# This is an image of the University of Portsmouth Logo and says the words University of Portsmouth

**Risk Assessment**

***UoP-CGHS-F-04***

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# As part of managing the health, safety and well-being within the University, risks in the workplace, on campus and in our activities must be effectively mitigated and controlled. To do this, thought must be given to what might cause harm to the university community and whether reasonable pragmatic steps are taken to prevent that harm from occurring. This is known as risk assessment and it is a protocol required to be undertaken by the University as stated by legislation. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, on campus and within our activities. Whilst steps are already being taken to protect the University’s community, risk assessment will assist in deciding whether there are suitable and sufficient controls in place.

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| **Assessment Date:** |  | | | | | |  | **Assessment Reference:** | |  | | | | | |  | **Next Review Date:** | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessor Name:** |  | | | | |  | | **Faculty/School/Service/Team:** | | | |  | | | | | | **Assessor Signature:** | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Site/Building/Area:** |  | | | | | | | | | |  | | **Responsible Person/Line Manager/Faculty Manager:** | | | | | |  | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Description of Assessment i.e. task / activity etc.:** | | |  | | | | | | | | | | | | | | | | | | | | | |
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| **Overall Quantitative Risk Rating (avg):** | |  | |  | **Qualitative Risk Rating (avg):** | | |  |  | **Risk Owner:** | | | | |  | | | | |
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| **QT Residual Risk Rating (avg):** | |  | |  | **QL Residual Risk Rating (avg):** | | |  |  |  | | | |  | | | | | | | |

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|  |  |  | **Inherent Risk Level** | | |  | **Residual Risk Level** | | |  |  |
| **Ref** | **Hazard(s)** | **Who Might be Harmed and How (Potential Consequences)** | **LH** | **IP** | **RR** | **Existing Controls In Place** | **LH** | **IP** | **RR** | **Further Additional Controls** | |
|  |  |  | Choose an item. | Choose an item. |  |  | Choose an item. | Choose an item. |  |  | |
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**Action Plan**

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| **Ref** | **Action(s) Details** | **Responsible Owner** | **Target Date** | **Review Date** | **Status** | **Comments** |
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**Risk Assessment Guidance**

Risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. The table below sets out an ideal order to follow when planning to reduce risk from education activities. Consider the headings in the order shown, do not simply jump to the easiest control measure to implement.

Consideration 2: Replace the hazard. Can the hazard be replaced with one that is less hazardous. Replace the material or process with a less hazardous one. Care should be taken to ensure the alternative is safer than the original.

Consideration 4: Change the way people work.

These are all about identifying and implementing the policies/procedures you need to work safely. For example: reducing the time workers are exposed to

hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage, and performing risk assessments.

Consideration 5: Protect people with personal protective equipment. Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective

equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be

trained in the function and limitation of each item of PPE.

Consideration 3: Isolate people from the hazard.

Use work equipment or other measures to prevent the hazard. For example: install or use additional machinery such as local exhaust ventilation to control risks from dust or fume. Separate the hazard from people by methods such as enclosing or guarding dangerous items.

of machinery/equipment. Give priority to measures which protect

collectively over individual measures.

Consideration 1: Remove the hazard. Can the hazard be completely removed so it is no longer a risk. Redesign the job or substitute a substance so that the hazard is removed or eliminated. For example, can the work be done another way.

**Risk Assessment Guidance**

# Think about how accidents and ill health could happen and concentrate on real risks – those that are most likely and which will cause the most harm. For some risks, other regulations require particular control measures. The assessment can help identify where focus and priority should be afforded to certain risks and these particular control measures in more detail. These control measures do not have to be assessed separately but can be considered as part of, or an extension of the overall risk assessment.

Step 1 - Hazard Identification

One of the most important aspects of your risk assessment is accurately identifying the potential hazards in your workplace. A good starting point is to walk around your workplace and think about any hazards. In other words, what is it about the activities, processes or substances used that could injure people or harm their health? When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

**Check manufacturers’ instructions** or data sheets for chemicals and equipment as they can be very helpful in explaining the hazards and putting them in their true perspective.

**Look back at your accident and ill-health records** – these often help to identify the less obvious hazards.

**Take account of non-routine operations** (e.g. maintenance, cleaning operations or changes in production cycles).

**Remember to think about long-term hazards to health** (e.g. high levels of noise or exposure to harmful substances).

Visit the HSE website ([www.hse.gov.uk](http://www.hse.gov.uk)) – HSE publishes practical guidance on hazards and how to control them.

Step 2 – Who Might Be Harmed and How

Then think **how** employees (or others who may be present, such as students, contractors or visitors) might be harmed. Ask staff what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks.

For each hazard you need to be clear about who might be harmed – it will help you identify the best way of controlling the risk. That doesn’t mean listing everyone by name, but rather identifying groups of people (e.g. people working in the storeroom or passers-by). Remember:

Some workers may have particular requirements, e.g. new and young workers, migrant workers, new or expectant mothers, people with disabilities, temporary workers, contractors, homeworkers, lone workers and service users. Think about people who might not be in the workplace all the time. Take members of the public e.g. visitors, students, into account if they could be harmed by work activities. If you share a workplace with another business, consider how your work affects others and how their work affects you. Talk to each other and make sure controls are in place.

Step 3 – Evaluate the Risk

Having identified the hazards, you then have to decide how likely it is that harm will occur, i.e. the level of risk and what to do about it. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things you need to do to manage them responsibly. Generally, you need to do everything ‘reasonably practicable’ to protect people from harm. This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. Look at what you’re already doing and the control measures you already have in place. Ask yourself:

Can I get rid of the hazard altogether?

If not, how can I control the risks so that harm is unlikely?

Some practical steps you could take include:

* eliminate the risk (always the first consideration)
* trying a less risky option;
* preventing access to the hazards;
* organising work to reduce exposure to the hazard;
* issuing protective equipment;
* providing welfare facilities such as first aid and washing facilities;
* involving and consulting with workers.

Improving health, safety and well-being need not cost a lot. For instance, placing a mirror on a blind corner to help prevent vehicle accidents is a low-cost precaution, considering the risks. Failure to take simple precautions can cost a lot more if an accident does happen.

Involve staff/students, so you can be sure that what you propose to do will work in practice and won’t introduce any new hazards. If there are a number of similar workplaces containing similar activities, you can produce a model risk assessment reflecting the common hazards and risks associated with these activities. You may decide to apply these model assessments at each workplace, but you can only do so if you:

* satisfy yourself that the model assessment is appropriate to your type of work;
* adapt the model to the detail of your own work situations, including any extension necessary to cover hazards and risks not referred to in the model.

Step 4 – Record the significant findings

Make a record of your significant findings – the hazards, how people might be harmed by them and what you have in place to control the risks. Any record produced should be simple and focused on controls. Any paperwork produced should help to communicate and manage the risks. For most people this does not need to be a big exercise – just note the main points down about the significant risks and what you concluded.

A risk assessment must be suitable and sufficient, i.e. it should show that:

* a proper check was made;
* you asked who might be affected;
* you dealt with all the obvious significant hazards, taking into account the number of people who could be involved;
* the precautions are reasonable, and the remaining risk is low;
* you involved staff/students or in the process.

Where the nature of your work changes fairly frequently or the workplace changes and develops (e.g. a construction site), or where your workers move from site to site, your risk assessment may have to concentrate more on a broad range of risks that can be anticipated. Take a look at the selection of example risk assessments on the HSE’s website ([www.hse.gov.uk/risk](http://www.hse.gov.uk/risk)). They show you what a completed risk assessment might look like. You can use these as a guide when doing your own.

If your risk assessment identifies a number of hazards, you need to put them in order of importance and address the most serious risks first.

Identify long-term solutions for the risks with the biggest consequences, as well as those risks most likely to cause incidents or ill health. You should also establish whether there are improvements that can be implemented quickly, even temporarily, until more reliable controls can be put in place.

Remember, the greater the hazard the more robust and reliable the measures to control the risk of an injury occurring will need to be.

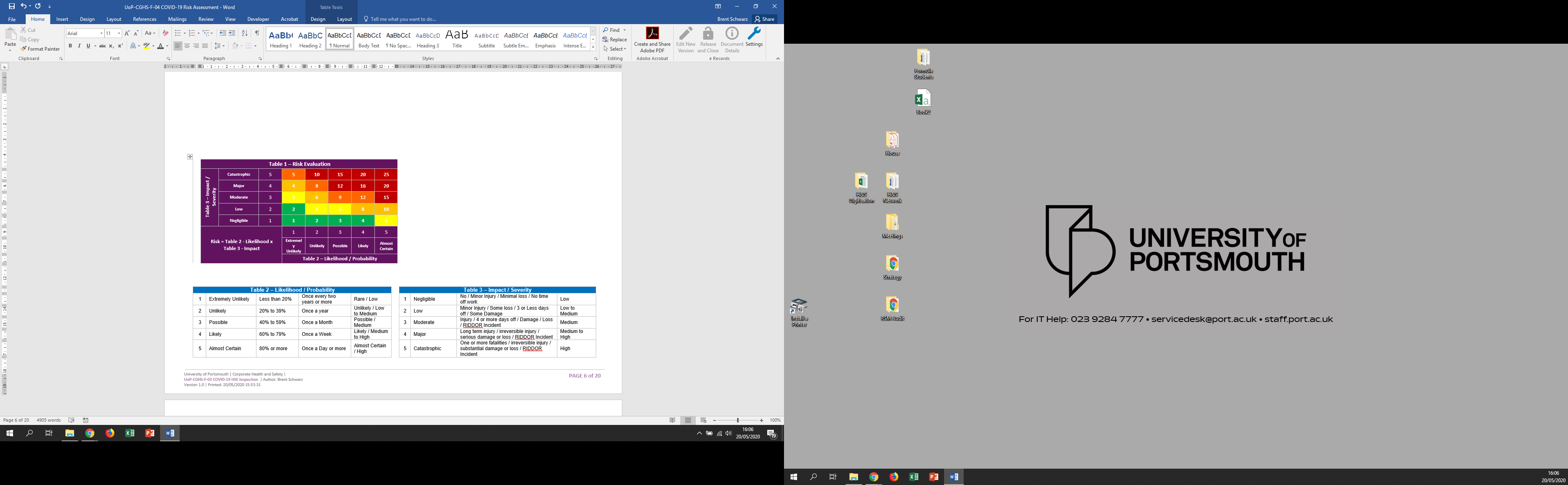
Step 5 – Regular Review

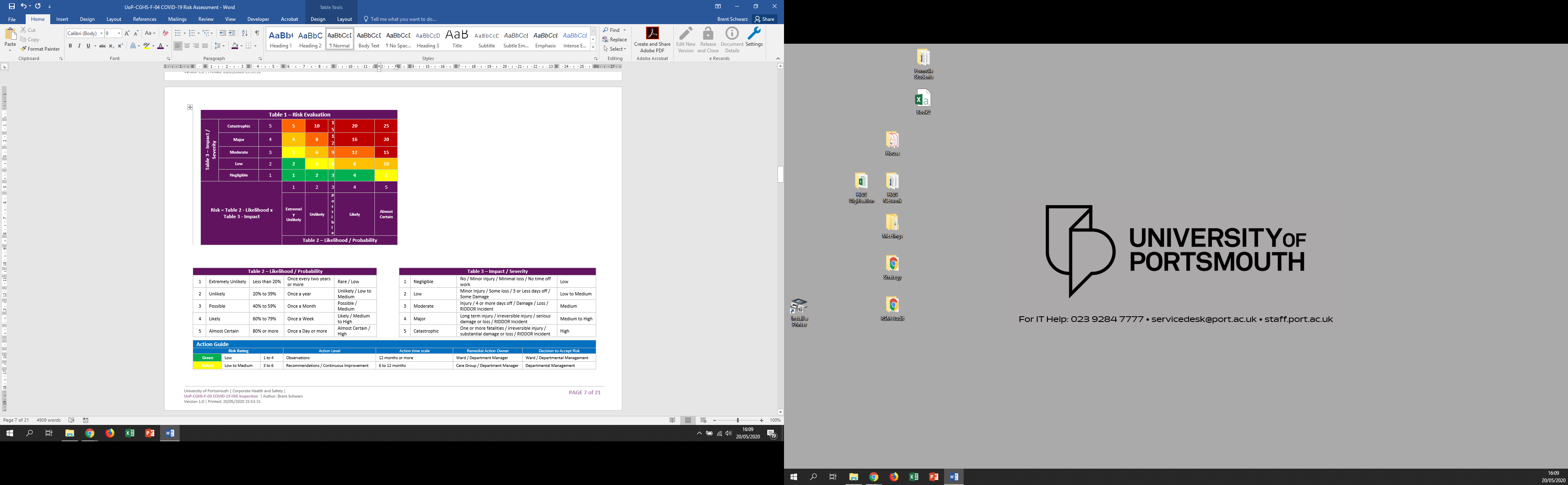
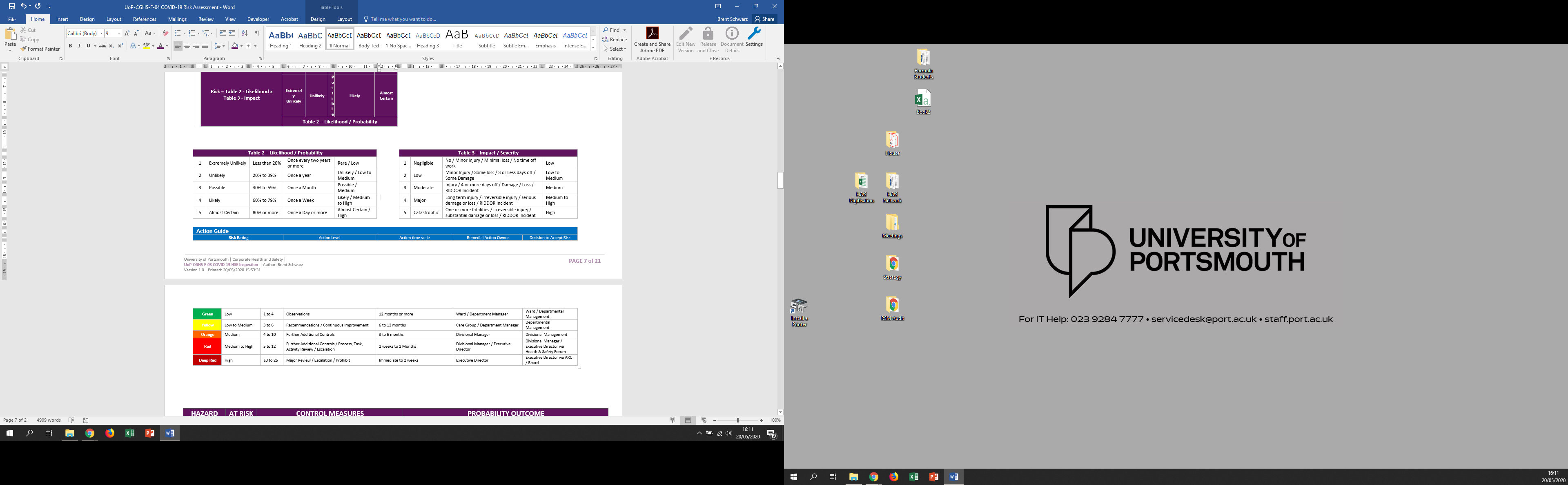
Few workplaces, tasks, activities, etc. stay the same. Sooner or later, you will bring in new equipment, substances and procedures that could lead to new hazards. So it makes sense to review what you are doing on an ongoing basis, look at your risk assessment again and ask yourself:

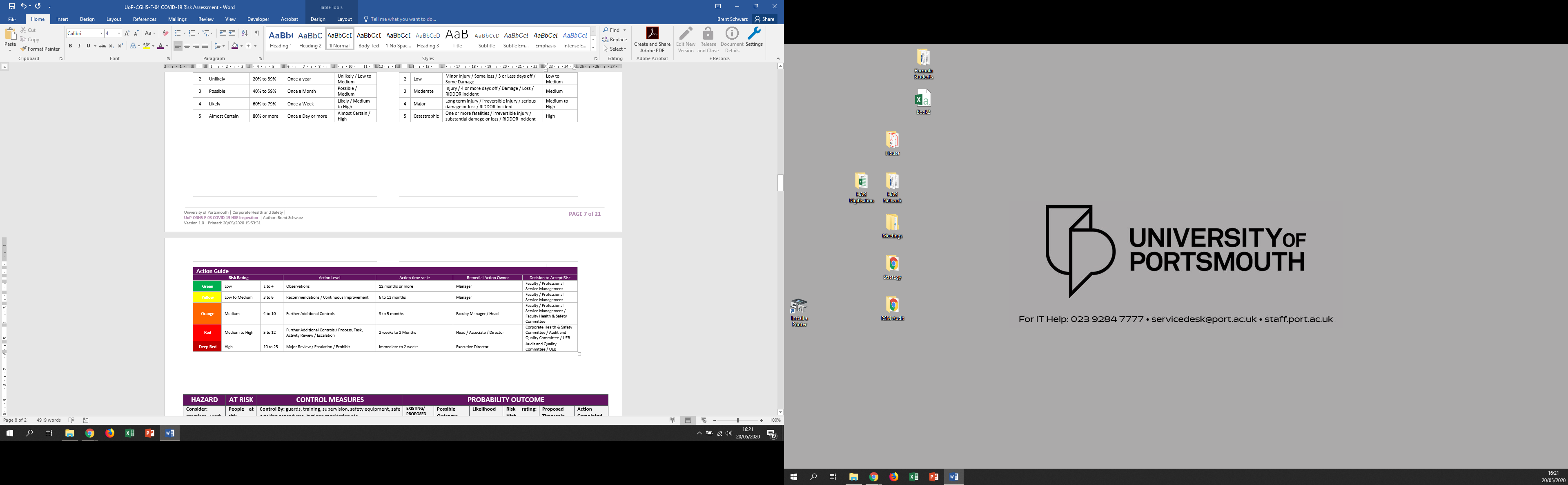
* Have there been any significant changes?
* Are there improvements you still need to make?
* Have staff spotted a problem?
* Has anything been learnt from incidents or near misses?

Make sure the risk assessment stays up to date and reviewed frequently.

**Quantitative Risk Analysis Tables**







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