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School of Social Sciences
Staff Bulletin
July 2018

Read the President's Weekly Update Here   **Humanities eNews**

Welcome to this month's Staff Bulletin.
In this issue:

This is the last Staff Bulletin of the year, slightly delayed from June (sorry about that!), but the wait has been worth it, because I can now share some really good news …

New elected Fellows of the British Academy

We heard recently that both Georgina Waylen and Alan Warde have been elected Fellows of the British Academy. This is an outstanding achievement for Georgina and Alan.

Each year, the British Academy elects to its fellowship up to 76 outstanding scholars who have achieved academic distinction in the humanities and social sciences, as reflected in scholarly research activity and publication. The FBA for Georgina is *"in recognition of her position as a leading scholar of Comparative Political Economy and Comparative Political Institutions, which she researches from a feminist, gendered perspective",* whilst for Alan it is for *his work on the sociology of consumption, especially with respect to the analysis of food and eating.*
On behalf of the School, many congratulations to them both.

… but some not quite so good news (for the School anyway) …

Departures & Change of HoDs

Dale Southerton and Jane Green will be leaving the School for new posts at Bristol and Nuffield, respectively, in September. We wish them all success in their new jobs, and, on behalf of the School as well as personally, thank them both for all they have done for SCI and BES whilst I have been Head of School.

I would also like to take this opportunity to thank two outgoing HoDs, Francesca (Politics) and Martyn (Economics) for both the hard work on behalf of their Department and also their support for the School. Thank you.

As they take their leave, Dave Richards and Chris Wallace (respectively) will be taking on these important leadership roles.

SoSS Visiting Scholars Programme

I am delighted top report that this is now live at:
https://www.socialsciences.manchester.ac.uk/research/visiting-scholars-programme/

The internal procedures document for SoSS Visiting Scholars was recently sent out to all staff, however if you would like a copy, please contact:
angelia.r.wilson@manchester.ac.uk

This will also be placed on the intranet in due course.

1. Applications Team: Angie Wilson (Internationalisation Lead), Claire Alexander (Research Director), School Resource Officer)

    a. Application form available on website.
    b. ALL application inquiries to be sent to the website.
    c. Any internal procedural questions from sponsors or HoDs can be sent to Angie Wilson.
    d. Applications go to Gillian Whitworth.
    e. Gillian forwards these to Angie Wilson for initial suitability and procedural check – this will include confirming SoSS research sponsor and informing HoD.
    f. At the end of July and November, Angie will circulate to Claire and the School Resource Officer.
    g. If there is a particular urgency, exceptions can be made and Angie, Claire and the School Resource Officer could consider at other times of the year.
    h. Once decisions are made, Angie will write to applicants regarding the outcome e.g. official letter of acceptance.
    i. The School Resource Officer will provide any support letter for Visa purposes, inform HR and find suitable desk space.
    j. Angie and the School Resource Officer to produce a modest welcome pack with a range of information.
    k. Angie will ensure that successful scholars provide a picture and bio for the SoSS Visiting Scholars Programme website. The list of scholars, current and previous, with a brief description of the work undertaken will be placed on the SoSS website. Angie will ensure this is maintained.

2. Hosting
    a. Sponsors will be responsible for all aspects of hosting visitor such as including them in appropriate research seminars; ensuring they have the opportunity to give a paper/research presentation within the department or appropriate research cluster; ensuring they are welcomed, aware of relevant departmental or institute procedures.
    b. This includes assisting with the final report (see 3. below).

3. Reporting
    a. The visiting scholar will be required to produce a report on the research activities undertaken while in SoSS. This should include a detailed account of the research carried out with the sponsor as well as a list of research presentations and seminars attended during the visit.
    b. Reports will be considered annually by the School Visiting Scholars team and an overview will be sent to the School Research Committee.

New Career Development Allowance for Fixed-Term Staff

From the beginning of the next academic year, all fixed-term teaching-focussed and research staff (not including those on research fellowships that come with their own expenses allowance) will have access to a Career Development Allowance, funded by the School. The allowance — which will be between £500 and £1000 annually depending on length of contract and % FTE — can be spent on any activities that contribute to career development. In the case of teaching-focussed staff, the CDA replaces the existing RSA, removing the requirement that the money be spent on teaching-related activities.

Further information, including allowable expenses and the process for claiming, will be available on the School's Staffnet site in due course.

New Caregiving Costs Scheme

A new caregiving costs scheme will be available to reimburse staff — academic and PSS — and PhD students for costs relating to caregiving (e.g. babysitters and creche facilities at conference venues) incurred when you have to be away from the University for training purposes, where 'training' is understood broadly to include e.g. conference and workshop presentations. Up to £150 is available per trip, up to a maximum of two trips per year. Permanent academic staff will normally be expected to use their RSA; for them, the point of the scheme is that reimbursement for caregiving expenses will not count as a 'benefit in kind' for tax purposes and hence will not be taxed.

Further information, including allowable expenses and the process for claiming, will be available on the School's Staffnet site in due course.

And, finally (finally) …

I hope you can all enjoy a relaxing summer (although the UK weather may have peaked too soon!).
It has been my privilege to be your Head of School for the past 5 years, and I wish Brian all the best from 1st August.

TEACHING & LEARNING   School Director, Ken Clark

Periodic Review

During this semester the School has been undergoing Periodic Review, the process by which the University assures the quality of its processes around teaching and learning. Each Department and School-wide degree programme has been scrutinised by a panel comprised of internal and external reviewers. The culmination was a School review meeting on June 5th chaired by Fiona Smyth, Vice Dean for Teaching, Learning and Students in the Faculty of Humanities. A full list of commendations and recommendations will be forthcoming however some of the top level positive findings are noted below.

- The Q-Step programme is highly thought of and successful. It highlights how employability is embedded well across the School.
- The Centre for Innovation in Pedagogy is an excellent tool and the panel will recommend that more can be made of this.
- Student support and consideration for student welfare is excellent, particularly around admissions.
- The School has an excellent inclusion strategy and is to be commended for the work it is doing around differential attainment and WP.
- Recognition of good teaching is commended, particularly in that the School encourages people to be nominated for the good teaching awards and apply for HEA Accreditation.
- The School is commended for its efforts in addressing issues around Academic Advising on the cross-school programmes.
- There is excellent choice for students across the programmes and links well to the schools research strengths at PGT level.
- There is a good overall variety of assessment across the disciplines.

The School would like to record thanks to all colleagues, both academic and PSS, who participated in the various different bits of Periodic Review. It was good to see social scientists speaking passionately and positively about the teaching that we do. Let's hope that we can maintain that positivity into the new academic year.

RRE updates:

We have now had the results for the 2017/18 round of reviews. Thanks again to everyone who submitted their work for review, and especially to those who reviewed outputs and UoA leads for all of their hard work in seeing this through.

As things stand 82.8% of eligible staff have at least one 3* or 4* output. Sociology and Philosophy have the highest number of staff with 3* or 4* outputs (94.7% and 93.3% respectively).

Staff can check their RRE grades through their Staffnet/Pure portal. Each department should have mechanisms to feedback to people on their RRE results, through their UoA leads. Please note there is no right of appeal on the grading, although we will be undertaking a calibration exercise in the next academic year to ensure consistency, especially at the borderlines.

More information on the RRE process can be found here: http://www.staffnet.manchester.ac.uk/pure/rre/faq/).

However …

REF ineligible outputs:

We still have a number of publications that are now ineligible for inclusion for REF as the policy on OPEN ACCESS has not been followed by authors. There are currently 20 outputs which are now non-compliant and thus can not be submitted to REF2021. This could have serious consequences for some UoAs, *so please ensure that all your outputs are deposited and PURE and satisfy the OPEN ACCESS policy (this must be done WHETHER or NOT you intend to nominate the output for inclusion in REF2021.*

Awards:

Congratulations to Jonathan Mitchell for his new British Academy Postdoctoral Fellowship in the Department of Philosophy. The project "Emotions as Feelings Towards Value" will run for three years from September 2018 until August 2021.

ECR Advice Drop-In Session:

The Research Support Office held a successful 'ECR Advice drop-in' session on 15th June. We had seven people registered who are now working towards submitting grant proposals.

ESRC IAA Funds:

The final call for applications to the current ESRC Impact Accelerator Account (IAA) is now live. The call will be open until 1 December 2018 and will fund two strands of work:

- **An IAA Rapid Response Fund** which aims to fund short projects/activities **up to £5,000** to enable academics to respond quickly to opportunities.
- **An IAA Open Travel Fund** which aims to support travel related aspects of impact work. Examples include expenses to attend meetings with impact partners or short trips to observe/learn from individuals or organisations who are engaged in impact related activities. **Up to £3,000** is available to enable academics to respond quickly to opportunities.

Larger amounts may be requested subject to availability. Applications mays be submitted at any time but please note that **all projects/activities/travel must be completed by 31 December 2018**. As this is the last year of the Fund no extensions will be permitted.

New ESRC IAA Data Reuse Initiative

The ESRC has awarded an additional £30K to The University of Manchester's Impact Acceleration Account to explore opportunities for data reuse within NGOs and implementation agencies that operate in an ODA context.

The Faculty will use this funding stream to mobilise collaboration and partnerships by supporting 4-5 social science-led projects of between £2K- £10K which:

- build relationships with NGOs working in international development to explore the potential of secondary NGO data
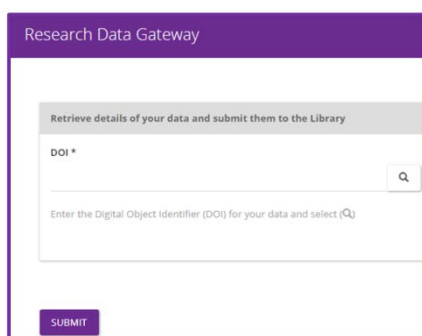
and/or

- enable researchers to increase the impact of NGO data through secondary data analysis

Research Intern

Bryony Holmes-Dixon, a second year SoSS UG [BA (Hons) Social Sciences (Politics and Philosophy)] starts with the research office for six weeks over the summer. Bryony will be tasked to pull together various bits of information we have on current research and interests, partnerships and potentially other areas of management information, such as a willingness to do media work.

Increase the Visibility of your Research Data: The Research Data Gateway

The Research Data Gateway is a new service to increase the visibility of research data that you have shared. Most research funders, and an increasing number of journals, require researchers to share the data which underlies papers and this service will help you gain the maximum impact from doing this.

If you have shared your data via a discipline related repository simply submit the DOI (Digital Object Identifier) of the data to the Gateway and the Library will create a record for you in Pure, which will be visible in Research Explorer and automatically update your researcher profile.

Please note that if research data is deposited in Mendeley Data then no further action is necessary since details will automatically be added to Pure and relevant researcher profiles updated. If you have shared your research data in a repository

that does not assign DOIs then details of these will need to be recorded directly in Pure.

The Library will also work during summer 2018 to populate Pure with details of historic data and link them with associated publications. For more information about managing and sharing your data please see:

- www.manchester.ac.uk/researchdata

or email:

- researchdata@manchester.ac.uk

or follow

- @UoMRDMService

POSTGRADUATE RESEARCH   School Director, Stuart Shields

eProg

It is vital that eProg is always up to date. Before you embark on your summer holidays can you arrange for any outstanding milestones to be completed. Eprog colour codes

White	Form available or not due (see deadline)
Green	Completed/up to date
Amber	One or more milestones are not completed/authorised
Red	Overdue

Why? It is a requirement of our licence as a tier 4 sponsor; shows we are adhering to our responsibilities regarding progression; ensures that *special permission* requests are not delayed unnecessarily; and permits student to register in September (important there is no delay to this as the payment of maintenance stipends would be affected).

HOUSEKEEPING   Head of School Administration, Alison Wilson

GDPR

Thank you for the huge effort made by SoSS staff to complete the data protection training – our completion rate is 93.4%!
As it is a two year requirement to complete the course, you will be sent a reminder when you are to undertake again.

Starters & Leavers

The following new academic staff will be joining SoSS:

SoSS New Academic Staff		
Agnes Kovaks	Lecturer in Economics	01/08/2018
Termeh Shafie	Lecturer in Social Statistics	01/07/2018
Eduardo Fe	Senior Lecturer Social Statistics	01/07/2018
Louise Thompson	Senior Lecturer Politics	01/09/2018
Wesley Buckwalter	Presidential Fellow Philosophy	01/02/2019
Nan Zhang	Presidential Fellow -MICRA	01/09/2018
Remi Joseph-Salisbury	Presidential Fellow Sociology	01/09/2018
Meghan Tinsley	Presidential Fellow Sociology	01/09/2018
David Schoch	Presidential Fellow Sociology	01/09/2018
Chris Prosser	Presidential Fellow Politics	01/09/2018

The following staff will be leaving SoSS:

SoSS Leavers
Dale Southerton
Simon Rudkin
Jacob Seifert
Ayse Mermer
Vitaliy Oryshchenko
Jane Green
Stephanie Collins

Health & Safety

Display Screen Equipment

Has your workstation or office changed since your last DSE assessment? If so, then you should complete a new questionnaire, please click the link below.

[DSE Self-Assessment Questionnaire](#)

Here's a [a step by step guide to setting up your workstation](#).

Your local DSE Assessors are:

Carla Liburd	carla.liburd@manchester.ac.uk
Noemie Rouault	noemie.rouault@manchester.ac.uk

Please also find attached at the end of the bulletin the DSE Guide to Setting up a Workstation.

Office Inspections over the Summer

As part of the School Annual Monitoring system the School is required to carry out inspections of all useable space that the School occupies. Local inspections of offices are underway and the School Safety Advisory will assess whether any action is necessary to maintain safety standards.

IN OTHER NEWS …

Six Prize Winners for UG Sociology Dissertations

Six Undergraduate students won a £100 prize for their Sociology dissertations this year:

- **Baron Boulos Memorial Prize** – Tom Battell (Sociology)
- **Sociology Prize** – Madeleine Bracken-Patterson (Sociology) and Amina Begum (Sociology)
- **Social Responsibility Dissertation Prize** – Imogen King (Sociology), Kelsey Gill (Sociology) and Alice Bloom (BASS)
- **Sociology Staff Dissertation Prize –** Emma Baker (Sociology) and Seleena Mir (Sociology)
- **Sociology Q-Step Dissertation Prize –** Yanling Guo (BASS)
- **Sociology Ethnography Dissertation Prize –** Harriet-Rae Cronin (Sociology)

Congratulations to all!

New Book by Andy Balmer

Andy Balmer has a new book out:
https://twitter.com/AndyBalmer/status/1006462814083526656

Sociology Postgraduate Conference

Sociology postgraduate students organised a successful postgraduate conference with international speakers, panel sessions and film showings: https://placemcr2018.wordpress.com

PSA ECN Best Paper Award

Presenting his first Paper and going up against some strong competition, Jack Bailey won the award for Best Paper at the PSA Early career Network conference, which took place in Sheffield at the end of June.

Congratulations to Jack on his achievement!

RESEARCH FUNDING OPPORTUNITIES

Country	Funding body	Title	Summary	link	duration months max.	max. budget	deadline
UK - USA	AHRC - Arts & Humanities RC | USA - National Science Foundation (NSF)	NSF/Research Councils UK funding scheme - AHRC	Memorandum of Understanding: Social, Behavioural and Economic Sciences Directorate US National Science Foundation NSF and the UK Research Councils, Research Councils UK. Two way lead agency funding agreement. Teams of UK and US based researchers can submit to either NSF or any UK research council responsive mode schemes, AHRC Research Grants rules or Early Career route, in areas of intersection of NSF/SBE an under UK Research Councils remit. A single proposals will undergo a single review. Previous MoU expired 18 June 2018 but it is being renewed.	link	60	£1m	open call-no deadlines
UK - USA	ESRC - Economic & Social RC | USA - National Science Foundation (NSF)	NSF/UK Research Councils funding scheme - ESRC	Memorandum of Understanding: Social, Behavioural and Economic Sciences Directorate US National Science Foundation NSF and the UK Research Councils. Two way lead agency funding agreement. Teams of UK and US based researchers can submit to either NSF or any UK research council responsive mode schemes: ESRC, Research Grant scheme, in areas of intersection of NSF/SBE an under UK Research Councils remit. A single proposals will undergo a single review. Previous MoU expires 18 June 2018 but it is being renewed (ref. AHRC website).	link	60	£1m	open call-no deadlines
USA	CHCI - Consortium of Humanities Centers and Institutes	CHCI-Mellon Global Humanities Institutes: Call for Interested Centers and Institutes	Invitation to all the humanities centers and institutes from all parts of the world to apply to participate in the pilot phase of a second generation of international collaborations. CHCI-GHI are multi-year projects devoted to a research theme, method, practice, or problem in the humanities that would benefit directly from a sustained international and collaborative approach. Expressions of Interest from directors of centers of institutes seeking partners with whom to collaborate or from transcontinental teams of centres and institutes and the themes to	link	36	*	EoI by 01/09/2018

			be tackled. A humanities center or institute that is not currently a member of CHCI but wishes to propose a Global Humanities Institute should contact Guillaume Ratel (ratel@wisc.edu) as soon as possible to discuss their options. At this stage, research teams need not be formed.				
UK	ESRC - Economic and Social Research Council	National Centre for Research Methods (2019-2024)	ESRC is commissioning a new phase of the NCRM. Two proposal stages, EoI by 18 October 2018, full proposals by 22 November 2018.	link	60	£3m	EoI by 18/10/2018
UK - ODA countries	(ODA) GCRF	STFC - Science & Technology Facilities Council	STFC GCRF Foundation Awards	£4m over two years to address challenges faced by LMICs through disciplinary and interdisciplinary project and strengthen capability for research and innovation in support of economic development and welfare, within both UK and LMICs: developing capacity building, partnership building (networks, etc.), extending existing activities, pump priming, exploration, pathways to impact. Aiming to find 15-20 small projects and 3-5 large. Information, documents and contacts available at the link.	link	24	£100k+	11/09/2018
UK	Colt Foundation, The	Project Grants Occupational & Environmental Medicine	Supporting research into the health, safety and comfort of people at work.	link	*	*	01/09/2018
UK	Royal Archaeological Institute (RAI)	RAI Research Fund	Archaeological fieldwork, survey, aspects of excavation and post-excavation research; architectural recording and analysis; and artefact and art-historical research.	link	*	£5k	10/12/2018

|							
UK	Wellcome Trust	Public Engagement Fund	Enabling individuals and organisations to use creative approaches in engaging the public with health research. Countries from East Asia/Sub-Saharan Africa/South Asia/Republic of Ireland/UK will be involved. Open to the arts, culture, entertainment media, heritage, leisure, education, research, informal learning, social enterprise, non-profit and community sectors, or other fields. Looking for creative approaches to engage the public. Addressing the Wellcome Trust public engagement goals.	link	36	£100k	11/09/2018
EU	EC DG for International Cooperation and Development (DEVCO)	EuropeAid	European instrument for democracy and human rights – country-based support scheme 2017-2018 for Nigeria	Promotion and protection of children and young people's rights	Promotion of respect for human rights and rule of law by state security agencies.	link		€500k	28/08/2018
UK	ESRC - Economic and Social Research Council	Methodological development and innovation	Currently scoping further investment in methodological development and innovation to complement NCRM. More details will be announced in autumn 2018.	link			EoI by 18/10/2018 full proposal by 22/11/2018

If you are interested in any funding opportunities please contact your Research Support Officer at least two weeks before the deadline date. A short guide setting out the information that they will need in order to support your application is attached.

susie.chesher@manchester.ac.uk for Social Anthropology and Social Statistics (including CMI)

jessica.napthine-hodgkinson@manchester.ac.uk for Politics and Sociology (including SCI)

elena.goncharova@manchester.ac.uk for Philosophy and Economic
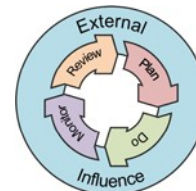
Safety Services Guidance

Guidance for DSE users

Key word(s) :	Display Screen Equipment, DSE, DSE assessment, Occupational Health screening for DSE users, visual display units (VDUs)
Target audience :	All staff and students using Display Screen Equipment, Heads of Schools, line managers, School Safety Advisors, DSE assessors

Contents

Display screen equipment ("DSE") / workstation set up

1. Setting up your workstation correctly will reduce most of the causes of pain and discomfort from sitting at a computer. The correct setup might not feel right straight away, however adopting correct posture, layout of equipment etc. will minimise possible risks to your health and wellbeing.

2. Your local Display Screen Assessor (**"DSA"**) or safety advisor will facilitate your DSE assessment. The initial self-assessment takes the form of a questionnaire (on-line or hard copy). The questionnaire includes much of the information within this guide for ease of reference when completing it. You may find it useful to ask a colleague to assist as it is easier to judge relative positions from a non-seated position at the side of the DSE user. It is also common to make one adjustment only to find that you need to re-assess another adjustable factor. Thus the process may need to be repeated.

Seating

3. First, adjust your chair height so that when you put your fingers on the middle row of the keyboard your forearms and hands are horizontal, with your elbows vertically under your shoulders and no angle at the wrist.

4. With your chair correctly adjusted check if your feet are flat on the floor. If your feet are not comfortably on the floor then you will benefit from a footrest. The footrest doesn't need to be angled unless you wear heels or have it a long way away.

5. Adjust the angle of the backrest, and/or the length of the base cushion, so that your back is supported in your usual work position, ensuring your back is comfortably in contact with as much of the seat back as possible.

- If you can't sit fully back and upright without the back of your knees touching the front of the seat, you need a different chair with a shorter base cushion. If the seat base is adjustable (forward and backward), it should be brought as far forward as it will go, retaining your back on the back rest, leaving a gap of "3 fingers in width" between the seat edge and the back of the knee.

- Adjust the backrest height so that it supports the lower back (at belt level). Many people set the back support too low. To ensure that the back support is in the right place, sit up straight. If the shape of the backrest does not fit fully into the lower part of your back, you would probably benefit from adding a back support or inflating the lumbar cushion within the chair back (if available) to a comfortable position.

6. Move your chair so that when typing your elbows are vertically under your shoulders. If you cannot get close to the desk because the chair armrests hit the edge of the desk, either change the chair or remove the armrests. If necessary ask for help from your school safety advisor or DSE assessor.

7. Fixed-height armrests are generally too low, encouraging you to slump down to them. Adjustable-height armrests are usually shorter and will let you get close enough to your desk.

8. Move your chair so that when typing your elbows are vertically under your shoulders. If you cannot get close to the desk because the chair armrests hit the edge of the desk, either change the chair or remove the armrests. If necessary ask for help from your school safety advisor or DSE assessor.

9. Fixed-height armrests are generally too low, encouraging you to slump down to them. Adjustable-height armrests are usually shorter and will let you get close enough to your desk.

Monitor (screen) position

10. Adjust the height of the monitor so that you are looking horizontally, not down at it. Generally this means having the top of the visible area at eye height, when you are sitting upright:

- many people have their monitor too low; and

- you can raise the monitor on anything suitable that you have to hand; it doesn't need to be an adjustable monitor arm.

11. Check the distance of the monitor. For most people to view the screen comfortably it should be about 22-26" (55 - 65 cm) away, so that the muscles that focus your eyes do not have to work too hard:

- if you are sitting much closer than this, consider whether there is a problem with your eyesight, the screen quality or settings, or the desk depth. If you have an older cathode ray tube (CRT) monitor, try increasing the usable desk depth by pulling the desk away from the wall and allowing the monitor to overhang at the back.

12. Check the position of the monitor - it should be directly in front of you:

- don't put the monitor in the corner - it will either be hard to get close enough to the keyboard, or you will be twisted and you may develop back and neck problems.

Keyboard, mouse and accessories

13. Sit close to the desk and don't put things between you and the keyboard except a wrist rest (if required) - your elbows need to be vertically under your shoulders. Don't automatically use the keyboard's rear feet - you only need them if your elbows are below desk height. If you rest your wrists on the
table when you type, try using a wrist rest to reduce pressure on your wrists.

14. Position and use the mouse as close to you as you can. Aim to have your elbow vertically under your shoulder, and right by your side or on the armrest:

    • if you develop any sensation in your mouse-side shoulder, you may need to consider a different type of keyboard. A variety of ergonomic mice and keyboard input devices are available which may be used on the advice of a health professional.

15. If you often refer to documents whilst typing, use a document holder, one which can be placed between the monitor and keyboard may be preferred. If an easel style document holder is being used, it should be positioned at the same height and distance as your monitor. If you look at the documents more than the screen put the document holder directly in front of you and the monitor to the side.

16. Eliminate any glare or reflections on your monitor. Try closing blinds and changing the position of the workstation so that the monitor is at right-angles to the window. If possible, don't position the screen facing a window as the contrast in daylight and screen light can strain your eyes.

    • turn off overhead lights unless you really need them. You can reduce reflections from overhead lights by raising your monitor then tilting it down to make the screen vertical.

17. Position any additional equipment e.g. phones, paper trays, reference material in accessible places. Try to avoid reaching and twisting. Ensure good cable management and keep your workstation and surroundings free from clutter. Investigate storage facilities and desk accessories to help you organize your workstation better.

Lead Contact: Arthur Nicholas

The working environment and work routine

18. The working environment: lighting, temperature, air flow, and humidity should be comfortable. If ambient noise levels disturb concentration, headphones can be worn, but must still enable the user to hear warnings such as fire alarms.

19. A 5 – 10 minute break after 50 – 60 minutes continuous screen and/or keyboard work is likely to be better than a 15 – 20 minute break every 2 hours. If breaks include taking phone calls or having conversations whilst at the same workstations, DSE users should look into the distance to change the focus of the eye, and blink often, stretch and change position.

Outcome of assessment

20. If you conclude that some aspect(s) of your workstation need to be changed, discuss this with your line manager, or School/area Display Screen Assessor (see Chapter 34).

Document control box	
Title	A step by step guide to setting up your workstation
Link to Policy or Chapter	University Health & Safety Arrangements Chapter 34
Date first issued:	v1.0 July 2006
Issued by:	Safety Services
Implementation date:	Apr 2015
Version:	1.3 1.2 Apr 2012 1.1 January 2009
Next review date:	Upon significant change
Owner of this document:	Head of Safety Services, Dr Melanie Taylor
Lead contact:	Dr Arthur Nicholas

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Staff Bulletins