****

**GENERAL RISK ASSESSMENT FORM**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College/Department** | Teaching activities and spaces | | | **Date of Risk Assessment** | | | | |  |
| **Name of person carrying out assessment** |  | | | **Job Title** | | | | |  |
| **DESCRIPTION**  Give details of the process, task, activity, event etc. being risk assessed | The management of teaching and activities is paramount for the University being open to accommodate students and carry out their business in a safe and healthy way. This assessment identifies the risk and controls required to ensure these facilities and those who access them are Covid-19 secure and the requirements to maintain this status or to deal with a potential local outbreak of Covid-19.  **This risk assessment assumes all Building Ready COVID security is in place as the existing controls** | | | | | | | | |
| **HAZARD** **IDENTIFICATION**  **Hazard -** something with the potential to cause harm within the process, task etc. you are assessing.  **NB:** Consider things that you can “foresee” / imagine going wrong and how this could happen? | **Ref:** | **Hazard** | **Who and How Many can be harmed?**  e.g. student, staff, contractors etc. | | | **How can they be harmed?** Describe | | **Action required** | |
| A | Keeping up with gov.uk changes, responding to concerns or identifying issues | Staff and students | | | Infection | | Risk assessments and mitigation measures should be part of a regular and ongoing dialogue between the University, students and staff to identify what measures are working, where refinements are possible, and any further measures required.  Ensure appropriate risk assessments are completed and effective control measures are implemented to ensure the safety of staff and students.  This should include regular feedback between staff and the relevant trade unions and student associations.  Adjustments deemed necessary should be made in a timely manner and kept under review. | |
| B | Changes in timetabling of teachings activities | Staff and students | | | Infection | | Departmental Teaching and Learning Norms developed by each College outline when teaching spaces, including specialist spaces, may need to be used on campus.  Ensure clear advance communication with students when changes are made to the timetable. | |
| C | Inappropriate room set up (1m + rules/controls not easily achieved) | Staff and students | | | Infection | | Guidance from PHE is 2M distancing should be used wherever possible – if not possible the below arrangements will be considered as 1M + mitigations:   * Track and Protect (bookings) * Side by side * Planned seating arrangements * Planned entrance and exit to rooms (furthest seat from door enter first and vice versa) * 2m minimum from teacher/lecturer to closest students * Arrangements for dwell spaces to avoid queuing outside of room, where possible * Enhanced cleaning by facilities and they think it’s reasonable to ask students to self-clean if safe to do so (help with community management of Covid) * Good ventilation available   They are happy for face coverings to be encouraged but this won’t be used as a mitigation if they have to instigate NHS Track and Trace processes. | |
| D | Close face-to-face contact (under 1 meter) or within 2 meters for more than 15 minutes with someone that tests positive for COVID-19 | Staff and students | | | Infection | | Academic staff maintain distance of 2m from students.  Where teaching activities require closer contact to help with a task approach no closer than 1m for no longer than 5 minutes.  Students in 1m+ spaces to wear face coverings to minimise transmission. PHE will still consider 1m+ as ‘close contact’ with face coverings. | |
| E | Respiratory transmission due to failure to maintain social distancing outside of own household (social bubble) | Staff and students | | | Infection | | 2m social distancing arrangements where possible.  Robust cleaning arrangements.  Hand cleansing (soap and water or sanitisers).  Building signage including floor markings for 2m.  Posters.  Use of face coverings.  Regular inspections / visits from ‘Happy to Help’ and Facilities teams.  Large up-to-date visual communication campaign. | |
| F | Access and egress – teaching spaces and queuing | Staff and students | | | Infection | | Students encouraged not to arrive on campus too far ahead of teaching start times in order to minimise numbers on site.  Wait in pre-arranged dwell spaces, observing 2m distancing, until asked to move to the teaching space. ‘Here to Help’ Team will assist with this.  Avoid queuing in corridors.  Open corridor doors on the route from designated building entrance to the teaching space. If electromagnetic closers are not present, close manually and clean touch points once class is in. ‘Here to Help’ Team will assist with this.  Prop open classroom doors while students enter and leave. Close immediately after and wipe touch points. | |
| G | Student arrival for teaching | Staff and students | | | Infection | | Advise students to only to bring the minimum of items onto campus.  Use of lockers when attending laboratory practical classes for personal items.  Ask students not timetabled to attend the session to leave to enable robust track and trace of contacts through the timetable in case of a positive COVID test. | |
| H | Entry and exit to the lecture space / laboratory / workshop / studio space – if uncontrolled may increase risk of close contact | Staff and students | | | Infection | | Wipe door handles and touch areas before closing the door.  Ask students to take a wipe from the tube, then proceed to the seat furthest from the door.  Fill the space from the furthest corner to the entrance until all students are seated. | |
| I | Increased contact resulting from back-to-back classes in a space | Staff and students | | | Infection | | Where possible, have at least 10 minutes between lectures exiting and the next arriving to allow lecturers to prepare and minimise contact between student groups. | |
| J | Non-compliance with local rules by any attending lectures | Staff and students | | | Infection | | Those showing non-compliance with the rules should be reminded of the rule and expectations.  Regular inspections / visits from ‘Here to Help’, Facilities and TU reps.  Large visual communication campaign and updating communication regularly to keep messaging fresh.  Ongoing non-compliance should be escalated through the usual channels. | |
| K | Ability to respond to Fire, first aid and/or other emergencies responses | Staff and students | | | Lack of a suitable response to an incident that may increase the risk of contracting Covid-19 or occupant not being able to escape the building | | Guidance of emergency arrangements has not changed through our Covid-19 arrangements.  First aiders have been provided with additional equipment to reduce the risk if close proximity first aid is required.  All buildings will have a fire risk assessment review and a fire drill (remote or physical) will be arranged and carried out. | |
| L | Transmission of COVID-19 during **all teaching delivery styles** | Staff and students | | | Respiratory transmission in 1m+ spaces and touch points | | For all types of teaching and teaching spaces:  Read the details of the room online via the [Campus Planner SharePoint](https://universityofexeteruk.sharepoint.com/sites/CampusActivityPlanner) to ensure you are familiar with the space.  Wash or use hand sanitiser before entering the room and before and after touching any AV/technical equipment.  Wipe down your lectern/and any other touchpoints you will use.  Any tasks that incur touch points to be assessed separately and safe ways of handling set in advance and explained.  All students to wear face coverings unless exempt or a PPE facemask required.  Academic staff to maintain distance of 2m from students with face visor option available and personal teaching pack.  Offer personal support to students from 2m distance where possible. If this cannot be achieved due to the nature of the task maintain a minimum of 1m distance for a maximum 5 minutes. Ensure no skin contact and no sharing of touch points.  Every session to begin with a COVID secure guideline slide as a reminder of how to remain at a safe distance and what rules to observe.  Ask students with impairments to make themselves known so that their seating position can be selected more deliberately if necessary.  All students to be asked to clean down the space they are sat in before they start and dispose of the wipe at the end of the class.  All students to be asked to note seat position and/or number by taking a photo or updating outlook etc. to ensure they can recall their seating position if required for track and trace.  Follow the capacity and ventilation instructions for each room, including opening windows where required.  Provide handouts electronically in advance.  Distribute required materials to seating positions before the class arrives.  Ask students not to eat or drink, other than water bottles.  Release class 10 minutes prior to the next session.  Ask students to leave in small numbers, closest to the allocated exit (if different from entrance). | |
| M | **Additional transmission risks** for small teaching groups of up to 12 people using group work, group discussion, 1m+ side-by-side and 2m face-to-face | Staff and students | | | Respiratory transmission and touch points | | Spaces set up to promote best possible distancing, side-to-side at 1m+, face-to-face at 2m. | |
|  | N | **Additional transmission risks** for medium teaching groups of 13 to 30 people and small lecture groups of 31 to 50 people using 1m+ side-by-side with think and pair share ability | Staff and students | | | Respiratory transmission and touch points | | Side-to-side seating at 1m+ distances and students encouraged to continue to face front unless they are in think or pair share group  Think, pair, share methods can be used by encouraging students to create space around them by moving to ends of desks and allowing everyone to spread out away from the desks. Academic colleagues will help guide students to create this movement. This will reduce the risk of face to face discussion moving from side to side seating. | |
|  | O | **Additional transmission risks** for large lectures of 50+ people | Staff and students | | | Respiratory transmission and touch points | | Make use of dwell spaces (supported by ‘Here to Help’ team to minimise queuing and bunching in corridors).  Spaces set up to promote best possible distancing in side-by-side.  Side-to-side seating at 1m+ distances and students encouraged to continue to face front.  Taught only, some participation from the students in the room any others encouraged to front face at all times.  Front facing staggered seating arrangement only with every other seat being occupied on a row and seating marked to indicate which seats to use.  Where possible one-way systems to enter and exit the lecture spaces to avoid bottle necking and to avoid anyone having to move across other.  Fill from the back (or point furthest from door) to avoid anyone having to move across others, empty in reverse. | |
|  | P | **Additional transmission risks** for STEM workshops, Science and Technology Labs used for classes and individual practical work | Staff and students | | | Respiratory transmission and touch points | | Side-to-side seating a 1m+ distances set up to promote best possible distancing and students encouraged to continue to face front.  Face coverings to be worn except where PPE facemasks are required through risk assessment.  Sinks for hand washing or hand sanitiser stations at the ratio 1:10 students.  Allow 1 hour between practical classes to allow the technical teams to clean equipment and reset the space.  Barriers present between benching.  Students not to share equipment, pens or computers,  Where equipment must be shared, use alcohol or disinfectant wipes to wipe over the equipment between each person’s uses.  If possible, increase the number of pieces of equipment available.  Students to clean their space before leaving and reminded to wash or sanitise their hands when leaving.  Use a clean lab coat provided and laundered through Technical Services. | |
|  | Q | Performance spaces  Performance spaces (cont.) | Staff and students | | | Respiratory transmission and touch points | | Avoid high-energy warm-ups, exercises, games etc. to maintain social distance and minimise droplet spread.  Maintain minimum 2m for musical wind instrument use, sanitise before and after use, quarantine instrument for 72 hours before reuse by another.  Consider use of outdoor space where possible (with shoes).  Remote audiences only.  Students to arrive dressed for practical work, no changing facilities available.  Students to bring labelled personal refillable water bottles.  Academic to move around edge, not through, student areas.  Allow 15 minutes between classes to reset the space.  Academic to use personal microphone to avoid need for raised voice.  Actors to maintain 2m distance and turn head slightly so not speaking into the face of others.  Avoid students being present for longer than necessary.  Minimise use of props etc. that are shared.  Avoid laying on the floor.  Advise students to buy gym / yoga mats if required frequently to minimise sharing.  Remind students to wash feet after working indoors without shoes.  Consider the use of chairs or blocks to maintain student focus / location.  Consider individual named scripts or electronic to minimise sharing.  Remove stage curtains to aid cleaning.  Avoid loud music if staff or students are required to talk over it.  Theatrical masks must be sanitised between uses and, if possible, quarantined for 72 hours before next use.  Costumes not to be shared. | |
|  | R | Computer labs | Staff and students | | | Respiratory transmission and touch points | | Make use of dwell spaces (supported by ‘Here to Help’ team to minimise queuing and bunching in corridors).  Where possible one-way systems to enter and exit the lecture spaces to avoid bottle necking and to avoid anyone having to move across other.  Fill from the back (or point furthest from door) to avoid anyone having to move across others, empty in reverse.  Do not shut down computers at the end of sessions to minimise touch points and allow remote access. | |
|  | S | Sharing equipment | Staff and students | | | Infection | | Staff to use individual teaching packs, not to be shared.  Use a booking system for specialised equipment and computers.  Equipment where sharing cannot be avoided must be wiped before and after use e.g. AV equipment.  Follow occupancy limits in spaces with shared equipment.  Moved shared equipment away from high footfall areas where possible.  Consider recording and sharing demonstrations of the use of equipment. | |
|  | T | Hygiene and cleanliness | Staff and students | | | Infection | | Cleaners will touch point clean in academic buildings prior to the start of the teaching day.  External door furniture will be cleaned by Facilities throughout the day.  Facilities will replenish cleaning stations, hand sanitisers and empty bins throughout the day.  Lecture theatres will be deep cleaned overnight.  Teaching staff to wipe the lectern and non-personal items before and after use.  Students will wipe their seats and desks or bench space before use.  Every teaching space will have cleaning wipes at the entrance for students to use. | |
|  | U | Poor ventilation that may increase risk of viral load being increased (no fresh movements of air) | Staff and students | | | Infection | | All teaching spaces assessed by Estates for a maximum capacity based on the rate of air exchange or flow of fresh air into the room combined with the distancing requirements.  The maximum capacity will be clearly displayed in each space. | |
|  | V | Poor communication | Staff and students | | | Misunderstanding of the rules/controls etc. leading to an increased risk of contracting Covid-19 | | Communication should be delivered through as many different channels as possible.  Communal and high footfall areas signage as well as within student’s rooms needs to be consistent, clear and concise.  The important messaging should be clearly visible to everyone as many times per day as possible.  In addition to the corporate Covid return to work induction ensure all staff have been fully trained, provided with adequate information and instruction on:   1. Arrivals 2. Cleaning 3. Safety process 4. Face coverings 5. Self-cleaning 6. Plan for outbreaks 7. What to do if symptoms reported | |
|  | W | Students with high or very high-risk personal risk score | Staff and students | | | Infection, stress and anxiety | | Students will be asked to contact Accessibility Team if they have any concerns over their personal vulnerability to COVID. Accessibility will liaise with accommodation on any action required. In the event of a case in the same cohort, all students will be asked if they have any higher risk vulnerabilities and each case will be considered with PHE. It may be necessary in some cases to move the student with positive case to alternative accommodation to reduce the risk any vulnerable people. | |
|  | X | Staff or student report symptoms | Staff and students | | | Infection, stress and anxiety | | Reach for local action card and start action sequence.  Contact the [rapid response hub](mailto:rapidresponsehub@exeter.ac.uk).  Stay at home, self-isolate, request a test. | |
|  | Y | Student unwell during lecture or workshop etc. | Staff and students | | | Infection, stress and anxiety | | Take the student aside while maintaining 2m distance to discuss away from others.  If they have any COVID symptoms, however mild, request they return immediately to their accommodation and contact the [Rapid Response Hub](mailto:rapidresponsehub@exeter.ac.uk).  Wipe down space and use ‘do not sit here’ sign. Contact [Facilities Management](mailto:facilitiesmanagement@exeter.ac.uk) to request emergency cleaning support.  Advise they stay home, self-isolate, request a test. | |
|  |  |  |  | | |  | |  | |
| ***RISK ASSESSMENT SCORE***  *Use the consequence (table 1a) and likelihood (table 1b) tables overleaf to calculate the risk score (table 1c)*  ***NB****: Take into account existing controls* | **Risk** | **Consequence (1-5)** | **X** | | **Likelihood (1 - 5)** | | **=** | **Risk Score (1-25)** | |
| A | 5 | x | | 2 | | = | 10 | |
| B | 5 | x | | 2 | | = | 10 | |
| C | 5 | x | | 2 | | = | 10 | |
| D | 5 | x | | 2 | | = | 10 | |
| E | 5 | x | | 2 | | = | 10 | |
| F | 5 | x | | 2 | | = | 10 | |
| G | 5 | x | | 2 | | = | 10 | |
| H | 5 | x | | 2 | | = | 10 | |
| I | 5 | x | | 2 | | = | 10 | |
| J | 5 | x | | 2 | | = | 10 | |
| K | 5 | x | | 2 | | = | 10 | |
| L | 5 | x | | 2 | | = | 10 | |
| M | 5 | x | | 2 | | = | 10 | |
| N | 5 | x | | 2 | | = | 10 | |
| O | 5 | x | | 2 | | = | 10 | |
| P | 5 | x | | 2 | | = | 10 | |
| Q | 5 | x | | 2 | | = | 10 | |
| R | 5 | x | | 2 | | = | 10 | |
| S | 5 | x | | 2 | | = | 10 | |
| T | 5 | x | | 2 | | = | 10 | |
| U | 5 | x | | 2 | | = | 10 | |
| V | 5 | x | | 2 | | = | 10 | |
|  | W | 5 | x | | 2 | | = | 10 | |
| X | 5 | x | | 2 | | = | 10 | |
| Y | 5 | x | | 2 | | = | 10 | |
| **NB:** |  | **The likelihood and risk scores above assume that all mitigation measures are in place** | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTION PLAN – things that need to happen now to control / reduce risk further** | | | |
| **Risk** | **Further Action Required To Control Risk** | **By Whom** | **Date Complete** |
| A | Ensure risk assessments are in place and approved.  Risk assessments must be updated regularly in response to staff and student feedback. |  |  |
| B | Consult with Departmental Teaching and Learning Norms for the College and with timetabling.  Ensure clear advance communication with students when changes are made to the timetable. |  |  |
| C | Where 2m distancing is not possible 1m+mitigations is required.  Ensure mitigations are in place i.e. booking systems, side-by-side or horseshoe seating arrangements, planned entrance and exit, queuing arrangements, cleaning by users between cleaning by Facilities, adhere to ventilation capacities, encourage use of face coverings. |  |  |
| D | Where help is required with a task approach no closer than 1m for no longer than 5 minutes.  Staff and student to wear face coverings, visors may be appropriate where exemptions are in place. |  |  |
| E | Ensure 2m social distancing arrangements are in place with robust cleaning arrangements, hand cleansing (soap and water or sanitisers) are in place.  Ensure required posters / signage in the teaching space is in place.  Ensure face coverings worn where appropriate.  Contact Facilities if cleaning stations need replenishment.  Regular inspections / visits from ‘Here to Help’ and Facilities teams with findings recorded. |  |  |
| F | Advance communication with students about expected arrival times for teaching and where they can wait safely to avoid queuing in corridors.  Liaise with ‘Here to Help’ team to nudge student behaviours to prevent queuing in corridors.  ‘Here to Help’ team to open and close corridor doors on routes to teaching spaces and clean touch points used.  Teaching staff to prop doors open while students and leave the room, then close door and wipe touch points. |  |  |
| G | Students to bring minimum personal items to campus and use lockers where appropriate.  Only timetabled students to attend sessions. |  |  |
| H | Keep the door to the space open while students are entering or leaving. Wipe door touch points before closing.  Fill seats furthest from the door first to minimise contact.  Ask students to clean their space before use, groups not expected to exceed 30 for most teaching spaces. Teaching laboratories will have additional capacity (e.g. 70 in Geoffrey Pope Teaching Laboratory). Repeat at end of class and release students as they finish. |  |  |
| I | Ensure minimum 10 minutes between classes in the same room to minimise contact between student groups and allow time for lecturers to prepare. |  |  |
| J | Ensure any staff non-compliances are reported through the usual management route.  Ensure student non-compliances are reported to the ‘Here to Help’ team.  Ensure repeated non-compliance are escalated through the usual channels and that any additional requirements are understood and carried out. |  |  |
| K | Ensure fire drills have been carried out and first aider’s information signage is update daily (building entrance). Review outcomes of drills and ensure all actions are completed. |  |  |
| L, M, N, O, P, Q & R | Assess tasks that incur touch points, identify safe working procedure and explain to students.  Begin every session with a COVID secure guideline slide.  All students to wear face coverings unless exempt or PPE facemask required.  Staff to maintain 2m distance from students where possible.  Student support for tasks at less than 2m that cannot be avoided must be 1m minimum for maximum 5 minutes avoiding shared touch points.  Avoid skin contact.  All students to wipe seat and table / bench space before use.  All students to note the seat position / space number for each class.  Ensure capacity and ventilation instructions are followed for each space.  Provide handouts electronically in advance.  Distribute required materials to seating positions prior to arrival of students. |  |  |
| M | Ensure spaces set up to promote best possible distancing, side-to-side at 1m+, face-to-face at 2m. |  |  |
| N | Student seating side-by-side at 1m+ distance.  Students to face front where possible.  When working in groups encourage students to make space and allow all to spread out to maintain as much distance as possible.  Minimise face-to-face discussion while moving positions. |  |  |
| O | Ensure use of dwell spaces with Here-to-Help team to minimise queueing and bunching in corridors.  Side-by-side seating at 1m+, students face front.  Ensure staggered seating arrangement with alternate seats in use.  Ensure taught classes only with minimum student participation.  Ensure one-way-systems, where they are in place, are followed.  To minimise contact fill the room from the furthest point to the door, empty in reverse. |  |  |
| P | Side-by-side seating at 1m+, students face front.  Sinks for hand washing or hand sanitiser stations at the ratio 1:10 students.  Allow 1 hour between practical classes to allow the technical teams to clean equipment and reset the space.  Ensure barriers between benching are present.  Where equipment must be shared, use alcohol or disinfectant wipes to wipe over the equipment.  If possible, increase the number of pieces of equipment available.  Use a clean lab coat provided and laundered through Technical Services. |  |  |
| Q | Avoid high-energy activities.  Sanitise wind instruments before and after use, maintain minimum 2m distance during use and quarantine the instrument for 72hours before use by another.  Arrange remote audiences only.  No changing facilities, students to arrive appropriately dressed.  Staff not to cross through student groups, maintain 2m distance.  Allow 15 minutes between classes to reset the space.  Staff to use personal microphones to avoid the need to raise a voice.  Remind actors to turn heads away from each other when facing and remain a minimum 2m distant.  Avoid shared props where possible.  Encourage use of personal yoga mats etc. and avoid laying on the floor.  Do not share scripts.  Remove stage curtains to aid cleaning.  Avoid loud music when talking is required.  Sanitise theatrical masks before and after use, quarantine the mask for 72hours before use by another.  Do not share costumes. |  |  |
| R | Remind students to make use of dwell spaces.  Where possible one-way systems to enter and exit the lecture spaces to avoid bottle necking and to avoid anyone having to move across other.  Fill from the back (or point furthest from door) to avoid anyone having to move across others, empty in reverse.  Do not shut down computers at the end of sessions to minimise touch points and allow remote access. |  |  |
| S | Ensure teaching pack is complete and replenished as necessary. Do not share.  Where sharing equipment cannot be avoided, clean the equipment and sanitise hands before and after use.  Where possible use a booking system for specialised equipment and shared computers.  Where possible move shared equipment away from high footfall areas.  Ensure occupancy limits are followed. |  |  |
| T | Ensure cleaning wipes have been replenished and bins emptied. Alert Facilities if necessary.  Facilities to clean external door furniture and deep clean lecture theatres overnight.  Teaching staff to wipe lectern and non-personal items before and after use.  Students to wipe their space before and after use. |  |  |
| U | Ensure the maximum capacity indicated within the teaching space is not exceeded.  Students arriving for a session they are not scheduled to attend will not be able to stay if the maximum capacity will be exceeded.  Follow ventilation instructions for the space i.e. do not close windows if it is required they are open. |  |  |
| V | Review any non-compliances and feedback from staff and students, review communication plan, signage and update as required.  Request replacement signage from Estates if any is missing or damaged.  Ensure all staff have received a thorough local induction, they understand all the plans, processes and requirements and that this induction is recorded locally. |  |  |
| W | Arrange communication to ensure all students contact the Accessibility Team if they have any concerns over their personal vulnerability to COVID.  The Accessibility Team should have clear communication process to ensure any required actions are carried out as quickly as possible.  Arrange a process so that in the event of a case in the same cohort, all students will be asked if they have any higher risk vulnerabilities and each case will be considered with PHE. |  |  |
| X | Follow sequence on the local action card.  Contact the [Rapid Response Hub](mailto:rapidresponsehub@exeter.ac.uk).  Stay at home, self-isolate, request a test. |  |  |
| Y | Take aside an obviously unwell student, maintaining 2m distance and request they return immediately to their accommodation and contact the [Rapid Response Hub](mailto:rapidresponsehub@exeter.ac.uk), if they have not already had a negative test result. Remind them to stay home, self-isolate and request a test.  Wipe down space and use ‘do not sit here’ sign. Contact [Facilities Management](mailto:facilitiesmanagement@exeter.ac.uk) to request emergency cleaning support. |  |  |
|  |  |  |  |
| **NB:** When actions are complete they need to be transferred to the section above as now being ‘control measures already in place’. The risk rating scores may also need to be amended to acknowledge that these additional controls measures are now in place. | | | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT SIGN OFF** | | |
| **Assessor’s Signature** |  | |  | | |
| **Manager’s Name** |  | | **Manager’s Signature** | |  |
| **Date signed** |  | | **Local monitoring to be performed by:** | |  |
| **Review Period:**  **(please circle as appropriate**) | continuous daily weekly monthly annually after significant change | | | | |
| **Risk Assessment Review Dates:** |  |  | **Copies of Assessment to: (please identify)** |  | |

**Table 1a Consequence Scoring Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  | **Consequence** |  |  |
| **Hazard Descriptor** | **ref** | **1** | **2** | **3** | **4** | **5** |
| **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
| **Injury** | a | Minor injury not requiring first aid treatment | Minor injury (e.g. cut, bruise) / illness (e.g. faint) requiring first aid treatment | Moderate injury (e.g. sprain strain, fractures) / ill health / absent from work/studies for more than 3 days but less than 7 days | Major / multiple injuries / long-term incapacity / disability / absent from work/studies  for 7 days or more | Serious injury / multiple persons injured / permanent incapacity / fatality |
| **Student Experience** | b | Unsatisfactory experience (resolved) | Unsatisfactory experience  (readily resolved) | Miss-managed  (short term effects) | Miss-managed  (long term effects) | Totally unsatisfactory outcome  or experience |
| **Complaint / Claim Potential** | c | Locally resolved complaint | Justified complaint | Below excess claim / justified complaint involving lack of appropriate care | Claim above excess level / multiple justified complaints | Multiple claims or  single major claim |
| **Objectives / Projects** | d | Insignificant costs increase / schedule slippage /barely noticeable reduction in scope or quality | <5% over budget / schedule slippage / minor reduction in quality / scope | 5-10% over budget / schedule slippage / reduction in scope of quality requiring client approval | 1-25% over budget / schedule slippage / doesn't meet  secondary objectives | >25% over budget / schedule slippage / doesn't meet  primary objectives |
| **Service / Business Interruption** | e | Loss / interruption  <1 hour | Loss / interruption  >8 hours | Loss / interruption  >1 day | Loss / interruption  >1 week | Permanent loss of  service or facility |
| **Human Resources / Organisational Development** | f | Short-term low staffing level / temporary reduction in service quality  <1 day | Ongoing low staffing level reduction in service quality | Late delivery of key objectives / services due to lack of staff (e.g. recruitment, retention, sickness) . Minor error due to insufficient training / ongoing unsafe staffing level | Uncertain delivery of key objective/service due to  lack of staff | Non-delivery of key objective/service due to lack of staff / loss of key staff /  very high turnover |
| **Staff**  **Experience** | b | Unsatisfactory experience (resolved) | Unsatisfactory experience  (readily resolved) | Miss-managed  (short term effects) | Miss-managed  (long term effects) | Totally unsatisfactory outcome  or experience |
| **Financial** | g | Small loss  >£100 | Loss  >£1,000 | Loss  >£10,000 | Loss  >£100,000 | Loss >£1,000,000 |
| **Inspection / Audit** | h | Minor recommendations / minor non-compliance with standards | Recommendations given / non-compliance with standards | Challenging recommendations / non-compliance | Enforcement Action / multiple challenging recommendations / major non-compliance | Prosecution / severely  critical report |
| **Adverse Publicity / Reputation** | i | Rumours | Local Media (short-term) | Local Media (long-term) | National Media <3 days | National Media >3 days MP concern (Questions in House) |

**Table 1b Likelihood Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **Descriptor** | **Rare** | **Unlikely** | **Possible** | **Likely** | **Almost Certain** |
| **Frequency** | Not expected to occur for years | Expected to occur at least annually | Expected to occur at least monthly | Expected to occur at least weekly | Expected to occur at least daily |
| **Probability** | < 1% | 1 – 5% | 6 – 20% | 21 – 50% | > 50% |
| Will only occur in exceptional circumstances | Unlikely to occur | Reasonable chance of occurring | Likely to occur | More likely to occur than not |

**Table 1c** **Risk Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Likelihood | Consequence | | | | |
| **1**  **Insignificant** | **2**  **Minor** | **3**  **Moderate** | **4**  **Major** | **5**  **Catastrophic** |
| **1 - Rare** | **1** | **2** | **3** | **4** | **5** |
| **2 - Unlikely** | **2** | **4** | **6** | **8** | **10** |
| **3 - Possible** | **3** | **6** | **9** | **12** | **15** |
| **4 - Likely** | **4** | **8** | **12** | **16** | **20** |
| **5 - Almost**  **Certain** | **5** | **10** | **15** | **20** | **25** |