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| Risk Assessment Record | | | | |
| Risk Assessment of:  *FYP project (#XX)*  *Or MPHYS project #XX* | Assessor(s):  *Project Supervisor* | | Date:  *Date assessment written* | Date for next review:  *(short projects so typically only if changes needed)* |
| Key information *(This should be sufficient to identify all the hazards present that will be discussed below in more detail.)*  The project is theoretical in nature, using computers to perform relevant calculations and no experimental work is planned.  The students will work mostly on PCs/ a personal laptop (delete as appropriate) at <location, (on/off campus) >.  It is important to set up the workstation well and remember to take regular breaks to avoid injury.  If a student develops any workstation-related aches or pains this should be reported as soon as possible.  ----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  There are links here to help students prepare for working off campus: <https://www.bath.ac.uk/guides/preparing-yourself-to-study-remotely/>  Students should follow the workstation set up guidance as in the self-assessment. To access this, sign in using Top Desk: <https://bath.topdesk.net/tas/public/ssp/>  then select: “HEALTH & SAFETY” and “COMPUTER WORKSTATION ASSESSMENT”  There is detailed guidance on setting up home workstations here: <https://www.bath.ac.uk/publications/working-at-home-computer-workstation-guidance/>  (Note: this is written for UoB staff so some links are not applicable to students.) | | | | |
| Duration of project / Lab use frequency estimate:  *<days> each week during 2023/24 academic year* | | Generic or specific assessment?  *Specific for this project* | | |

| # | Hazard(s) identified and possible harm | Persons affected | Existing controls & measures | A | B | A x B | Additional controls required |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | **Computer workstation use.**  Poor set-up of workstation and/or prolonged use leading to back injury, eye strain, headaches or musculoskeletal problems. | Students | * Anyone using a computer workstation for long periods of time (over 2 hours consecutively) should complete a computer workstation assessment form. It is important to set up the workstation so that it is comfortable to use. * **Computer users should take regular breaks. The maximum working time without a break is 1 hour on a standard PC and 40 minutes on a laptop. More frequent breaks are required for different devices or if the user cannot find a comfortable working position.** * Users should use a reminder app/phone alarm to set an alert for when to take a break. * If the user begins to feel discomfort in back, neck, shoulders, arms, wrists, or hands, they should stop using the workstation. The user should perform a few simple stretches that will help ease the ache, and allow a period of time for recovery before continuing work (the user can do other work that does not involve similar positions or movements in this time). * If the user experiences persistent aches and pains or has a pre-existing condition that is/may be affected by computer use, they should discuss this with Jenny (j.williams@bath.ac.uk).   *Consider: Specific users if they have existing medical conditions.- check this with the students* | 4 | 1 | 4 |  |
| 2 | Fire  Smoke inhalation, burns, property damage. | Students, building occupants | * Always keep exit routes clear. * Do not overload sockets (e.g. by daisy-chaining extension leads). | 5 | 1 | 5 |  |
| 3 | Electrical  Accidental contact with live conductors.  Electrocution/unsafe equipment. Fire. | Students | * Electrical equipment should be used for its designed purpose and checked before use. * If equipment appears to be damaged or is not working properly then it should not be used. For University property, damage should be reported to the person responsible for the equipment. * Keep water away from mains sockets. | 5 | 1 | 5 |  |
| 4 | Slips, trips and falls  Tripping over cables or items on the floor, slipping on spilled liquids | Students, nearby people | * Walkways are to be kept clear of obstructions such as personal belongings and power cables. * Any spilled liquid (water, oil etc.) or other slip hazard is cleaned up immediately and thoroughly. | 3 | 2 | 6 |  |
| 5 | **Lone working and working out of hours on campus**  Increased risk from other hazards due to reduced assistance | Students | * Out of hours use of department space is restricted. * Study spaces are available to book online for students to use. | 4 | 1 | 4 |  |
|  | Assessor signature: | | Print name: | Date for next review:  *if changes are needed* | | | | |

***Turn to next page and complete the risk assessment action plan.***

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| Risk Assessment Action Plan | | | | | | | |
| Action Plan in respect of:  *FYP / MPHYS theoretical project #xx* | | | Prepared by:  *Supervisor* | | Reviewer: | | |
| Ref no. | Action to be taken, incl. Cost | | By whom | Target date | Review date | Outcome at review date | |
|  | Maintain standards as given above | | *Supervisor/student1/student2* | *Ongoing* |  |  | |
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|  |  | |  |  |  |  | |
| Responsible manager’s signature: | | | | | Responsible manager’s signature: | | |
| Print name: | | Date: | | | Print name: | | Date |

**Risk Assessment Guidance**

The assessor should assign values for the hazard severity (a) and likelihood of occurrence (b) (taking into account the frequency and duration of exposure) on a scale of 1 to 5, then multiply them together to give the rating band.

|  |  |
| --- | --- |
| A – Hazard Severity | B – Likelihood of Occurrence |
|
| 1 – Trivial (eg discomfort, slight bruising, self-help recovery) **2 – Minor** (eg small cut, abrasion, basic first aid need)  **3 – Moderate** (eg strain, sprain, incapacitation > 3 days)  **4 – Serious** (eg fracture, hospitalisation >24 hrs, incapacitation >4 weeks)  **5 – Fatal** (single or multiple) | **1 – Remote** (almost never)  **2 – Unlikely** (occurs rarely)  **3 – Possible** (could occur, but uncommon)  **4 – Likely** (recurrent but not frequent)  **5 – Very likely** (occurs frequently) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A  B | **Trivial** | **Minor** | **Moderate** | **Serious** | **Fatal** |
| **Remote** | **1** | **2** | **3** | **4** | **5** |
| **Unlikely** | **2** | **4** | **6** | **8** | **10** |
| **Possible** | **3** | **6** | **9** | **12** | **15** |
| **Likely** | **4** | **8** | **12** | **16** | **20** |
| **Very likely** | **5** | **10** | **15** | **20** | **25** |

The risk rating (high, medium or low) indicates the level of   
response required to be taken when designing the action plan.

|  |  |  |
| --- | --- | --- |
| Rating Bands (a x b) | | |
| **LOW RISK**  **(1 – 8)** | **MEDIUM RISK**  **(9 - 12)** | **HIGH RISK**  **(15 - 25)** |
|  |  |  |
| Continue, but review periodically to ensure controls remain effective. | Continue, but implement additional reasonably practicable controls where possible and monitor regularly. | STOP THE ACTIVITY  Identify new controls. Activity must not proceed until risks are reduced to a low or medium level. |