This has detrimental impacts on the establishment and maintenance of a positive health and safety culture. The DM highlighted that *'it's quite difficult sometimes to allocate training that includes everybody'* and the ML said *'trying to find time when all staff are free is challenging'*. Organisations should organise regular communication events to spend time getting employees together to discuss health and safety matters (Carrillo, 2010). Not only is there an opportunity to refine practices and processes and discuss matters, these meetings display a strong

commitment to health and safety throughout the organisation and are vital to elaborating a safety culture (Reiman & Rollenhagen, 2014). When asked about their own communication, all members of staff suggested they were proactive in communicating to staff and/or students. This is a strength in the development of a health and safety culture, but the lack of active and constructive communication that the interviewees receive from CSS is a significant area for improvement.

5.6 Health and Safety Commitment

Correll & Andrewartha (2000) suggested a safety culture can be treated as something an organisation *'has'* or *'is'*. However, both are crucial in achieving a positive health and safety culture. Interpreting the data, the culture and consistency of CSS tends much further towards what an organisation *'has'*, as the PD and RA highlighted the health and safety processes. The DM stated that *'when I first started here the culture wasn't very good toward health and safety'* but it *'is being a little more accepted'*, emphasising a better health and safety culture with the ongoing development of health and safety in CSS.

Senior employees modelling appropriate behaviour is vital for building positive employee relations and enabling a safety culture (Ashford *et al.*, 2009). The interviewees stated that senior employees understand their responsibilities and the DM noted that *'committee meetings'* promote the commitment to health and safety and the importance to *'take it seriously'*. The facility staff identified policies and procedures as a key commitment to safety and crucial in maintaining a positive safety culture (Cardiff School of Sport, 2014). The DM acknowledged *'basic failings that if somebody was really concerned about health and safety they wouldn't be there, you know. Basic trip hazards or inappropriate storage of chemicals'*. However, this may be *'not that they're (not) committed to health and safety, that they just haven't got the knowledge'*. Effective health and safety performance requires a good understanding and knowledge from members of staff which should have been developed during health and safety induction training. The DM is part of the *'universities' inspection team'* who complete *'an inspection sheet to see if there's any failings'*. Observing practical sessions or laboratory experiments further provides staff members with the opportunity to discuss safety matters (Hughes & Ferrett, 2011). However, it is important that members of staff do not feel as though they are being judged or checked on. These observations should show commitment with all members of staff working towards the same goal and a positive health and safety culture.

The interviewees were questioned on the completion of checks and whether this displayed commitment to health and safety. All participants were concerned that members of staff may not be fully committed to safety. When discussing acceptable footwear for the new AstroTurf, the PD suggested that *'how much of that is actually due to the health and safety considerations, how much is to do with preserving the pitch, you know, because it's an expensive investment is interesting'*. There is a clear understanding that not all policies and procedures in place are in the interest of health and safety. The ML highlighted that displaying commitment is *'a paper filling activity ... but the uni do show a good commitment to, to get them done'*. The PD acknowledged that employees know what is required of them in completing relevant documents but *'how much that actually impacts*

upon practice ... is interesting'. Therefore, CSS need to make sure the documents are all completed to show they are dealing with health and safety appropriately and members of staff are engaged and committed to health and safety in the workplace.

5.7 Health and Safety Reporting Procedures

The PD stated, *'we've got good systems in place'* and all interviewees were confident in reporting accidents and incidents. It is important that employees are comfortable in reporting safety matters and the DM highlighted that *'even if you think a facility or somebody is at fault, it's better to get that through and learn lessons from it'*. Reporting for the RA has been included in training and through scenario training *'so we all know exactly what we're doing and I think everyone's quite confident in their ability to report incidents'*.

Although there are good systems for reporting, the PD stated on the last occasion of an accident occurring *'probably two years ago ... we didn't follow procedure in terms of reporting it'*. On the other hand, the ML acknowledged it is *'standard procedure and it's just to make sure that you know, everything was done in, in the right way'*. Cardiff School of Sport must review whether the majority of employees who report accidents and incidents less frequently do follow the correct procedure. Although this was not a serious incident, organisations are legally required to report incidents to the HSE so that serious incidents can be investigated (RIDDOR, 2012). If accidents and incidents are not reported, CSS are unable to undertake reviews to stop recurrence in the future or analyse trends for future improvement.

One further area for improvement for CSS is the reporting of near-misses because as Hughes & Ferrett (2011) acknowledged, approximately every ten near-misses lead to a minor accident or incident occurring. All members of staff knew how to report an accident or incident. The RA stated that *'I know obviously when we have an accident we have to fill in an accident report form'* but the DM acknowledged that employees *'only see an accident form as an accident form'*. Although the RA's statement is correct, the question asked about general safety reporting procedures and it would be good for CSS to have an accident report form completed for accidents, incidents and near-misses. The DM stated that for near-miss incidents *'nobody seems to think to report that ... whereas they're as important as the accident report'*. It is critical for organisations to learn about their own health and safety, ensuring all incidents and near-misses are effectively and thoroughly investigated (Mannan, Mentzer, & Zhang, 2013). By recording all accidents, incidents and near-misses, CSS can examine information through trend analysis. The organisation can identify the pattern in reports completed in the past three years and analyse their health and safety statistics. The pattern would provide information as to whether the organisation is managing health and safety effectively or if improvements are required. Some organisations have awarded incentives for near-miss reporting as the safety improvement initiatives are not treated as recordables but positive proactive measures (Sinelnikov *et al.*, 2015). This would help to eradicate severe incidents and accidents from future occurrence and reiterate the proactive approach that CSS is trying to adopt towards health and safety.

CHAPTER SIX

CONCLUSION

6 - Conclusion

The study evaluated the health and safety culture within Cardiff School of Sport and the main features that impact upon the culture. Undertaking qualitative research has provided a detailed insight into the strengths and areas for improvement for health and safety within CSS. Cardiff School of Sport are proactive in their approach towards health and safety, developed through recent changes in the positive establishment of health and safety within the organisation.

6.1 Strengths and Areas for Improvement

The discussion highlighted the commitment of the interviewees in ensuring that they are proactive in communicating and displaying their approach to health and safety. There was a consensus of wanting to look after people and the policies and procedures CSS have in place were highlighted as effective in maintaining a safe environment.

The interviewees highlighted limited knowledge and understanding of: health and safety culture, commitment to health and safety, and other employee's key responsibilities. Therefore, CSS may consider improving the training and communication with members of staff to help improve their knowledge. Emails were ineffective in communicating health and safety matters and although it is difficult to bring staff together, there was clear agreement that discussions were the best form of communication. Discussions regarding health and safety should be utilised by CSS, helping to get all members of staff working towards health and safety in the same way.

The risk averse society, as acknowledged by Young (2010), has implications on the practice of CSS and the organisation should look to avoid being risk averse and develop members of staff to be risk aware. The societal changes may have led to staff members viewing aspects of health and safety as 'over-the-top', with a significant amount of risk assessments being undertaken and the DM left unable to maintain and sustain them all. Therefore, involving other staff in this process would help to relieve the pressure on the DM and stay up-to-date with all CSS documents.

The lack of reporting and investigating near-miss accidents was acknowledged as vital for organisations to maintain a proactive regime. The statistics from these reports contribute to a trend analysis and in developing an appropriate risk reduction plan to improve the health and safety environment. The reporting of near-misses would be a proactive approach to prevent both the recurrence of accidents, incidents and near-misses, and the minor incidents that inevitably occur from an accumulation of near-misses (Sinelnikov *et al.*, 2015).

6.2 Limitations of Research and Areas for Further Research

As this is a case study, the findings cannot be generalised to other organisations and are only relevant to CSS. However, the study does contribute to research by applying the literature to a specific organisation and drawing conclusions that impact on future studies. Future research, through dissertation studies, could use this study as a basis to examine the health and safety culture across many organisations and cross-compare the results. Furthermore, the sample of participants was small and a bigger sample could have studied the difference between full-time and part-time staff, variations between different departments, and the difference in health and safety of the five schools of the university. The research could be extended to the School of Health Sciences who regularly undertake experiments and studies in laboratories, the School of Art and Design who use kilns for their work and other departmental units such as catering. Health and safety impacts upon these schools very closely and using this study as a foundation for future research would provide valuable health and safety information for Cardiff Metropolitan University.

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APPENDICES

Appendix A

Areas of the European Six Pack

1. Management of Health and Safety at Work Regulations
2. Workplace Regulations
3. Provision and Use of Work Equipment Regulations
4. Manual Handling Operations Regulations
5. Personal Protective Equipment at Work Regulations
6. Display Screen Equipment Regulations

Appendix B

RIDDOR Reporting of Injuries Requirements

RIDDOR requires deaths and injuries to be reported only when:

- There has been an accident which caused the injury
- The accident was work-related
- The injury is of a type which is reportable

The following injuries are reportable under RIDDOR when they result from a work-related accident:

- The death of any person (Regulation 6)
- Specified Injuries to workers (Regulation 4)
- Injuries to workers which result in their incapacitation for more than 7 days (Regulation 4)
- Injuries to non-workers which result in them being taken directly to hospital for treatment, or specified injuries to non-workers which occur on hospital premises. (Regulation 5)

Appendix C

Section 2 (2) of the Health and Safety at Work Act

In accordance with Section 2 (2) of the HSWA 1974; Cardiff Met Sport is committed to ensure, so far as is reasonably practicable, the:

- Provision of safe plant and systems of work
- Provision of information, instruction, supervision and training
- Safe use, handling and transport of substances and articles
- Provision of a safe place of work; access and egress
- Provision of a safe environment and adequate welfare facilities

Appendix D

Section 7 and 8 of the Health and Safety at Work Act

All employees are required under Section 7 and 8 of the HSWA 1974:

- To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions
- To co-operate with those persons who are responsible for health and safety; to enable them to carry out their duties
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare

Appendix E

Cardiff School of Sport - Health and Safety Policy

The School Health and Safety Policy aims to:

- Keep all procedures, practices and systems relating to the health and safety of staff, students and visitors to the School under review.
- Comply with all relevant health and safety statutory provisions and regulations.
- Provide relevant information, training and supervision to enable us (staff and students) to recognise, understand and undertake our responsibilities under health and safety statutory provisions and regulations.
- Monitor and review the effectiveness of the policy and revise it where appropriate. The latest version of the policy will be posted on the School website.
- Ensure that Health and Safety is treated as a core management function.

Appendix F

Participant Information Sheet

I am inviting you to take part in a research study for my student project. Please read the information below to ensure that you understand what the study will involve. Please ask if you require more information or if there is anything that you do not understand.

Thank you for your time in reading this information sheet.

Who will conduct the research?

Dale Adderley

What is the Research Title?

The Health and Safety Culture within Cardiff School of Sport: A Case Study.

What does the research aim to achieve?

The research aims to analyse the implementation of a health and safety culture within Cardiff School of Sport.

Who is invited to take part?

All members of staff would provide me with valuable information regarding the implementation of a health and safety culture.

What is required if I take part?

A semi-structured interview will be undertaken to question the participant on their experience working within the Cardiff School of Sport. The participant is expected to give honest answers to all questions. There will be no risks involved in the research.

What is done to the collected data?

The data will be analysed to identify the type of health and safety culture implemented and how it has been implemented.

How do you maintain confidentiality?

The participant's identity will remain anonymous in the research. No real names will be used during the interviews.

What happens if I change my mind or no longer wish to take part?

It is your decision if you do or do not wish to take part. If you decide to take part, you will be asked to sign a consent form but you are free to withdraw from the study at any time without reason.

How long will the research last?

The interviews will last around thirty minutes.

Where will the research be undertaken?

Research will be conducted at Cyncoed Campus, Cardiff Metropolitan University, in a suitable location.

Contact for further information

Dale Adderley

St20020526@outlook.cardiffmet.ac.uk

Appendix G

Participant Consent Form

To be completed by the participant.

<ul style="list-style-type: none">• I confirm that I have read and understood the information sheet regarding this study• I have asked questions and discussed this study• I understand that that my participation is voluntary• I understand that I have the right to withdraw from the study at any time and without providing a reason• I agree to take part in this study (please tick box) <input type="checkbox"/>	
Signature (participant)	Date
Name in block letters	
Signature of researcher	Date
Researcher's contact details (including telephone number and e-mail address): St20020526@outlook.cardiffmet.ac.uk 07837366435	

Appendix H

Pilot Study Interview Questions

1. What are your daily job responsibilities within Cardiff School of Sport? Do any of these roles relate closely to health and safety?
2. What training have you been provided with in dealing with issues regarding health and safety?
3. What are your understandings of a health and safety culture?
4. Has this safety culture been implemented by Cardiff School of Sport?
5. How is the commitment to health and safety shown to members of staff?
6. Who do you see as the main communicator in the planning, monitoring and auditing of health and safety in Cardiff School of Sport?
7. How do you receive communication regarding health and safety?
8. Do managers role model health and safety?
9. How is this safety role modelled? How regularly do you see members of staff undertaking 'walkabouts' to visibly show an active and practical commitment to health and safety?
10. Do you work more closely with certain policies in Cardiff School of Sport? If so, do you have any input as to what these policies state?
11. Do you feel as though health and safety is individualised to each member of the organisation? Why is this? How do they show individualisation? Do they treat health and safety as an entity for each module? Each school?
12. When was the last time you reported an accident or incident? Did this report result in change?
13. How long have you been an employee for the Cardiff School of Sport? Has your awareness of health and safety changed during this time?

14. Have you had employment prior to the role you are in now with a different organisation? Thinking back to this, how does health and safety management within Cardiff School of Sport compare to your previous employer?
15. Are you involved in the reviewing of safe work procedures/risk assessments?
16. What are your safety reporting procedures?
17. How do you display your own commitment to safety?

Appendix I

Health and Safety Pilot Interview

Location: Queenswood, Cyncoed Campus

Date: 10/02/2015

Start Time: 14.49 End Time: 15.19

Interviewer: Dale Adderley

Interviewee: Performance Director

DA: What are your daily job responsibilities within the CSS and do any of these roles relate closely to health and safety?

PD: Erm, well, erm, daily job responsibilities, I'm, are a lecturer so I have to teach. Erm, part of the teaching I do is erm, performance modules so in that respect, yeah health and safety is a critical part of those modules and erm, we have to look after health and safety and also have to teach it as part of those modules as well. So I suppose you could say yeah, that's the case and also just sort of generally, erm, in my role as performance director for squash looking after the teams, looking after the training sessions and stuff like that which happens on a, on a daily basis so then I, yeah, the health and safety side of stuff comes in to that as well yeah.

DA: Brilliant, so squash is the most closely related to erm, health and safety issue?

PD: Erm, in terms of practical activities yeah I, I mean obviously I do the Brecon stuff as well so there's health and safety in that...

DA: Yeah.

PD: ...that we have to look after as well.

DA: Yeah what does that involve?

PD: That's probably more dangerous in some respects but erm, yeah.

DA: So is that off campus?

PD: Yeah the, the first year, erm, sort of induction type stuff. Remember you went on in Brecon?

DA: Yeah.

PD: Trips.

DA: Yeah.

PD: Those type of things.

DA: Okay, erm, how long have you been an employee for the School of Sport?

PD: Err, how long have I been an employee for the School of Sport? Erm, so what I can't remember, I think it was 2007 that I came but before I've worked here since 1995.

DA: Right, okay.

PD: So, within the School of Sport I think it was, I think it was 2007 that I transferred from the School of Management.

DA: Right.

PD: So what's that? Seven years, something like that. Seven or eight years.

DA: Eight years now yeah.

PD: Coming up for.

DA: Has your awareness of health and safety changed during this time?

PD: Erm, well no, because in my role with, when I was working in the School of Management with the same programme, erm, with as it used to be called recreational leisure management and then sport and erm, leisure management we used to do field studies and erm, the health and safety was probably more erm, more critical in those type of things than when I first joined up here. Not, not many people talking about the health and safety aspect of the roles, only recently that people have started talking about risk assessment and that type of stuff. Erm so really I was dealing with that, with those type of issues probably much earlier when I was working in the other school and 'cause I was taking students away on field trips and we were going to the Pyrenees...

DA: Yeah.

PD: ... into the mountains, you had to deal with that sort of thing then.

DA: So there's a lot more discussion in the School of Sport more recently, is that positive, positive change or natural change?

PD: Erm, it depends on the perspective. It depends on your perspective. It's erm, it's positive in the sense that people are openly discussing health and safety. Erm, it's, erm it's not quite, it's not necessarily positive in a, in a sense of, erm, erm, the sort of risk, it's a response to a risk averse society.

DA: Yeah.

PD: So, it's not necessarily erm, driven by, erm, good, good reasons, you know. Somebody somewhere needs some forms filling in, somebody needs to cover their back and so therefore erm, you know we're being forced to engage with it rather than it being a proper erm, discussion about health and safety and then responding on that basis, so it depends on your perspective really. I suppose it's positive erm, and some good stuff will come out of it yeah.

DA: Okay, erm, does the School of Sport provide any safety training or specifically what training have you received?

PD: We had erm, risk assessment erm, seminar from erm, central sort of erm, staff development people came and did some stuff on risk assessment erm, for us erm, that was of, it was mixed in terms of usefulness erm, and that's really, that's all we've had on that type of, on that type of front.

DA: Okay. Erm, what are your understandings of a health and safety culture?

PD: What say it's, can you say, explain the question?

DA: What are your understandings of a health and safety culture? So what do you think the culture is, the beliefs towards health and safety within the School of Sport?

PD: Erm...

DA: And then does the School of Sport have a safety culture?

PD: Erm, I wouldn't say, I wouldn't say that we have a culture of health and safety. I would say that we've got a growing awareness of, of it in particular aspects, particularly for example the practical modules where we have now all had to do risk assessments and think about the potential hazards that the students could or staff could come across and how they might turn to be risks, how you put control measures in place. Erm, but generally speaking I wouldn't say that there's a culture of health and safety. There's a culture of wanting to look after people and make sure that people are okay, you know, look after people and that sort of stuff.

DA: Yep.

PD: But not er, not a, I don't, I don't think you'd really describe it as a health and safety culture here.

DA: Do you think with your risk assessments that is it consistent throughout the School of Sport that everyone has to do it so it's, it's equal and...

PD: It has been this year and I think last year but certainly this year. Everybody who's involved with practical or modules performance modules had to do them and we had to make sure that anybody coming in from outside to deliver, so for example levels, level four have got an external person who delivers the squash erm, for the first years and erm, they've, they had to look at our health and safety erm, policy. They had to come, they actually had to go to that training, the health and safety training, they had to erm, look at the risk assessments and produce their own sort of addendums to that to make sure that they're up to, up to speed with how things should be run erm, and what to do if something went wrong in the context of these particular facilities, so that's something which we probably wouldn't have done before.

DA: Okay so the externals fit in with...

PD: Yeah anybody doing core modules had to go through this training...

DA: Okay.

PD: ... that was delivered yeah.

DA: Erm, how do you receive communication regarding health and safety?

PD: Erm, you mean how does it come to me?

DA: Yeah.

PD: Erm, I suppose we get emails. Yeah and invitations to, for example the training comes from the School Business Manager to make sure that everybody involved with those type of things has been on, on that sort of stuff. Erm, would you count first aid course and stuff as being...

DA: Yeah.

PD: ... in relation to that? So erm, again, we had email notification that first aid courses were running and that, erm, you know that erm, we can go to that, sign up to that so yeah

we've done that. I had to update mine, erm, last year. September 14th yeah, yeah that was from a previous, you know we did that before as well.

DA: Yeah. Do you think there's enough communication, whether that's emails or just in visible communication of...

PD: About health and safety?

DA: ... about health and safety yeah.

PD: Is there enough communication about health and safety? Erm, I think there's, I think there's probably enough communication about process, I don't think there's enough, you know, that there's enough clear explanation of, of what erm, what is actually required erm, and what the implications are for our modules.

DA: Yeah.

PD: So...

DA: And, so that's something that you'd like?

PD: Erm yeah. If, if it was delivered by people who really knew what they were talking about. One of the issues that we had here was that erm, some of the initial advice that was delivered to staff was actually wrong and erm, and as a result of that it, it placed people in a, in a potentially erm, dangerous situation. So erm, it's, it's okay giving advice to people but you need people who really understand the implications in terms of the law, the health and safety legislation, erm, and erm a clear understanding that this is not just about ticking boxes and filling forms in, it's actually about looking after people.

DA: Yeah.

PD: So, there's, that's when it becomes a bit different for some, for some people. I'm not talking about within the school now, maybe the impression comes from sort of externally that it's about saying, well have you got, have you got these forms done? Okay, well you must be safe then. Whereas actually, you know, the fact that you've got the form done doesn't necessarily mean anything.

DA: Yep.

PD: Does that make sense?

DA: Yep.

PD: You understand what I mean?

DA: Yeah I know what you mean. Erm, so how is the commitment to health and safety shown to members of staff?

PD: Erm, I think that the, I think that this latest initiative of erm, making people who are delivering the practical modules go through that has shown that. I think that erm, if you look at the, all the classrooms, there's risk assessments in every classroom which is supposedly conducted by campus services types, who analyse you know, what, where the dangers are in there. Some of those seem to me to be more like a lip service rather than actually erm, helping towards the safety side of stuff. I think erm, the minibus driving and stuff, erm putting people through the MIDAS qualification thing they make us do erm, for driving, I think that probably is an indication of good practice and erm, wanting to improve erm, the erm, probably improve health and safety people who are working here and coming to college here.

DA: Yep.

PD: That type of thing I think is probably evidence of that.

DA: Yeah.

PD: Yeah.

DA: So do you think erm, the appropriate behaviour towards health and safety is demonstrated? Or safety role modelled, or do you think there's an opportunity for that? Or do you think it's...

PD: Demonstrated by who?

DA: By like, senior members of staff, so if you were delivering a squash practical and then you had an assistant member of staff, do you feel as though, I know for you to say yes I'm demonstrating the appropriate behaviour but do you believe that does happen throughout, throughout the organisation?

PD: Erm, I erm, it's hard to say 'cause I haven't seen that in terms of what my colleagues do and how they, how they run sessions and things. I, I would expect that now everybody who's involved with that type of thing in the school would know, erm, what, you know, what they're supposed to be doing in terms of filling in the relevant risk assessment and erm, filling in the forms and stuff but how much that actually impacts upon practice of people in erm, in the teaching situation is, is interesting.

DA: So you think a little bit of it is still a tick box exercise?

PD: Erm, I'd be surprised if it wasn't. I mean a classic example is erm, you know with the sport; we've had debate erm, whether we should allow students to take part in sporting activity if they've brought the wrong kit with them. So footwear for example, if you, if a student turns up to squash and they haven't got the right footwear, should we allow them to take part? Erm, so if you've got, erm, eight students and you know, two or three of them have turned up with the wrong, well they haven't got, let's say they haven't court shoes, erm, there would be a strong temptation to allow those if they've just got normal trainers or if they've got sort of, you know, I was gonna say, but you've got proper trainers on, but you know, the sort of erm, leisure sport shoes that people wear a lot at this time of, you know, they turn up in those type of things, be a strong temptation to say well you know, you need, next time you need to come with the stuff, just be careful and I suspect that kind of the temptation for that sort of thing is, is probably like that across the school. Although, although the latest debates about it have probably helped clarified what we should do for people. Things like, the erm, is it the 3G pitch?

DA: Yeah.

PD: Erm, that probably has, has sharpened erm, people's attention because that has very strict rules about what people can and can't wear on there. Erm, how much of that is actually due to the health and safety considerations, how much is to do with preserving the pitch, you know, because it's an expensive investment is interesting.

DA: Yeah.

PD: I don't know.

DA: Okay, erm. How do you ensure that you follow health and safety policies and procedures?

PD: How do I ensure?

DA: Yeah.

PD: Er, well I just, I just try and make sure that I've, I've filled in the right documentation and erm, I get nagged by people in the centre if I haven't, if I wouldn't have done that. Erm, so yeah, my erm, risk assessments are filled in erm, as per, as, you know, as I've said, I've been doing the risk assessment side of things for a, for a while so I, I understand how that process works but we've also, because I'm working with an external person, they bring some, erm, a different perspective of health and safety and you know as a professional working in the industry, I respect that so try and combine that with what I'm doing and actually make what we're doing better really.

DA: Yeah.

PD: So I would say that it's a conversation that ensures we're, we're meeting those needs.

DA: Yeah. Erm, what are the Cardiff School of Sport safety reporting procedures?

PD: Erm, if there was an accident and we were engaged in erm, the sport side of stuff, erm after the initial kind of first aid, you know, is the casualty okay, blah blah blah, it's contact erm, sport facilities and they, they call the emergency services and away you go. So that's the way that that would be dealt with. Erm, in most cases, it wouldn't be a case of ringing emergency services yourself, it's always go through the campus services, we've got buzzers by the squash courts you know, we've got buzzers that go through to the, you know tennis centre or the NIAC and then you're away to whoever else you need to speak to.

DA: Yep. Erm, when was the last time you reported an accident or incident?

PD: Erm, I haven't actually had to report one. Erm, this year, last year, I think it was probably two, two years ago maybe that we had to report one in the sense of erm, calling for assistance because one of the girls had gone over on her ankle, and we had to go to, get her to the hospital.

DA: Okay.

PD: But even in that situation, actually erm, it erm, it wasn't, erm, we didn't follow procedure in terms of reporting it erm, and then the sort of official type of report, it was just a case of, right we need some help, to sort out what to do.

DA: Yeah.

PD: And just go from here, can we get some ice.

DA: Yeah.

PD: You know.

DA: Yeah, so do you know of any major accidents or incidents that have happened in the School of Sport recently?

PD: No, I'm not aware of anything that's happened, erm, recently. Erm, I suppose the most, the most recent event that we heard of erm, was it three, four years ago when the kiddy at level four fell off the climbing wall on, during the Brecon thing and hurt themselves and there was, you know, there was a lot of stuff that went on there that had to be dealt

with but I, I was nothing to do with that particular trip or management of that so I'm not sure where that went.

DA: So there's been no kind of, there's no change from an actual incident or accident occurring?

PD: I've not heard of any, erm, practice that has varied as a result of erm, some sort of accident. The, the change in practice that has occurred, as my understanding is, erm, people preparing for, in case an accident occurs, so it's not as a result of an accident.

DA: Yeah.

PD: It's like saying well an accident might occur, have we got our procedures in place to deal with it, that's, that's...

DA: So it's more of an accident prevention than a...

PD: Yeah I think so, yeah I don't, I'm not aware of any of the meetings that I've been in where someone says we're doing this because x y z has happened and we've learnt from it.

DA: Yep. Okay. Erm, do you feel confident if you were to report an accident erm, or are you cautious of the outcomes if you were found to be at fault?

PD: Erm, if I was an accident I would feel confident reporting it yeah, 'cause I think we follow the right procedures and, you know, we've got good systems in place and we, we, you know we're dotting the i's and crossing the t's for that, so I would feel confident in my particular context yeah.

DA: Yeah.

PD: I'd feel happy with that, yeah.

DA: That's fine. Erm, have you had employment prior to the role you are now in with a different organisation?

PD: Erm, well no I was, as I said, I was involved with the other school, erm and I've done work, erm, as a consultant which was kind of attached to that school and also work as an academic in that school but not in an entirely different organisation.

DA: Right.

PD: So, the only comparison of practice is as I said earlier, the only things of comparison working on the field studies things cause we, they were all adventure activity, erm, sort of extreme sport based and that kind of stuff. Erm, there was obviously a risk assessment that needed to be done there, erm, it was always a little bit on the edge of where, erm, you know, what was usual, for a field trip or whatever and so we had to look at that, and I had to speak to the safety officer at Llandaff to discuss whether what we were doing was, was safe and, and we'd gone through the right procedures and all that so I was familiar with that process and I understood it all and I'd worked with it before I came up to here so...

DA: Yep.

PD: Yeah, I can't really compare it, I haven't, I haven't really got the comparison for that sorry.

DA: That's fine, erm, are you involved in the reviewing of safe work procedures?

PD: Err no, other than revisiting the erm, the risk assessment, no.

DA: And that's just the squash risk assessment?

PD: Yeah.

DA: Yeah, that's fine. And finally, how do you display your own commitment to safety?

PD: Erm, well I'd like to think that when I'm talking to erm, the students in the sessions that it's erm, clear that there's got to be health and safety. I'd like to think that I'm clear about the importance of managing that. So we teach that in, in the sessions that we do, in actually, in the coaching aspects of what I'm doing, erm, as Performance Director I'm running sessions, I'm, I'm monitoring safety and trying to emphasise sort of safe working practice because we know, we know sometimes, we often have four or five people on a squash court running around and doing stuff, and you know, rackets and balls flying around is dangerous, potentially dangerous environment so, as long as it's carefully managed it's okay, but you know, I'd like to think that we do that, we do manage it, and as a result we haven't had erm, major problems.

DA: So when, when you are doing your practical's you like to communicate health and safety and role model it?

PD: I think so yeah. I think it's fair to say that, I say it's not just a choice of liking to, it's part of the curricular. Yeah, so we teach health and safety to students. In the management programme as you know, we teach risk, risk management. Yesterday I had the, I only do a few lectures a year on that, on the ops management module for Steve, but my, my stuff is on risk and risk management and that's sort of, talk about that risk is an inherent part of

sport and if we didn't have it, we wouldn't want to play sport. You know, just talk about that from a philosophical point of view and then talk about managing risk in order to get the best out of, a situation and actually building activities that people want to do. So I think we teach about, we teach about management of risks from different perspectives actually doing it in the performance modules and more, more from a kind of, academic perspective in some of the taught stuff as well.

DA: Yep, brilliant. Thank you very much for your time.

PD: No problem.

Appendix J

Interview Questions after Pilot Study

1. What is your job title?
2. What are your daily job responsibilities within Cardiff School of Sport and do any of these roles relate closely to health and safety?
3. How long have you been an employee for the Cardiff School of Sport? Has your awareness of health and safety changed during this time?
4. Do you think health and safety has become more important during your time working here? Has there been any change, positive or negative?
5. Does Cardiff School of Sport provide any health and safety training? What training have you received? Who provides this training?
6. What do you think a health and safety culture is?
7. Does Cardiff School of Sport have a health and safety culture? Do you think that there is consistency throughout Cardiff School of Sport?
8. How do you receive communication regarding health and safety? Who is the individual that is responsible for communicating health and safety matters to staff? Can you provide an example of what the communication is regarding?
9. Do you feel as though there is enough communication of health and safety? Is the communication that you receive clear? Would you change the way you receive information or type of information you receive?
10. How is the commitment to health and safety shown to members of staff?
11. Do senior employees demonstrate appropriate behaviour towards health and safety?
12. Do you feel as though staff members fill in risk assessments just to show it's done or because they're displaying a strong commitment to health and safety?
13. How do you ensure that you follow health and safety policies and procedures? What would happen if you didn't follow procedures but no accident or incident occurred?

14. What are the Cardiff School of Sport safety reporting procedures?
15. When was the last time you reported an accident or incident? Was the correct procedure followed?
16. Do you know of any major accidents or incidents that have happened in the school of sport recently? Did this report result in change?
17. Did/do you feel confident in the reporting of accidents or incidents or are you cautious of the outcomes if you were found to be at fault?
18. Have you had employment prior to the role you are in now with a different organisation? Thinking back to this, how does health and safety management within CSS compare to your previous employer?
19. Are you involved in the reviewing of safe work procedures/risk assessments?
20. How do you display your own commitment to safety? Do you actively communicate and role model health and safety or do prefer to intervene if action needs to be taken?

Appendix K

Health and Safety Interview

Location: V Block, Cyncoed Campus

Date: 13/02/2015

Start Time: 11.27 End Time: 11.59

Interviewer: Dale Adderley

Interviewee: Module Leader

DA: What is your job title or titles?

ML: Erm, erm, my title's a Senior Lecturer here at Cardiff Met University and erm, also Module Leader for the level four practical modules and for level five, erm, game, erm, sort of body management modules as well.

DA: Do you work closely with any particular modules, any particular body management?

ML: Ah yeah, sorry, in terms of the, the activities, erm, it's more for the, the gymnastics and erm, and erm, trampoline.

DA: Okay, what are your daily job responsibilities within the Cardiff School of Sport and do any of these roles relate closely to health and safety?

ML: Erm, so in terms of erm, daily roles, if, if we talk specifically about the, the practical context, erm, erm, when we go into erm, ah sorry. So in general yes, erm, day in day out, lots of admin, teaching practical stuff and in terms of the health and safety, erm it's more for, not overseeing it because they have, there's a different department in the school that looks after the health and safety aspects but within the practical context, erm, especially with gymnastics and trampolining it's my role so I wouldn't, I think we're delivering to make sure that the health and safety, erm, standards are met and that any of the, erm, that all the, the correct precautions are put in place basically to er, to ensure that the students are safe when they're taking part in these practical's.

DA: Yeah, erm, how long have you been an employee for the Cardiff School of Sport?

ML: So I've been working here for nine years, so nine years, erm, and that's doing the practicals, doing biomechanics labs and also teaching in the academies as well.

DA: Okay, erm, has your awareness of health and safety changed during this time?

ML: Erm, not, not, phwoar, partially yes because I've, from when I first started I was more of erm, I came through and I was a coach working with, with students erm, and then as I've progressed over the, the many years I've been here I started, erm, to, I went on and did the tutoring courses, so I became British Gymnastics course tutor, erm, and also the way the practical's are delivered is more from a, sort of a facilitation point of view so it's, it's trying to start to think of, erm you know, not just the health and safety of that individual in

front of you but is actually the health and safety of the group being managed by another student, so it adds another dimension to it when you have to think of not just that person, it's actually the person managing that group of people. So in terms of that, it has developed in terms of, of, an appreciation for pedagogy but also, how you maintain that safe environment.

DA: Yeah, erm, do you think health and safety has become more established during your time working here?

ML: Yeah, I think it's, it's become more rigid and more structured in terms of, erm, policies 'cause working with British Gymnastics when, when we tutor courses, the governing body already look at the, the venue and have all the health and safety checks done and we turn up, we do the stuff on the day and we deliver. Same here, erm, the sport facilities do a great job of making sure that the environment is safe erm, and then from our side we make sure we follow the protocol set out by the governing bodies, erm sort of maintaining what activities we're doing and what progressions we're doing and so on and what supports are being used. So, erm, in terms of, I feel it has developed over the last nine years since I've been here.

DA: Do you think it's developed because of the School of Sport or because of the outside environment, erm?

ML: I, I think it's developed just in line with what's expected within, within each of the activities, it's dictated by the governing body because actually, erm, we, we could make up, additional sort of health and safety rules could go in there but actually we, we just follow what the governing bodies say. So in terms of erm, you put gymnastics and trampolining in terms of adornments, so like jewellery, they have policies on that, we just apply the same policies and have that strict, erm protocol there. Same with the progressions and activities, you know, we could put more in, erm, the governing bodies stipulate these are the, the ones that you can do to develop a skill safely and these are the supports you can use. Erm, so we just adhere by them, so really we're sort of overseeing what is done in the governing body and then we add a couple of extra ones in there if we feel it's necessary, 'cause of the age group we're working with basically.

DA: Yeah, erm, does Cardiff School of Sport itself provide any health and safety training?

ML: Oh yeah, I've, I've sat on a, a couple of health and safety erm, training sessions. So we have erm, the team come down from Llandaff, erm, and deliver the, there's, the general health and safety, erm, where they, where we talk, where we go through all different forms, what's, what the hazards are, what the controls put in place, how you worked all that out so we've been through that training and then had, er, follow up meetings to sort of sort out what our policies are, well not policies but what our health and safety documents are, so all the hazards, controls and then, the, the weightings of that as well so we do get adequate training and, and looked after.

DA: Yep, so who, who specifically provides it? Do you know or?

ML: Erm, I will guess the name, it's Stacey, er, I think it's Stacey Barnes or Stacey, it's Stacey B, she changed her name, she got married like last year so that's why I can't remember the surname.

DA: Okay that's fine.

ML: But she's from down in Llandaff within our, within the health and safety department so they're, they're the individuals who manage that within the whole university so when it's like looking at training, erm, training standards. So she'll deliver the same training, erm, and amend it for the practical staff, the people in the biomechanics labs, the people in the physiology labs and also down at Llandaff where you've got the people in there doing the, you know more, more rigorous testing. So it's the same as up in the physiology really, more evasive take.

DA: Yeah.

ML: So yeah, they deliver comprehensive training for us.

DA: Good. Erm, what do you think a health and safety culture is?

ML: I think it's just being mindful of, what, what's going on around you, 'cause I think some people, I'm, I think coming from a sport such as gymnastics and trampolining, erm, you start to view the world in a slightly different way 'cause actually it's quite a difficult sport, you have to put all the implements 'cause actually all these skills are quite dangerous. Erm, so you just have to be very mindful about one, the area, the facility, the individuals you're working with, erm, the individuals they're working with so it makes you, makes you have to really think into the detail but I think the health and safety, you know, some, some places it is over-the-top, it's too much, some it's not enough, but it's just being mindful and just acting in an appropriate way. If I was to come into a room, and I walked in and saw, erm, someone with upturned springboards underneath the A bars and they were saying that this is an activity we put together, which they used to do in Soviet Russia, erm, well China actually, they used to that as an activity, as an incentive not to come off the bars. Actually I walk in and think that is not appropriate, we need to move that straight away. Erm, but some places they might not adhere to that, but just being mindful really of all those different factors.

DA: Do, do you think that the School of Sport have a health and safety culture, and in addition to that do you think there's consistency throughout the School of Sport, with your module and other modules?

ML: I think there is a, there's a level of consistency, we went through, erm. I think over the last couple of years is, is putting the documents together so it was getting to a stage where we have a robust, 'cause they need, they get updated every year, erm, based on new developments within the sport, within the governing bodies, they change policies. Erm, so we have a set of documents which in the last couple of years have been updated and put back into place. Erm, and I'm, I think, from my side 'cause, erm, when, one of my old roles was discipline director, so it was to look after all the sports and health and safety was linked into that but that role doesn't exist anymore so that health and safety role, erm, doing all the risk assessments got taken up by, erm, by the Business Manager here. So that's to do with them now. So in terms of the health and safety, all the staff have been briefed on it, they have policies, well they have documents that they put together so that is there, I'm quite sure all the staff engage with them quite well and actually follow them, well

hopefully follow them to the letter. But then I'm not 100% sure outside of the practical modules so I couldn't comment on what physiology or biomechanics do but...

DA: Okay.

ML: ... in the performance, they sort, I think people do adhere to them.

DA: Okay thanks. Erm, how do you receive communication regarding health and safety?

ML: Erm, if it's from, erm, I'm trying to think. Usually just by email but it'll just be from either the Business Manager, so Laura Easterfield, it comes from them, or come from Llandaff, the school, so the person who's in charge of health and safety will ping it across. That's generally the lines of communication that we'll have if staff find they have a health and safety issue, then actually as a Module Leader, I get CC'd into an email but that goes past me, usually ends up going to the Business Manager 'cause that's her role to look after. My role is to organise this module in terms of an academic sense and then their job is to make sure it's safe, so we sort of look after as well. Generally emails either from staff CC'd or from above.

DA: Okay, can you give an example of what the communication might include?

ML: Erm, to be honest I can't remember the last one I had. Erm, some of them might just be general bits, for example it might be just some information about erm, like one example was over in NIAC. Erm, it was within the module and they, I think one member of staff was just raising a point, just saying that our health and safety, erm, 'cause there's lots of things going on in NIAC at the same time, so in terms of that, each activity had their own health and safety, their risk assessment completed but then they had their additional part put in for risk assessment, with that activity and other activities going around it. So for example, if basketball is running, then the two lanes of the, the, the 200m track can't be used. So I think that was raised as a point, actually well this has been raised they were using those two lanes, erm, can we just raise that. So it was more of an okay, it's gone to, I can't remember if it went to, just to me and it was just a polite email just to sort of say, just remember guys we've got, this is part of your aspect, part of their health and safety, you sat down wrote this together, just make sure you adhere to it.

DA: Yeah. Do you receive, erm, training information as well through email?

ML: Erm, what sort of training information?

DA: Maybe first aid training or?

ML: Erm, not really, erm, no not really. Erm, ah we do, we, at the beginning of this term we actually had erm, there was first aid training being run and they offered to practical staff who did need it, or who, who wanted to do it 'cause actually it's not a requirement that the practical staff have a first aid qualification. Erm, most of us have it anyway 'cause I'm a tutor for British Gymnastics and one of my things is when I go out there, I need to have it but the way this system works here is, because it is run by sport facilities, erm, when all the practicals are taking place, there are the first aiders so if we have any issues, we jump on the phone, call them, someone comes over and assesses the situation and goes from there. So in terms of first aid, we do receive some emails in terms of training, some staff

take it up, some staff don't need to take it up, so it's up to, so we do have some but it's just, if it's needed or not.

DA: Yeah, erm, do you feel as though there's enough communication regarding health and safety?

ML: Probably not. We probably could have a little bit more just to, sort of let people know what the status of some of the documents are, maybe the new, and if there's any new legislation, or new policies or new aspects that we need to adhere to. Erm, I think any sort of communication like that would be, I think just to keep up, 'cause I know staff will, and students actually, get quite a lot of emails and it just adds to it but actually just a quick comment just to sort of say, this is ticking over or that the deadlines for this are to do this or this training is going to happen on this date. So some communication like that would be ideal to increase that but so yeah, I think an increase would be fantastic.

DA: Would you change the way you receive it or are you happy with it? Like say emails, are you just happy reading emails and you think that's my health and safety or would you like discussion groups or...

ML: I think in terms of the initial communication, just get a group together yes but I think talking about stuff would be ideal 'cause we, we've had presentations in the past which is great. Erm, but then it's more that the staff want to know where we stand on some, certain policies. Erm, 'cause I know as a coach for example, if I go to coach, I know my qualification allows me to coach all this stuff and then if something happens or if an injury happens I've followed all the correct policy, erm, progressions or activities then the performer is going to get looked after, you know, I'm going to get looked after. But I think that's some points that the staff have, it's just they want to have chats about that and in our last health and safety session I know it was a three hour workshop or presentation. Erm, and it, half of it didn't get delivered, or a chunk didn't get delivered because the discussion was going on. So, sometimes it's easy just to have a chat about it but erm, getting, trying to find time, trying to find time when all staff are free is quite a challenging thing. One thing about the practical modules is erm, the first year at the moment, there is eighteen activities and there's around forty members of staff who deliver on it so it's quite a lot. So there's eighteen activity leaders and then forty-odd members of staff but all the activity leaders put that information down to all the individuals in the team but it is quite a challenge to get that many people to get, to discuss but it would be ideal if it could happen.

DA: Yep, yep. Erm, how is the commitment to health and safety shown to staff?

ML: In terms of what?

DA: Erm, do you think there is a strong commitment from senior members?

ML: Oh! Yeah, I think so that, the, the information and feedback that we get is, you know. Health and safety is paramount, at the end of the day we'll use practical modules as a vehicle to, to you know, put theory to practice to apply what the other modules do in there and also to develop students and develop qualifications so it is, it is paramount. If we decided to bend the rules and erm, and to, to do stuff which wasn't best practice then actually you know, it's gonna leave the university wide upon for lots of, er, sort of legal issues. So I think you know, the school, especially in the School of Sport and all the other

areas, biomechanics lab and all that, you have to stick to that because actually at the end of the day we don't want people getting hurt and so that message is fallen down from above and hopefully it's managed by the people on, at the cold face as well.

DA: Yep, so do you think the School of Sport are committed to erm, like you said, you don't want people getting hurt? Or do you think it's more of a, we're committed to filling out forms and making sure this is done so that if, in the case of an accident, this is done and so we don't get pulled up on it?

ML: Yeah, it's probably 50/50 because it goes hand-in-hand that sort of stuff. That's the painful thing about any job is that there is a lot of paper, lot of admin and writing those risk assessments, was, was interesting to write because it gets you thinking about stuff in a different way but is, is also quite refreshing to get you to really think about your own practice. But yes it is, a paper filling activity and it is erm, a challenge to, to get it done as well but the uni do show a good commitment to, to get them done.

DA: Yeah.

ML: One thing I forgot to say a minute ago was that we do actually have a health and safety meeting that they have, they have every other month and there was actually one on Tuesday that I couldn't attend but my opinions were voiced via email and I forgot to say that but yeah.

DA: Yeah, that's fine. Thank you. Erm, how do you ensure that you follow health and safety policies and procedures?

ML: In terms of in the practical context, or just in general?

DA: In general.

ML: Well, the good thing is the training we were given I think that gave us a good idea. Okay, this is what we need to have so for a, for the practical you need to have this risk assessment completed so that's step one, that needs to be done, needs to cover everything, and so every time you go in there, it's doing those visual checks, making sure that everything is up to scratch and that you are covering a lot of them. We, we don't have erm, I've got the risk assessment, I know what it is and I think all the staff who deliver in gymnastics and trampolining know that as well. Erm, and we just make sure we follow it through when, when we're delivering. If issues come up such as you know, the temperature, we've cancelled lectures before, moved up into V block to do a theory because it's been ridiculously cold in there but sometimes, erm, so yeah we have, we have followed through with some of those things 'cause actually, it's not acceptable to have people doing that in that sort of environment and if there are issues, we have sort of called them up on it so in terms of that, yes we do sort of follow through with them. And I think that was the question, what was your question again sorry?

DA: Yeah, do you follow health and safety policies and procedures?

ML: Yeah, sorry. Yeah, so getting in there erm, and it's, it's a case with the students of making sure that, that the right activities and progressions are followed, erm, that based on what the governing bodies said we don't put any cavalier comments in there and also the

other bit is that with some of that stuff, especially gymnastics and trampoline is actually talking about support, so what supports is best, there is, you know, no wrong way to support someone. Well there is a wrong way to support someone but there is many ways you can support someone correctly. So as long as we discuss each one and make sure people are following that and actually understand what's going on and not just doing it for the sake of, actually going through the process. But yes, that's what we do.

DA: Erm, what would happen if you did not follow procedures but no accident or incident occurred?

ML: I don't know, probably nothing. I don't, I don't know if erm, yeah, I think that would be it 'cause if there was no injuries but then actually then I think from a, it wouldn't be the best practice but from a student perspective that opens it potentially for complaints if erm, you know. We have had instances where the gymnastics has gone ahead because, and it is so cold in there and students have complained and we've followed it up afterwards. Erm, and we, you know they've, they've sorted it out, erm, so that's generally the only way that you find complaints if the staff is being observed or if a complaint from a student comes through.

DA: Okay. Erm, what, what are the Cardiff School of Sport reporting procedures?

ML: It's usually just straight through the sports facilities so the good thing here is erm, some institutions and some like leisure centres it'll be you have to do everything. If you're in your own club then it's actually, you have your club manager and then you have individuals who have to go through that process. We're quite lucky here that it's all managed through sport facilities because it's just trying to stream line it, 'cause if we had erm, I know I've had many issues, or examples of when erm, 999 has been called erm, and it shouldn't be, it should go through, the sport facilities should check the situation, what's going on, make a judgement based on that and then go and do it because if you have them doing their job and then two other people call 999, we have three ambulances turn up. Erm, or one gets cancelled and they cancel both of them by mistake, so we have issues there but it all links quite nicely that sport facilities manage that. So if we do have an incident, usually we contact the Duty Manager or the person, either one of the reccys, Duty Manager, they come over and then we, they bring the forms over, discuss what happened, how it went down, what was the issues. If there's an injury for example, we'll discuss so usually the session will get stopped at that point and the staff make a decision whether it's going to run or not, or if we say so actually we're going to, guys go wait outside a minute or we can carry on, we'll do all that in a second. First aid will come over, DM will, erm, Duty Manager will come over and then they'll either take notes and then follow up afterwards and have a bit more of a discussion around what happened. Erm, or it'll be Duty Manager comes over, or first aid comes over, checks it, actually they're okay, we'll get some ice on it, put them to the side and then we'll just, they'll talk to someone afterwards. So that gets written up and then if we get pulled in or asked to clarify something's further then we can do that as well. So that's generally the process and sport facilities will manage that whole process.

DA: Yeah, erm, when was the last time you reported an accident or an incident?

ML: Last year was one, the year before there was another, the two years ago one, that was more of a the student had, erm, had issues before and erm, it was erm, she had an issue with her neck and she said, she made us aware at the beginning of each session

and beginning of term saying that she had issues with her neck and as we say with all erm, all the practical's actually, take part as best you can if you don't feel comfortable, if you don't feel this is gonna be right for you 'cause you know your body then take a step back, that's okay, you're not assessed on how well you can do any of the skills, it doesn't matter. I think this person, she had a, was doing a basic skill, erm, didn't fall but tweaked something, was laying on the floor then had a chat and then basically we just had to call over the DM and her situation was she knew her medical history quite well and if she started to feel this sensation or something then they needed to call 999 so practical actually carried on because she was okay at that point, DM came over and then we went through and wrote up afterwards.

DA: Erm, have you followed the correct procedure every time you've had an accident or incident?

ML: Yeah, 'cause it's erm, yeah I say, standard procedure and it's just to make sure that you know, everything was done in, in the right way and that everything was covered so we just, as I say, call the Duty Manager over, discuss it with them, they'll capture any of the notes that we have on, on the points. I don't know all the points on that form so don't question me on that but erm, they've, those guys have been trained in that so they come over, have a discussion write the stuff down and then, then we're good to either sort of, either go or carry on.

DA: Yeah, erm, do you know of any major accidents or incidents that have happened in the School of Sport recently?

ML: Erm, we've had the odd one on the, the, I think there was an odd one on the rugby pitch. Erm, I can't think of any in NIAC. We had one in trampolining last year, that was erm, a, a, a slight neck injury. Erm, it's the nature of the sport unfortunately the nature of working with students doing this stuff is actually you do have the odd little injury, and a lot of them are, sometimes just not freak accidents, but they are something that comes, comes out of nowhere. So I know that on the 3G for example, that, erm, I think someone, it happened a, either last term that a, a tragic order of incidences, erm, circumstances where someone tripped over something and then ended up catching their head on the side of the, the barrier on the side which is supposed to stop people from getting onto the pitch but it was just erm, an accident of, something tripped, the person tripped on something and then, and then so on and so forth. So yeah, so unfortunately these things happen.

DA: Yeah, have any of these reports resulted in change?

ML: Yeah, I, the thing, I think with every report that comes through we have the, we look at it and think actually if it was a freak accident, well actually these things happen but can we reduce the risk of that happening, it could have been the case that something, some procedure wasn't followed correctly or just something happened that we hadn't, you can't predict for. I say with sports such as gymnastics and trampolining, I think you can plan. Well, we plan for the worst and hope for the best but you know, always something sneaks through but if there, if something happens where we just didn't expect that to happen then we have to review the processes and think, okay, well it might never happen again, it might be the littlest thing, it might be well that bit of equipment is nowhere near the fire exit and is actually a safe distance away but we need to make sure it's over on that side. So it's just following through with little protocols like that, so we do review stuff afterwards and then just make sure, okay well, if we want this not to happen ever again then we need to

follow this and we need to go the extra mile just to make sure it doesn't happen again. So yeah, we do follow up and we do make amendments based on if these sort of tragic incidences occur.

DA: Yeah, erm did you and would you in future feel confident reporting accidents and incidents or are you cautious of the outcomes if you are found to be at fault?

ML: Erm, I, I'm, I'm happy and comfortable to report stuff erm, or incidences because I know, I know when we, when I deliver that the process and the protocols that we go through are what the, the governing body and what the school look on as favourable and I think that's just once, as I said that on the health and safety, it's about being conscious of what you're doing and I think erm, being, working in the industry, working as a coach for so many years, you get to a stage where you know, I, I want to put, you're thinking about the best for the person there and actually if you progress someone in terms, especially in gymnastics and trampolining, if you progress someone for the wrong reason and they get hurt then, well that's technically your fault 'cause erm, in, in those sort of aspects, if you progress someone and someone's got hurt they will then ask you so, can you tell me what you did, what were the progressions that led up to this and what made you aware or not, assessing. A term British Gymnastics use is assessing readiness, so what did you do, what assessment did you do that gave you the indication that person was ready to move on. If you can't justify that then you're not, something will come down on you. Erm, if you were 100%, well actually we've done blah blah blah, then actually it was this or it was just an incident or they weren't concentrating then erm, then you're okay but yeah, no, I feel, I went a long way around that but I feel yes, I feel more than happy to, to report stuff.

DA: Yeah, erm, have you had employment prior to the role you are now in with a different organisation?

ML: Erm, yes and no. Yeah I've coached in a, a couple of different places, a couple of different clubs around Cardiff and back in Essex, erm, yeah just working as a coach, so yes I have.

DA: How does the management of health and safety with those clubs compare to that of the School of Sport?

ML: Erm, I think, I think you see a lot more when it's 'cause it is, the, the, it's more robust here 'cause there is, there's individual people who, that is their job. So the health and safety, so Stacey down in Llandaff that is her job to do that, to ensure that we're protected, we're doing all the right things, whereas in a club that's sort of, one of, a, it's a role that a person has many of within the club. So it might be a case of they're health and safety, they're welfare officer, they're blah blah blah so, it's a bit more close 'cause actually you know the person you go do it, you probably have to end up writing a lot of the forms, erm, which, which I never had to do but here it's a, a, it's more robust I feel than working in, in those, in that kind of environment from before.

DA: Okay, are you involved in the reviewing of safe work procedures or risk assessments here?

ML: I helped before, but what, what we tend to is, is that you buddy up with someone. So we, just because someone from the outside might see something different, for example, I

don't know anything about tennis but actually if I went down and, Jade, to the tennis centre here, she looked at mine, I looked at hers, it might be a case that she's written a very comprehensive risk assessment but there might be something that because I, I don't really do that sport, I might see something slightly different which could be something that could come up and vice versa with gymnastics. She might provide a different edge so we sort of piggy back and review each other's and we work together, erm, but that is about it.

DA: So just ideas, like you say gymnastics and tennis are quite good to, to swap over then.

ML: Yeah, it's more the, the thinking outside the box because I think erm, what, from when I go into the gym, I've done it for a large part of my life and erm, but having a fresh set of eyes on it just means it might be a case that they come in then they something question stuff and I think, so if you've discussed that then, so why's that over there, what about this area here, okay, no I hadn't thought about that, that, that probably needs to be moved or just thinking about progressions or activities or how we managed the groups so it's little things like that. So, bringing that pedagogy from a different aspect and how they do in that sport just adds maybe a different dimension to it.

DA: Yeah, erm, how do you display your own commitment to safety?

ML: Erm, proudly, erm. I, every session when I'm coaching it's, or, or when I'm delivering in the practical's it's going through that same set, rigorous routine. I know, at the moment, erm, the, the timing of the trampolining practical's means that the students have to set up and pack away the trampolines and the process we went through for that is actually the first session was rigorous. We went through the setup, the pack away and all the bits and in every session they've set them up, they're doing a little task. My job there is to go round and also whilst they're setting up to make sure everything is going okay but also after they've set up to go round, do a final check to make sure everything is okay. So in terms of how I show it is being rigorous and if the equipment is set up by someone else that I do a check, visual checks all-round the area, question the students about it and then ensure that you know, activities are delivered in a way which are acceptable and progressive and only because we do a lot of erm, reciprocal coaching and I step in if I see an issue popping up. So instead of letting something escalate and saying, okay well that person's going to get hurt actually step in, nip it in the bud, discuss it with the group and let them carry on.

DA: Yeah.

ML: So that's how I sort of demonstrate that.

DA: Yeah, I know within your practical modules students are assessed on their health and safety, but do you take a proactive approach in communicating and role modelling health and safety or do you intervene when actions needs to be taken?

ML: Erm, I think a bit of both. When action needs to be taken I step in and step in early, and make sure I that nip it in the bud and it'll be more of a, that, maybe, that assessing readiness that I spoke about that the students may be of, they've done two of the things, so they've done consistency of competence but then haven't got the confidence bit. So the students that aren't confident but the coach is, and then they try and get them to do it, we, they're not gonna commit to that so it's maybe jumping in, just making sure, well have you discussed that 'cause that person, they've done all that but they don't look like they want to

do it, so erm, what can you do here. Maybe take and then discuss it there and any other stuff. Yeah, being a good role model is you know, doing the right thing you know, even basics like getting on and off the trampoline. Like if I wanted to, erm, I could do it in more of a cavalier fashion erm, bound onto it, jump off little thing and do some stuff on the trampoline but actually if you're gonna preach it you got to do it well every time. So, so every time I'm in there I ensure that I'm doing the thing, I'm doing what I preach, so that people can, so that students in there can get an idea, so that's what it's supposed to look like, that's how I'm supposed to act, erm, and that's how I'm supposed to conduct myself.

DA: Okay, that's great. Thank you very much for your time.

ML: Cool, no thank you very much Dale.

Appendix L

Health and Safety Interview

Location: National Indoor Athletics Centre, Cyncoed Campus

Date: 13/02/2015

Start Time: 14.30 End Time: 15.01

Interviewer: Dale Adderley

Interviewee: Duty Manager

DA: What is your job title or titles?

DM: My job title is a Duty Manager, but within that it's logistics.

DA: Okay.

DM: And within that, it's health and safety.

DA: Okay. What are your daily job responsibilities then within the Cardiff School of Sport?

DM: Erm, we manage a programme here for the academics and erm, academies and events to run and operate the facilities so setting up, setting down equipment, rota-ing of staff. Erm, part of my role as well, to, is to undertake risk assessments, erm, and just, the day to day managing the facilities really.

DA: So very closely related to health and safety?

DM: Yes. Yeah my role is, yeah.

DA: How long have you been an employee for the School of Sport?

DM: Erm, it's actually Cardiff Met Sport now, we've separated from that.

DA: Okay.

DM: But for fifteen years, sixteen years this summer.

DA: Okay, has your awareness of health and safety changed during this time?

DM: Ah massively. Erm, I mean when I first came here I was eighteen, you know, I didn't really comprehend health and safety in a way that I do now. Erm, over the years working here, getting a deeper understanding of that of day to day things and me progressing onto

doing in-house courses, and then following that a NEBOSH and going on to my MSc has given me a greater understanding.

DA: Do you think health and safety has become more established, er, during your time working here?

DM: For this facility? For the university? Or...

DA: For the university, for Cardiff Met Sport, for the School of Sport.

DM: Yeah, well I can only probably comment on our department.

DA: Yeah.

DM: And yeah it, it has you know. As I say, when I first started I didn't even know what a risk assessment was or you know. It has grown since then, I think it has become a more, erm - what's the word I want to use - like an inherent part of day to day routine here now.

DA: Okay, do you think this change has been positive or negative, or natural?

DM: Erm, it can be met with some negativity. Erm, yeah. The general thing, 'ah you can't do that 'cause of health and safety' or that you know, it's as if sometimes it might be a barrier rather than actually it's something to help us, you know. It's not something to say no to, it's, but it has slowly, I think gradually got into our department as a good thing rather than a hindrance but at first it was met with a bit, because maybe people didn't understand, erm, their key responsibilities. They, they saw health and safety as a bit of a barrier between them and their role maybe.

DA: Yeah.

DM: But that's slowly starting to, to come more natural now I think.

DA: And that's good, and you say that's positive...

DM: Ah yeah.

DA: ... that people are taking to it more kindly now?

DM: Yes. Ah yeah, it makes my job easier.

DA: Erm, does, well, Cardiff Met Sport, the School of Sport provide any health and safety training?

DM: Yeah, erm, so there's in-house courses, you know for line managers or for basic health and safety. Erm, here within Cardiff Met Sport we take, say we've got new recruits we take them through induction processes, erm, fire and evacuation drills, we have staff training as well to ensure that there's competency that runs throughout our staff. So yeah, I mean we as a department you know, we're quite keen on especially training and, and updates and informing people of, of different things that might come in, into their role that might affect them or...

DA: Who provides the training?

DM: Erm, there's a, there's a few of us. Generally the Duty Managers and they've all got their key roles. Erm, mine would be to give, say, fire evacuation training. If there's something that I feel that I'm not maybe confident giving then I'll contact the health and safety team down at Llandaff and they'll come in and maybe give presentations on manual handling. Erm, and we've also got, er, Nick who works here. He's a, he's a Duty Manager as well. He undertakes the rec assistants through lifeguard training, things like that and fitness and...

DA: Yep, so you spoke about you've got your NEBOSH, is that external training then?

DM: Yeah.

DA: Is that paid for by the university?

DM: Yeah, yeah, I asked to, as part of, as a review, I mean, when I came into this role I was quite keen and interested in learning about health and safety. Erm, and I asked could I be put on that course, identifying that within our department here, there wasn't anybody really, although we've all got our responsibilities key for health and safety, there wasn't anybody really qualified to give a bit of background and in depth knowledge and understanding so I asked, could I go, be put on a course and that was paid for me, which was great.

DA: Yeah. Er, what do you think a health and safety culture is?

DM: Erm, it's a few things really, it's, er, I, I think it's how, for the organisation or individual are we talking or just, in general?

DA: Just, what you think a health and safety culture is and does Cardiff Met Sport have a health and safety culture?

DM: Cultures change I think firstly, and as I say, when I first started here the culture probably wasn't very good toward health and safety, whereas it is now being a little more

accepted and I think it is just bringing it to the forefront of how important it is, people bringing the knowledge and understanding. Erm, I guess it's what you believe isn't it, you know, whether something's important or whether that's a bit over the top, you know. Erm, but I think cultures can always change or you can always feed into developing that by key influences within a department and I think it's got to probably be led from the top, that sort of thing.

DA: Yep. Do you think there's consistency throughout the School of Sport, with a culture or consistency towards health and safety?

DM: It's hard for me to comment because I don't really interact. Although we, in certain parts of the, of this role we do interlink slightly obviously with the academic side of practicals and things like that but there's a lot of the university I couldn't, I couldn't comment on but erm. Maybe an example I could give is I looked at the health and safety policy last year and because we're a split group, Cardiff Met Sport and Cardiff School of Sport, I identified that who is responsible for risk assessments of say, a lecture. Now I can't, or we can't possibly be responsible for what they, the lecture entails but we can provide risk assessments for the facility or the equipment they're using, but not actually what they're doing within that. So that was highlighted and I put it to the School of Sport which wasn't met with the greatest response, for obvious reasons that people never: A - never had to do one before, B - didn't know how to do one, and it was quite a daunting task that they were putting their name to some form that they didn't quite comprehend, and that they would somehow be liable if something went wrong but you know, I've tried to iron that out a little bit in discussion with them that it's a good thing, it's only something that will protect you, and we gave further training to the, the School of Sport staff that were involved in that so...

DA: So, do some people take to it? Or some not take to it so kindly?

DM: At first it was met with a lot of apprehension and nobody wanted it, to write one, didn't want to put their name to anything but, I got a group of people together that were concerned with all that and the Dean to say this has to be done. You know, it's not something, it's not something that you can just say, 'well we're not gonna do', you know, because if accidents happen we need to be shown that, that we've got these documents in place so, and not only we've got them, we're adhering to them. And I said you know, it's, it needed to be fed that way so probably from looking back I should've probably gone to maybe the Dean or somebody else about that before that information went out, without frightening people, before I went out by myself and said this needs to be done so, it's a bit of a...

DA: Okay. Erm, how do you receive communication regarding health and safety?

DM: Erm, well we've got the intranet so there's a lot of information on that and that's been updated the last few years really. Well, I mean you can get forms on there, or you can get

information or access to courses or guidance documents, that's really good. Erm, within our department, you know, we communicate through staff training portals mainly, you know, emails as well but, and documents but generally we, we get everybody together and if there's something new to discuss or a health and safety identified training issue we need to undertake then, then we generally get together and, and do it through meetings.

DA: Who's the individual that's responsible for communicating the health and safety matters?

DM: Within this department here, Cardiff Met Sport?

DA: Yeah.

DM: I think we all, I say 'we all', Duty Managers, Operations Manager and Facilities Manager are the general hub of people that will communicate that out. Erm, I suppose part of my role is to further push issues if, if something hasn't been done or if Malcolm, which is the Facilities Manager, comes to me with a concern, he will expect me to, to kind of spread that out without you know, through the workforce.

DA: Okay, do you get any information from the Dean or through committee meetings?

DM: Yeah, erm, so I'm, I'm actually a member of the committee meeting. Erm, and we, we've just recently actually put one together 'cause of the separation from the School of Sport, Cardiff Met, we've just arranged our own little meetings to happen and then they feed back into the committee meetings and such the committee meetings feed back into our mini meetings so I get to hear about other departments like the analysis side of things or biomechanics, you know, I do have a point on that so there is a point where we can communicate. I think it's once every term that we get together and have those.

DA: So you're beginning to know a little bit more about other areas?

DM: Yes. Yeah.

DA: Which I guess, is that a positive?

DM: It is yeah, because myself and Steve Newland also have got NEBOSH, we're part of the universities' inspection team, so even without me going to these committees I'm asked on a schedule of a programme, that I guess the Dean puts together, that I, myself and Steve visit other departments and do an inspection sheet to see if there's any failings or if they need to improve anything. Erm, so that's quite a good way of finding out what, what the rest of the people are doing here.

DA: Do you think er, other areas complete health and safety just to say, just so that when you come in it's all tick, all ticked off, this is good, this is good, or do you think, do you think they're committed themselves to be towards health and safety?

DM: Again, that's difficult but I can only base that on some inspections that I've gone and undertaken, and there's basic failings that if somebody was really concerned about health and safety they wouldn't be there, you know. Basic trip hazards or inappropriate storage of chemicals or whatever but maybe that's more, not that they're committed to health and safety, that they just haven't got the knowledge.

DA: Yeah.

DM: And maybe don't see it as their responsibility, I don't know. I mean with us we're quite well structured and we've all got our individual roles but we know that we're all key. Part of our role is health and safety, erm, and I don't know how it works with other departments.

DA: Okay, erm, do you feel as though there is enough communication of health and safety?

DM: Within our department, yes, yeah.

DA: And is the communication you receive clear, would you change anything? How you receive it, the type of information you receive?

DM: Erm, I would change, it's hard to say 'cause I don't, I don't know what the answer is but we deal with a lot of casuals which are students so they might only work one shift every couple of weeks or, so it's difficult to get a group of people together and get an understanding of something, well, that isn't ad hoc, whereas when you've got full-time members of staff or part-time members of staff you know that they're on a certain rota of a certain day and, and you can bring them in and give them the appropriate training. It's quite difficult sometimes to allocate training that includes everybody, although we do try you know, for example the swimming pool for the lifeguards then, the NPLQ, we run two a month so if they can't come to one, they must come to the other you know, but sometimes it can get obviously, with students with their other priorities, with the coursework, erm, etcetera it can be difficult.

DA: Yeah. Erm, how is the commitment to health and safety shown to the members of staff?

DM: Erm, well, I think you know we've got policies, we've got procedures which, you know, which are a good commitment idea. Erm, we have the committee meetings which again, you know, I, I think benefit people to discuss it, you know and seem to take it seriously that way, erm...

DA: Do you think senior employees demonstrate appropriate behaviours towards health and safety? Have you ever seen a more senior employee not demonstrating appropriate behaviour?

DM: No, no I haven't. Have I seen not done, not, not being appropriate you mean?

DA: Yeah.

DM: No, no.

DA: They're always; you think they're always pretty spot on in this department?

DM: Erm, yeah. I can't say that I've ever, I've come across not inappropriate but maybe er, I've said 'oh we have to do it this way'. 'Oh have we'. You know, met with that kind of response.

DA: Yeah.

DM: Yes, we do and these are the reasons why and then it's accepted that that is the case but sometimes it is as I said, throughout it's sometimes seen as a bit of a hindrance than a help, you know.

DA: Yeah. Er, how do you ensure that you follow health and safety policies and procedures?

DM: How do I ensure?

DA: Yeah.

DM: Erm, well, I generally do checks so it's, we have a lot of check sheets on, erm, on site for different areas, different facilities, equipment, et cetera. So a way that we can check that that's being adhered to, it's there ticked off, you go round, I do an inspection, once every two weeks of different facilities erm, you know, for example people wearing their PP's in the plant room because we've got chemicals down in the swimming pool, you know, checking that they've been used, they've been correctly used, you know, just, not just monthly inspections but you know, day to day you go round, you can check these things, it's just being proactive in that way.

DA: But again, is that a measure of trust on the individual in the swimming pool whether they are wearing their protective equipment?

DM: Yeah, I mean obviously they're given their initial training and the, the fit for the masks and the goggles, et cetera, but we only use full-time members of staff for that sort of thing anyway, erm and they're all aware of the consequences of not using those things. But you can always, I mean, I, I always go down and check and these are management that use it so when the, you can tell the boxes have been switched round so, somebody might have used it that day, somebody might have used it. They don't stay stagnant so you can tell they are being properly used.

DA: Yeah.

DM: And again walking round doing the inspections, you could pop in a plant room and you would find a member of our staff maybe changing a HTH barrel but with the appropriate kit on so...

DA: So, stuff is always changing, so you think that?

DM: Yeah, yeah.

DA: Okay, erm, what are the Cardiff School of Sport reporting, safety reporting procedures? Or Cardiff Met Sport?

DM: Erm, good for, I'd say for accidents and things like that, you know, we've come better at that sort of thing but near-misses I'm not sure as much. This is something I'm trying to identify now, erm, and I've raised this last week that we might have a near-miss incident but nobody seems to think to report that or to log it and send it off. Whereas they're just as important as the accident report that actually happened. So for instance, I think last week I heard that a lifeguard entered the water to do a rescue, and I said, well, was, you know, we need to write a near-miss incident form for that, but they, they only see an accident form as an accident form rather than it being for both. Erm, so that's something that I'm trying to implement now to go forward so we do get better at reporting those things and, and maybe finding a trend in certain areas or...

DA: So you want something there regardless of the consequence?

DM: Yeah. Yeah, if it's something that could have caused damage or harm to somebody or you know, even to property, you know not just being injuries to people, it's, it's worth nothing those down, getting those sent off and then we can analyse it from there. If, if there is an accident or incident in a facility, if they're in the swimming pool or in the gymnastics centre.

DA: Yeah. How is that reported up to NIAC?

DM: Erm, every reception is, so we've got one in the gym, tennis centre, the swimming pool and in NIAC, they're all first aid points so if there's any incidences or accidents, that's the point of contact. Each one of those have got a file in and it's all, all the details are taken there. If something has happened, say in the Syd Aaron, then we've got emergency phones on each of those halls that if there's an incident, they can just grab one of those phones and call us and we can go over and investigate and write a report from there.

DA: Okay. When was the last time you reported an accident or an incident?

DM: Erm, I'm thinking, I'm thinking back, I've just recently done an accident investigation. I don't know if that's the same thing?

DA: Hmm, tell me about it.

DM: Er, there's an incident that happened in one of our halls where somebody injured themselves quite badly. Erm, and those come back through to me and I have to investigate the reasons why that happened, erm, if it's deemed needed by the health and safety team. So all our accident forms, we keep a copy and we send a copy to the Llandaff team and then they get back in touch whether they think that they need to investigate further or document anything. Erm, and the last accident form I actually completed, was probably for an accident on the AstroTurf, where a hockey ball erm, hit a, a player.

DA: Do you, was the correct procedure followed in reporting the accident?

DM: Yeah.

DA: Do you think it always is?

DM: Yes, I think we, you know, that's something that we're quite good at as I say, actual physical accidents that happened, maybe not so much on the near-misses of accidents or incidents.

DA: But when there is a result or someone's called there is?

DM: Yeah, yeah. We're all first aid covered here so as soon as there's an incident, whether it comes through an, the phone or somebody comes to one of the desks; there is somebody that deals with that at source there and then.

DA: How often would you say you respond to an accident or incident, where you've got to report it?

DM: Erm, most days.

DA: Most days?

DM: Most days, yeah. Because we're so, we're kind of dual use we, we've got the students mostly through the day, and in the evenings we have academies. We have a lot of children on sight who are sometimes prone to accidents and tripping over and things like that. I've kind of, fed through to our staff that it's better, even if it's just a little graze or a, or a fall here, it's better to report that than not report that. In some cases there probably is a little bit of over reporting but it's only because past knowledge of something happening and there not being a form there, for instance you know, years and years ago maybe wasn't so great, we couldn't look back on that incident because we didn't have the details, whereas now I try and drum it in that if anything happens and they come to the desk and they ask for any sort of first aid or report anything, let's try and get it down and take some details of that so we can, we can look back on it or find any, you know...

DA: Yeah.

DM: ... any improvements that could be made.

DA: Do you know of any major accidents or incidents, well, major accidents or incidents that have happened er, recently?

DM: We had one not so long ago on the rugby pitch, erm, where the flag, in the ground, you've, you've got like little pocket sleeves that the flags, the corner flags stick into. Erm, I think there was a game on with a, an away player slid across the line and cut his, yeah his leg, quite open. I think that was quite nasty. I think that was in the papers as well.

DA: Right.

DM: So that was quite a big one.

DA: Did that report result in any change or do you think the majority of your reports, do they result in any change?

DM: Yeah, that definitely did because that was a high profile thing as well. I did the investigation on, part of the team that did the investigation and the sockets were probably a little bit too high, or I think we changed over the pitch from a football to a rugby, and some of these things were over, were overlooked by certain departments, erm, which should have been taken out which weren't taken out, er, so that led to an investigation and from that then a policy came out about these sleeves, that they were only to be used, you know, underneath ground, not to be on ground level, to be shaved completely back to, not, right into the ground to be maintained by the grounds department and any unnecessary sleeves would be removed from, not only this site but Llandaff as well, so yeah that did have a big impact.

DA: Was anyone at fault for that or did the player claim anything?

DM: Erm, I don't know what happened, I know it did get reported and it did go to the papers. I can't, I kind of do the investigation but I don't see the other side of whether there was any compensation for that or you know, our lesson is to learn from it and make things better than, it was an unfortunate accident I think.

DA: Yep.

DM: Yeah.

DA: Erm, did you or do you feel confident in reporting of accidents or incidents or are you cautious of the outcomes if you're found to be at fault?

DM: Nope, I think it's better to, even you know if you think, a facility or somebody is at fault, it's better, it's better to get that through and learn lessons from it than it is to kind of hide behind something erm, you know, and I say to staff when you're filling these forms in, if you believe no equipment is at fault, put that, but if you believe that say an apparatus or a piece of, I don't know, kit that they're using may have led to an accident or an incident, then you need to write that down on the form so..

DA: All to try and improve in the future?

DM: Yeah, yeah.

DA: Erm, have you had employment prior to the role you are in now with a different organisation?

DM: No.

DA: No, so all of your understanding of health and safety has come through this facility?

DM: Yeah. Yeah, I came here when I was eighteen so straight from college, I came straight here.

DA: Okay, erm, are you involved in the reviewing of safe work procedures and risk assessments?

DM: Highly, yes.

DA: Yeah.

DM: Yeah, that's erm; I have admin days given to me. Generally I'm operational, so I'm ground floor with the staff but erm, but certain parts of my role that allow me admin days and that's when I try and keep on top of risk assessments, you know, safe working procedures, erm, documents that, that may need to be spread through staff and training needs, identifying those. But it's very difficult because at the moment, I'm the only person reviewing risk assessments and we're a huge department and I solely can't do it, so it is something that I've highlighted, that I need other people to get involved with that because I can't possibly maintain or sustain all these risk assessments without...

DA: Has the increase in risk assessments been a recent, recent change, recent push by the university or...

DM: No, no, it's just personally coming into this role, I've reviewed what I could at the time and found that there's hundreds of risk assessments and some of them are completely out of date, or maybe there's new ones that needed to be inputted into the system. Erm, I mean a lot of them yes we have, but the dates, you know, they haven't been reviewed as they should be so it's, it's just we need to get a plan here which I'm slowly trying to filter through to management that, erm, other people need to be involved, whether that means they just go on a basic risk assessment course, in-house training, erm, with the health and safety team to give them the kind of background and experience of thinking and confidence that they could look at a risk assessment and think, yeah I know what that means and can review it as well, so it's spread rather than it just being a one person job.

DA: Yeah. Okay, how do you display your own commitment to safety?

DM: Erm, I try to just, my commitment at the moment is through the education I suppose, you know, I've gone on from my NEBOSH to do my Masters and anything that I learn or any skills I develop through that, I try and bring into my work practice, erm, so there's many projects that I base here as well, from my Masters, so I think that's generally my commitment, trying to continually improve my learning and my understanding and try and filter it in to my place of work.

DA: In trying to help other individuals, do you actively communicate and role model health and safety or...

DM: Yeah, I'm very proactive with that sort of thing.

DA: Yeah.

DM: Yeah, you know, you probably, if you were to meet somebody and say, 'ah health and safety' they would probably, the next thing they would say to you is, has Amy said to do that, because I'm, I try, I try to not throw it down people's throats in a way but make them know that it is something that's important and something that we need to adhere to, all of

us, not just management, you know, that's Recreational Assistants, lifeguards, coaches, erm, everybody has got a responsibility and if I see something that I think, oh they could learn maybe if I just approach them and say, have you thought about doing it this way, so I, I try to be as proactive in that sense, instead of sending round emails and directives and things like that, I try to guide a bit more than demand.

DA: Yeah, do you think Cardiff Met Sport and the School of Sport are generally proactive in their approach to health and safety or are they reactive?

DM: Erm...

DA: A bit of both or...

DM: A bit of both, yeah, I think the more I've looked into the role that I've been in now we, we are a bit reactive but I think it's coming the other way, I mean not as reactive as it once was you know, but these things take time you know, to change I think, but slowly we're coming more to being proactive rather than reacting to things.

DA: Good.

DM: It's difficult, it's difficult isn't it with a large organisation like we are to get everything key to fit. Erm, and everybody to kind of think the same way

DA: Is it harder because a lot of health and safety is based down on Llandaff as well?

DM: Well the main hub for health and safety is, is down there, erm, but they come up, they visit you know, we've recently, I think they've just brought in the HASMAP and SMPs for, for each individual unit I suppose like Cardiff School of Sport, Cardiff Met Sport, maybe the School of Education, to undergo so I think that's, that's a positive thing, that's going to bring about more proactive results so yeah.

DA: Brilliant, that's fine. Thank you very much for your time.

DM: Excellent, thank you.

Appendix M

Health and Safety Interview

Location: National Indoor Athletics Centre, Cyncoed Campus

Date: 18/02/2015

Start Time: 14.03 End Time: 14.24

Interviewer: Dale Adderley

Interviewee: Recreational Assistant

DA: What is your job title?

RA: Erm, so within the university I work as a Receptionist, a Recreational Assistant and I also lecture the athletics module within the degree programmes.

DA: Okay, what are your daily job responsibilities within the School of Sport and do any of these roles relate closely to health and safety?

RA: Erm, yeah, I'd mostly in my recreational, erm, job, we lifeguard the pool, we check equipment is set up correctly, erm, we have to do checks of the arena to make sure there's no health and safety hazards like equipment left out, equipment broken, erm, we have to work with each other as a team as well with radios, phones, just to make sure we know where everyone is, to, just in case there is an emergency we're all on hand to help.

DA: Yep. Erm, how long have you been an employee for the School of Sport?

RA: For nearly five years now.

DA: Has your awareness of health and safety changed during this time?

RA: Yeah definitely. I'd say more in the last two to three years. Erm, I've definitely become more of, aware of the issues and like checks that need to be done to prevent accidents occurring, to make sure that health and safety checks in place. Erm, when I first started working here it was quite casual so you don't really have a lot to do with that, but erm, especially since I started my recreational job, it's really important cause, ultimately you're in like charge of people and er, there, like it's your duty of care to look after them.

DA: Yeah, do you think health and safety has become more established throughout the whole School of Sport?

RA: Erm, yeah, I do. Erm, there's more staff who are employed purely to look after health and safety and there's more risk assessments done. There's risk assessments done on absolutely everything, I'd say it was a bit more like relaxed a few years ago whereas now it's really important.

DA: Do you think that's a positive or a negative change?

RA: Erm, I think, well sometimes it can be a bit over-the-top that you have to risk assess, erm, and sort of look after but I guess it's important in case anything does happen, it's there to prove that we've done our job.

DA: Yeah, does the School of Sport provide any health and safety training?

RA: Erm, I think they do, I've not personally been offered any. When I started my job here like five years ago you get briefed, this is this, this is this, erm, here's the health and safety files, here's an accident report form, erm, not in any depth, not that I know of anyway.

DA: Okay, erm, so like your first aid, I guess, do you have a first aid?

RA: Yep.

DA: Was that prior to working here or do you keep that updated here?

RA: So I'd worked here two years when I did my lifeguard qualification, an, and in with that you do your first aid at work so that has lasted. I think it runs out this summer so I'll have to renew it this summer.

DA: Right, okay.

RA: Definitely helps having that though working in a sport environment.

DA: Yeah. Erm, what do you think a health and safety culture is?

RA: Ooh, I don't, erm, I don't really; I don't really understand what you mean by that question.

DA: Erm, so, I just want to know your understanding of a health and safety, what you think it is?

RA: What, like, what comes underneath the heading sort of?

DA: Yeah.

RA: Yeah.

DA: So what would come under culture and then in terms of health and safety here?

RA: Erm, so obviously our action plans that we have in place, our emergency action plans, the risk assessments. We have daily check lists that have to be completed to, to ensure that there's, there's nothing going to go wrong or to cover ourselves to say that we've checked these things.

DA: Do you think there's consistency throughout the School of Sport with these checks?

RA: Erm, obviously I don't know other than in sport facilities if it's consistent, we are, we have to do these things every day it's like, has to be done every morning you come in, you check the de-fib, you do checks of the arena, you have to sign your name next to pool tests, you have to check the pool alarms to check that they're working so I'd say within our department that yeah, it is really consistent.

DA: Do you think the staff undertake thorough checks or do you think it's a tick box, the check's been done?

RA: Erm, depends which staff are on. Erm, more experienced staff, Duty Manager, people who've been here longer, I think they tend to do more thorough checks because they know the consequences if they don't do it correctly whereas new staff just think it's not really that important, doesn't really involve them, they just have to tick it so...

DA: Is this part of the casuals then that are less involved?

RA: Yeah probably. So people that only have like one or two shifts a week or less than that some of them, they don't really see the importance cause they don't see the side effects of not doing things properly.

DA: How do you receive communication regarding health and safety?

RA: Erm, I think I probably, we don't really receive any other than like internal emails erm, just stating things but 'cause I work quite closely with our health and safety officer in the department, I've like checked risk assessments for her, helped her plan some of them. So, erm, in that way I've seen things like that but not much else.

DA: So, who's the person communicate, who's responsible for communicating this, that to you?

RA: Erm, I'm not really sure. I guess Amy is sort of our health and safety officer within our department but I don't know if it's her job to relate those things to us, or, I guess when we do staff training which we do erm, at least once a month, things are covered in there. We, we get to chat about things that have changed, new policies that are in place especially for our lifeguard duties cause obviously, maybe having to do CPR or something on a casualty is really important so we need to keep up-to-date with things like that.

DA: Who leads those sessions? Is it a specific coach?

RA: That's Nick; he's another one of the Duty Managers here. He leads staff training, that's one of his job roles.

DA: Okay, do you feel as though there is enough communication of health and safety? So maybe not just in emails but in dotted around, having signs?

RA: Yeah, there's a lot of signs. I think maybe as a sort of, maybe including it in staff training a little bit more or in a deeper level cause as casual staff and not Duty Managers, you're not sort of involved in it directly, so it can sometimes like go past without you knowing and you're not getting as much information as would maybe help.

DA: Yep, erm, is the communication that you receive clear?

RA: Yeah it is. Erm, for me personally because I work almost every day, I'm directly involved with what's going on so it's easy for me to keep up-to-date with like new signs, new things being put into place to prevent health and safety problems. I see that so it's fine but again for casual members of staff who don't work that often, it would be quite easy for them to miss new things.

DA: Yeah, erm, would you change the way you receive any information? Or the type of information you receive?

RA: Erm, I do think it's better to talk rather than email. Erm, some emails especially about health and safety are quite boring, you don't really want to read through them in a great depth, you just scan them. If it was brought together maybe even once a month, once every two months, discussed, it'd definitely sink in a little bit better than it does through an email.

DA: Would you like to have more involvement in health and safety?

RA: No, not really.

DA: Erm, how is the commitment to health and safety shown to staff mem, or members of staff?

RA: Erm, I don't really know. Erm, obviously we know it happens and there's regularly like improvements on the normal operating procedures, emergency action plans. We often have fire evacuations and we are, especially like when it was Olympic year we had people come in and go through plans with us on what to do if there was bomb threats and things because we had international athletes here. Erm, is that the right answer to the question?

DA: Yeah, yeah.

RA: Erm, yeah so...

DA: Do you think erm, the Duty Managers are committed to showing health and safety to the members of staff?

RA: I think Amy is. Erm, all the Duty Managers have different job roles so like Nick for example is the teaching off staff training, Paul's is marketing. So I think they all have their own passion within their job, and Amy is definitely more focused on health and safety but that's because it's her job role so she's implementing it all the time, whereas some of the others may not have time to sort of, do it to the level she does.

DA: Do you think, emp, the senior employees demonstrate appropriate behaviour though?

RA: Yeah definitely, they have to. It comes under their job title that they have to support everything that has been done by Amy so yeah.

DA: And so, do less senior as well?

RA: Erm, to a certain degree. Erm, I think it's, it's difficult when you're not direct, cause all the Duty Managers obviously, there's four of them, they email, everything is passed through them so the lesser, like lesser qualified members of staff don't really get as much information so it's hard for them to feel the same about it and have the same sort of drive towards it.

DA: Do you think there could be another individual that, say helps the health and safety Duty Manager? Or do you think it's okay as it is?

RA: I think it's okay, maybe just more involvement from the other members of staff would work better than having one person, 'cause their job role would still be the same so it wouldn't change, like the payment change or anything so it's more responsibility for the same sort of job they were doing before.

DA: Okay, erm, do you feel as though staff members fill in risk assessments just to show that it's done or because they're displaying a strong commitment to health and safety?

RA: Erm, I think most of them are displaying, a, erm, like a strong commitment to health and safety. Some of them, it's just sort of to cover our backs more than anything like especially when we have Dragon Camps in the summer, we have to do risk assessments, well Amy does, for every game they could do, everything they might do, which sometimes could be walking down the stairs 'cause they're children so it's, some of it's pretty much just to cover our backs but the majority of the normal operating procedures is done like correctly.

DA: And to repeat what you said earlier, you think that some of it is a little over-the-top?

RA: Yeah.

DA: Okay, erm, how do you ensure that you follow health and safety policies and procedures?

RA: Erm, for example the, when we have fire tests we have to follow the procedures. Erm, so we, we have an action plan which is carried out so we practice doing that, that just embeds the routine into us so that's easy to carry out then in the future. Erm, when I first started I went through the EAP's, NOP's, that sort of just gets me to know what I'm doing. Again, 'cause I work here all of the time it sort of just comes natural now knowing what I'm doing every day.

DA: Yep, erm, what would happen if you didn't follow procedures but no accident or incident occurred?

RA: Erm, obviously it depends on the severity of the, whatever happened and what could have happened maybe if something, like an accident was serious. Probably get called into Malcolm's office, it wouldn't really be a disciplinary, it would just be more of a chat like asking why, and if there's a reason something didn't happen erm, and then it would go from there depending on...

DA: So that might be if you missed a check or?

RA: Yeah, some checks obviously. It's okay to miss sort of erm, checking the litter on the AstroTurf. So that's one of our daily checks, obviously that's not going to cause any problems so that would be okay but if that was a consistent thing that we weren't doing then we would get sort of told that we need to pull our weight a little bit more.

DA: What are the School of Sport safety reporting procedures?

RA: Erm, I don't really know. I know obviously when we have an accident we have to fill in an accident report form, it gets sent to health and safety in Llandaff but other than that I'm not really, really sure.

DA: So if there was a, somebody was drowning in the swimming pool...

RA: Yeah...

DA: Erm, what would be the immediate after response, after maybe resuscitation?

RA: Erm...

DA: How would you go about, then reporting that?

RA: Erm, obviously we'd call out the Duty Manager because ultimately it's their, they're next in line to us, they decide from there what'd happen. Erm, we have had a case where we had, erm, a fatality on the balcony. Erm, after that we got offered sort of like psychological help, erm, we could see psychiatrists if we wanted to and we obviously had to speak to the family which was quite distressing but it is ultimately the Duty Managers job to decide where we go next with that.

DA: Okay, erm, when was the last time you reported an accident or an incident?

RA: Erm, last week somebody fell over a hurdle when they were doing athletics so we just, when we've sort of like touched the casualty and give them a plaster or we've wiped the like sort of injury down, we have to then fill in an accident report form and send it to health and safety.

DA: And you did that and you do that every time?

RA: Yeah.

DA: What if it was a, erm, if there was a near-miss and you had to jump in the swimming pool but actually it was fine, would you report that?

RA: Yeah, I'd just let the Duty Manager know, in that case, we'd have had to press the pool alarm anyway, so the pool alarm would have gone off up here, the Duty Manager would have then been at the pool to meet us so...

DA: Are there lots of alarms dotted around?

RA: There's one up here, there's one in the tennis centre so when you press the alarm at the pool, it goes off here and at the tennis so everyone, so sort of the whole staff is aware of what's happened.

DA: And that works well I guess?

RA: Yeah it's amazing, you should see how fast people run.

DA: Yeah. Erm, do you know of any major accidents or incidents that have happened in the School of Sport recently?

RA: Yeah a few. Erm, so obviously we have, we had a man have a heart attack on the balcony. Erm, we've had somebody collapse on the outdoor track when we had an event a few months ago. Erm, we've had somebody collapse in the showers just, the September just gone, a student. Erm, it always happens when I'm on shift. Erm, we've had someone fall off a trampoline and have an open fracture.

DA: Right, quite a few.

RA: Yeah.

DA: Er, do this report result in any change, or do those reports together?

RA: Erm, in the situations that them, they happened, no, we dealt with everything in the best way we could. Our staff training is very thorough and we all reacted in the best possible way, in each situation we, a staff couldn't have done anything else to help the casualties or prevent it from happening.

DA: Yep, was there, has there been a time when er, accident has re, resulted in change?

RA: Erm, I think with the casualty that had the heart attack on the balcony, at the time the gym was closed over the other side because it was being refurbished, so we had gym equipment on the balcony and this person had come in the fire escape and gone straight to the balcony so we didn't actually know that they were there. So we've definitely been more strict with people swiping, we've closed fire exits; they have to come through main reception so we're just aware of who is in the facility. Luckily that day, it was really, really empty and another member of staff was on one balcony, looking at the other when he actually collapsed, whereas it could have been a different case because we didn't know he was in the facility.

DA: Yeah, erm, do you feel confident reporting accidents or incidents or are you cautious of outcomes if you're found to be at fault?

RA: No, definitely confident because I think I react in the best way I can, professional. I do what I can, erm, yeah.

DA: Do you think any members of staff might try and avoid any blame?

RA: No I don't think so, I do think that as a team we work really well together and again, our staff training is really thorough. We have to do it once a month for like, for two hours and that's like more than triple what, like our lifeguard qualification requires us to do, but I do think us doing that helps us react better in situations, we do scenarios, so sometimes we've done a scenario in training that's actually happened so we all know exactly what we're doing and I think everyone's quite confident in their ability to report incidents.

DA: So, is that more of a discussion then? And providing practical examples of what might happen, it gives you a really good detailed...

RA: Yeah, I quite enjoy it because it is difficult to remember everything in this job because there's so much going on at once but I'm confident that when there is an emergency, I can put into practice what I've learnt in staff training to the best way we could.

DA: Yep. Er, have you had employment prior to the role you are now in with a different organisation?

RA: Yeah, I worked in erm, the Westbrook Athletic Centre at home for about four years before I came here.

DA: How does health and safety management there compare to health and safety here?

RA: I didn't have a lot to do with at home cause I was quite young and I was working on a very casual basis, but the facilities were about a tenth of what they were here so the risks and things that needed taking into consideration were a lot smaller, but again, that was a long time ago so it was less, sort of important to do such things then.

DA: Have you been back there recently?

RA: Erm, no I haven't.

DA: Okay. Erm, are you involved in the reviewing of safe working procedures and risk assessments?

RA: No I'm not.

DA: Who's that down to?

RA: That's down to Amy again, she has meetings for that and stuff.

DA: Okay. How do you display your own commitment to safety?

RA: Erm, I like to think that I complete the checks to the best of my own ability. I go round the facilities when I start shift, checking equipment, making sure things are put away. When we're putting up trampolines, we really need to make sure that they're secure and everything's padded down because that's one of our biggest risks obviously. Erm, checking the pool readings, that, that the chlorine levels are okay, checking the pool

alarms are working in case of an emergency. Erm, I do think I try to do the job to the best of my own ability every day.

DA: For example the trampolines, do you work closely with any other members of staff in the School of Sport?

RA: Yeah, we can't put them up on our own because they're too heavy. Like we could end up hurting ourselves so we have staff training on putting the trampolines up as well because it's scary, they're big, there's lots of things to do. It's easy to forget little bits just like tying a bow on one of the mats but when there's another member of staff, like one of you is always going to remember the little bits so it's good.

DA: So actually the health and safety is not just about the customers that are coming through the door and the students here but your own safety as well?

RA: Yeah, definitely.

DA: You feel that?

RA: Yeah, like, I wasn't confident in putting the trampolines up because they are really big and they're quite heavy and if you don't do it in right way, you can get hurt. So I asked if we could have some training in putting the trampolines up, like the best way and we got that so...

DA: And now you feel happy doing that?

RA: Yeah, more confident, I'm doing it more often now which makes it easier.

DA: Yeah, so through experience of...

RA: Yeah, definitely.

DA: Erm, and do you actively communicate and role model health and safety or do you prefer to intervene if action needs to be taken?

RA: Erm, I think our job role requires us to do both. Erm, we always try to promote it by stopping it from happening in the first place but there's always going to be situations where we have to intervene and just say look, this is going to happen if this doesn't get done and everyone's happy for your opinion to be put out there.

DA: Do you think it's more, there's more of a proactive approach or more of a reactive approach if you had to scale it, or has this changed over time?

RA: Erm, I think again that's different members of staff have different, like their own level of what's right and what's wrong. So like Amy's to the extreme but that's because that's her job role, whereas the other Duty Managers, they are proactive but probably not to the same level as to Amy for example. Erm, some casual members of staff are really proactive, they, they like that area, whereas some of them prefer different bits so, probably, everyone's proactive but some more so than others.

DA: Yep. Without Amy, what do you think health and safety would be like here?

RA: Well, before her we did have a different member of staff who's moved on to a different role and it worked exactly the same when he was here as well. Erm, she's very good at her job because she's passionate about it and she's doing a Masters in that area now so she's wanting to get more qualified in what she's doing so.

DA: Is there pressure on her to perform and does health and safety always come through her so she, she's trying to get it into all the staff?

RA: Erm, I wouldn't say there's too much pressure, no more on her than other members of staff, it's just a different role and as long as she stays on top and she's given like time to do risk assessments, et cetera. Once something's happened in this facility she doesn't actually have anything to do with it then, it gets passed on to health and safety management erm, in the different areas so I wouldn't say there's too much pressure on her to perform no.

DA: Okay, that's fine. Thank you very much.

RA: That's okay.