TEMPLATE General Risk Assessment Form (Revised due to COVID-19)

Date: (1) 13/1/21	Assessed by: (2) Jenny Hughes	Checked by: (3)	Locations: (4) Flat or tiered teaching spaces on UoM campus	Assessment ref no (5)	Review date: (6)

Task / premises: (7)
COVID-19: Group teaching in flat or tiered teaching spaces

Background:

The Advisory Committee on Dangerous Pathogens' (ACDP) have classified SARS-CoV-2, the causal agent of COVID-19, as a hazard group 3 pathogen, which has spread in early 2020 to cause a global pandemic. Infection with SARS-CoV-2 occurs by inhalation of aerosolised virus or by contact with droplets and contaminated fomites (surfaces). Transmission of the disease is either through the direct inhalation of respiratory droplets from people coughing or sneezing (there is also a theoretical risk of transmission through normal conversation) or by transferring contamination from surfaces that have been exposed to respiratory droplets. The most common symptoms are recent onset of a new continuous cough, high temperature or change in taste or smell (anosmia).

The new variant of coronavirus with a mutated spike protein is recognised as the emerging predominate strain in circulation during the winter of 2020 which has resulted in stricter government controls. Although this variant is generally regarded as being more effective at binding to cellular receptors, the control measures required to reduce the onward transmission (hand face space) remain the same but these should be more stringently applied and monitored through local COVID secure observations, reporting to the relevant management unit as described the locally managed specific risk assessment.

This risk assessment evaluates the general risks associated with small group teaching, including risks relating to SARS-CoV-2 infection and specifies risk control measure arrangements to minimise these risks, so far as is reasonably practicable, to facilitate a safe learning environment for teacher and students.

The risk for any individual activity, with the mitigations in place and separating the activity risk from the health risk, is low (i.e., not increased above the general risk for COVID infection). Specific health risk is addressed through the Guidance for staff on Vulnerability and the risk health matrix available to all returning staff and with manager's guidance on this matter. Individuals who are concerned about their risk should discuss the matter with their line manager and/or GP.

This template risk assessment will need to be completed to form a specific risk assessment which will need to be approved by the Head of School.
Note:

This risk assessment considers risks associated with seminar-based small group teaching engaging classes up to 30-40 students (up to 80 students in specific rooms) and 1 lecturer, taking place in flat or tiered teaching spaces, and no more than two hours in length. It covers classes that run in physically static classrooms (i.e. students remain in their seat throughout the class). Their physical location should be to avoid direct face-to-face positioning. Students and staff must maintain two metre social distancing and wear a facemask in teaching spaces.

For small group teaching in studio, workshop, editing suites, practice or lab spaces, involving specialist equipment/instruments, involving physical contact or exertion (for e.g. physical theatre, singing), or taking place for more than two hours, a separate risk assessment must be produced and reviewed by School Safety Advisors/Head of School. For teaching situations where two metre social distancing is not possible then a separate risk assessment must be produced and reviewed by School Safety Advisors/Head of School. Schools must check that their activities are compatible with COVID-compliant cleaning and hygiene arrangements – activities can only be programmed with these agreed and in place.

Activity	Hazard	Who might be harmed and how?	Measures to control risk	Action	Risk rating	Result
Safe small group teaching in flat and tiered teaching spaces	Infection with SARS-CoV-2 and resulting COVID-19 disease	Staff and students in teaching spaces and anyone who they subsequently come in to contact with could develop COVID-19. Infected people display a wide range of symptoms from being asymptomatic to severe illness and possible fatal disease	Exclusion of those who are sick or isolating. All students and staff experiencing symptoms should self-isolate, request a test, and follow current Government guidance/medical advice. All students who are self-isolating should contact their School/PGR Student Support team. School/PGR Student Support teams to follow published university procedures for reporting positive COVID cases and cases of self-isolation. Staff experiencing symptoms and self-isolating should inform their line manager. Line managers to follow published University procedures for reporting positive COVID cases and cases of self-isolation. Attendance criteria are suspended, to prevent students from feeling pressured to attend teaching if they feel unwell. All classes to be timetabled to ensure teaching can take place whilst allowing for 2m social distancing.	All staff to have completed induction for safe return to campus in accordance with University guidance. This guidance to clearly outline responsibilities for maintaining COVID security, and actions to take if experiencing symptoms. All students to receive clear information and guidance on safe return to campus. This guidance to clearly outline responsibilities for maintaining COVID security, and actions to take if experiencing symptoms. School/Faculty Teaching and Learning	Low	A

			Hygiene measures: • All teaching spaces will be pre-cleaned prior to return to teaching, including disinfection of equipment • Staff and students to wash hands for at least 20 seconds before entering teaching spaces, in accordance with NHS guidelines. Hand sanitisers are positioned at building entrances and at strategic points throughout teaching buildings • Estates to conduct a thorough daily clean of touch points of door handles and desks, chairs and teaching lectern • Teaching staff to clean lectern / IT equipment with COVID cleaning wipes before and after each use, and dispose of wipes in nearest bin (wipes will be provided in each teaching room) • Any equipment use or object handling in class should be minimised – where this is not possible, equipment/objects must be wiped before and after each use (wipes will be provided in each teaching room) • All shared equipment and/or multi user equipment to be cleaned before and after each use with wipes in teaching rooms (this is the responsibility of the user)	teams to add information and links to university websites with detailed COVID-19 safety guidance to front pages of Blackboard sites for all course units. Central and local estates teams to be responsible for managing and monitoring room layout and furniture arrangements for all teaching rooms, and provision of wipes in teaching rooms, prior to the start of semester and through the semester.		

			Social Distancing Measures: • 2m social distance to be maintained when inside buildings and teaching spaces • Estates teams centrally and locally will ensure that unnecessary furniture is removed prior to the start of semester, and that remaining furniture is arranged to clearly signal socially distanced work stations/seating arrangements for students • All centrally booked teaching rooms to have been assessed by Estates to identify capacity with social distancing at 2m and sufficient fresh air ventilation. Local occupiers at Faculty and School level are required to review locally managed spaces and ensure seating, layouts, ventilation and occupancy are COVID-compliant • Staff and students are not permitted to move furniture from fixed points in the room whilst teaching and their physical location should be to avoid direct face-to-face positioning throughout the class • Estates will post room layouts and capacities inside centrally booked teaching rooms and			

			post general room guidance outside. Local occupiers at Faculty and School level are required to review locally managed spaces and ensure seating, layouts and occupancy are COVID-compliant and that guidance is clearly posted inside and outside of rooms (in accordance with arrangements for centrally booked teaching rooms). • All students and staff will be issued with two washable face masks - these are to be worn in all indoor spaces, including teaching spaces unless an individual is exempt			
Arriving and exiting teaching spaces – controlling traffic flow (pinch points and gathering) at the start and end of classes	Infection with SARS-CoV-2 and resulting COVID-19 disease	Staff and student in teaching spaces and anyone who they subsequently come into contact with could develop COVID-19. Infected people display a wide range of symptoms from being asymptomatic to severe illness and possible fatal disease	• Staggered arrival and leave times – classes end 15 minutes before the subsequent class, to allow for safe exit prior to arrival of next class • Students to arrive at building no more than 5 minutes before class • Where possible, staircases will be ascend or descend only and will be signed appropriately • A keep left rule will be implemented when travelling along corridors • Where possible, separate entrance and exits to floors or other rooms will be clearly signalled	Course unit directors to communicate instructions for entering and exiting teaching spaces via Blackboard announcements prior to the first class Central and local estates and operational teams to be responsible for arranging signage controlling flow around buildings	Low	A

			• Doors to teaching rooms should be opened by teaching staff 15 minutes before the start of the session and kept open (reducing the need for students to touch door handles or wait in corridors) • Students to be instructed to go directly to class, rather than waiting in foyer spaces or corridors • Students to be instructed to enter teaching spaces quickly and to occupy space from the back of the room to the front (reversed when departing from the space). In some rooms, it may be appropriate for students to sit in an allocated seat and where this operates, students should be advised of the location of their seat in advance of the session, by seminar tutors • Students are to be discouraged from lingering in classrooms after sessions – and instead encouraged to submit any follow up questions to seminar leaders after the session by email			
Teaching and learning activity	Infection with SARS-CoV-2 and resulting COVID-19 disease	Staff and student in teaching spaces and anyone who they subsequently come in to contact with could develop COVID-19. Infected people	• Teaching activities must be planned in a way that does not require students to move furniture or move from their fixed seat • Teaching activities must be planned in a way that eliminates the need for movement, and that		Low	A

		display a wide range of symptoms from being asymptomatic to severe illness and possible fatal disease	enable students to remain forward facing			
Use of equipment and object handling in classes	Infection with SARS-CoV-2 and resulting COVID-19 disease	Staff and student in teaching spaces and anyone who they subsequently come in to contact with could develop COVID-19. Infected people display a wide range of symptoms from being asymptomatic to severe illness and possible fatal disease	• Students should be instructed to use their own equipment only. Students are not permitted to share laptops/laptop screens in classes. • Where possible, design teaching to avoid use of objects and/or handouts (replace this with use of digital images uploaded to Blackboard (or other online platform) prior to class • Where this is not possible, local teaching teams to organise the provision of hand sanitiser/wipes, and students are required to wash hands before and after they touch objects		Low	A

Authorised by designated senior manager on behalf of the faculty.
I confirm that I have considered and understand the risks in returning to campus and the associated hazards.
I am satisfied that all activities within the programme have been reviewed and will comply with the control measures outlined in this risk assessment.

All control measures will be followed to reduce the risks to as low as is reasonably practicable.
Print name: **Signed:** **Date:**

Process for dealing with reports of positive COVID-19 cases or self-isolation

Overview

- If any student or member of staff reports that they are self-isolating or have tested positive for COVID-19, the Division of Campus Life must be notified through the completion of an online form, which is linked to in the guidance below.
- This will allow the Division of Campus Life, directed by Public Health England, to co-ordinate a response to the student or member of staff and any subsequent activity across our University, such as gathering data to support NHS Test and Trace with contact tracing.
- Data collected will be handled in line with GDPR and in accordance with our COVID-19 privacy policy.
- Any communications related to reports of self-isolation or positive COVID-19 cases **must not be issued** without first consulting Kim Graakjaer, Head of Student Communications (in relation to student cases) or Jamie Brown, Head of Communications (in relation to staff cases).

Process for student cases

- Summary of process for reporting student cases

Students have now been sent detailed COVID-19 safety guidance. This directs them to contact their School or PGR Student Support team if they have started to self-isolate or have tested positive for COVID-19.

School/PGR Student Support should ensure the student is aware of our COVID-19 guidance and reassure them that they are not in trouble. They should gather the following details from the student as a matter of priority:

- Name of student
- Student's University ID number
- Date of positive test (if applicable)
- Date of first symptoms (if known)
- Which University department the referral is being made from
- Confirmation that the student has been referred to COVID-19 guidance
- Whether the student has been contacted by NHS Test and Trace

School/PGR Student Support staff should then enter these details into the COVID-19 referral form and email Sarah Littlejohn, Head of Campus Life, and Spencer Davies, Head of Advice and Response, with the subject line 'COVID-19 report submitted by [name] on [date]'.
ResLife have a separate system for submission to the Division of Campus Life and will offer in-hall support to students. In addition, students who live in Greater Manchester who are self-isolating and need help with the delivery of food or medication, or other support, can call 0800 234 6123.

Following receipt of the COVID-19 referral form, the Division of Campus Life, directed by Public Health England, will co-ordinate a response to the student and subsequent activity across our University, such as gathering data to support NHS Test and Trace with contact tracing.

Process for staff cases

- Summary of process for reporting staff cases

Staff have been directed to inform their line manager if they have tested positive or are self-isolating.

The line manager should be supportive to the member of staff and ensure that they have read the COVID-19 staff support resources.
Line managers should gather the following details from the member of staff as a matter of priority:

- Name of staff member

- Department
- Staff member's email address
- Date of positive test (if applicable)
- Date of first symptoms (if known)
- Confirmation that the staff member has been referred to instructions on self-isolating and getting tested
- Whether the staff member has been contacted by NHS Test and Trace

Line managers should then enter these details into the online referral form and email Sarah Littlejohn, Head of Campus Life, and Spencer Davies, Head of Advice and Response, with the subject line 'COVID-19 report submitted by [name] on [date]'. No message is necessary.

Following receipt of the COVID-19 referral form,. the Division of Campus Life, directed by Public Health England, will co-ordinate a response to the member of staff and subsequent activity across our University, such as gathering data to support NHS Test and Trace with contact tracing.

Useful resources

- COVID-19 safety guidance for students
- COVID-19 staff support resources

Notes to accompany General Risk Assessment Form

This form is the one recommended by Safety Services, and used on the University's risk assessment training courses. It is strongly suggested that you use it for all new assessments, and when existing assessments are being substantially revised. However, its use is not compulsory. Providing the assessor addresses the same issues, alternative layouts may be used.

(1) **Date**: Insert date that assessment form is completed. The assessment must be valid on that day, and subsequent days, unless circumstances change and amendments are necessary.

(2) **Assessed by**: Insert the name and signature of the assessor. For assessments other than very simple ones, the assessor should have attended the University course on risk assessments (THS 15 Principles of Risk Assessment)

(3) **Checked / Validated* by**: delete one.

Checked by : Insert the name and signature of someone in a position to check that the assessment has been carried out by a competent person who can identify hazards and assess risk, and that the control measures are reasonable and in place. The checker will normally be a line manager, supervisor, principal investigator, etc. Checking will be appropriate for most risk assessments.

Validated by : Use this for higher risk scenarios, eg where complex calculations have to be validated by another "independent" person who is competent to do so, or where the control measure is a strict permit-to-work procedure requiring thorough preparation of a workplace. The validator should also have attended the University's risk assessment course or equivalent, and will probably be a chartered engineer or professional with expertise in the task being considered. Examples of where validation is required include designs for pressure vessels, load-bearing equipment, lifting equipment carrying personnel or items over populated areas, and similar situations.

(4) **Location**: insert details of the exact location, ie building, floor, room or laboratory etc. If off-campus, provide information about expected location(s) or attach itinerary.

(5) **Assessment ref no**: use this to insert any local tracking references used by the school or administrative directorate.

(6) **Review date**: insert details of when the assessment will be reviewed as a matter of routine. This might be in 1 year's time, at the end of a short programme of work, or longer period if risks are known to be stable. Note that any assessment must be reviewed if there are any significant changes – to the work activity, the vicinity, the people exposed to the risk, etc

(7) **Task / premises**: insert a brief summary of the task, eg typical office activities such as filing, DSE work, lifting and moving small objects, use of misc. electrical equipment. Or, research project [title] involving the use of typical laboratory hardware, including fume cupboards, hot plates, ovens, analysis equipment, flammable solvents, etc.

(8) **Activity**: use the column to describe each separate activity covered by the assessment. The number of rows is unlimited, although how many are used for one assessment will depend on how the task / premises is sub-divided. For laboratory work, activities in one particular lab or for one particular project might include: use of gas cylinders, use of fume cupboard, use of computer or other electrical equipment, use of lab ovens, hot plates or heaters, use of substances hazardous to health, etc

(9) **Hazard**: for each activity, list the hazards. Remember to look at hazards that are not immediately obvious. For example, use of a lathe will require identification of the machine hazards, but also identification of hazards associated with the use of cutting oils (dermatitis), poor lighting, slipping on oil leaks, repetitive actions, etc. The same activity might well have several hazards associated with it. Assessment of simple chemical risks (eg use of cleaning chemicals in accordance with the instructions on the bottle) may be recorded here. More complex COSHH assessments eg for laboratory processes, should be recorded on the specific COSHH forms.

(10) **Who might be harmed and how**: insert everyone who might be affected by the activity and specify groups particularly at risk. Remember those who are not immediately involved in the work, including cleaners, young persons on work experience, maintenance contractors, Estates personnel carrying out routine maintenance and other work. Remember also that the risks for different groups will vary. Eg someone who needs to repair a laser may need to expose the beam path more than users of the laser would do. Vulnerable groups could include children on organised visits, someone who is pregnant, or employees and students with known disabilities or health conditions (this is not a definitive list).

For each group, describe how harm might come about, eg an obstruction or wet patch on an exit route is a hazard that might cause a trip and fall; use of electrical equipment might give rise to a risk of electric shock; use of an ultraviolet light source could burn eyes or skin.

(11) **Existing measures to control the risk**: list all measures that already mitigate the risk. Many of these will have been implemented for other reasons, but should nevertheless be recognised as means of controlling risk. For example, restricting access to laboratories or machine rooms for security reasons also controls the risk of unauthorised and unskilled access to dangerous equipment. A standard operating procedure or local rules (eg for work with ionising radiation, lasers or biological hazards) will often address risks. Some specific hazards may require detailed assessments in accordance with specific legislation (eg COSHH, DSEAR, manual handling, DSE work). Where this is the case, and a detailed assessment has already been done in another format, the master risk assessment can simply cross-reference to other documentation. For example, the activity might be use of a carcinogen, the hazard might be exposure to hazardous substances, the existing control measures might all be listed in a COSHH assessment. Controls might also include use of qualified and/or experienced staff who are competent to carry out certain tasks; an action plan might include training requirements for other people who will be carrying out those tasks.

(12) **Risk Rating**: the simplest form of risk assessment is to rate the remaining risk as high, medium or low, depending on how likely the activity is to cause harm and how serious that harm might be.

The risk is **LOW** - if it is most unlikely that harm would arise under the controlled conditions listed, and even if exposure occurred, the injury would be relatively slight.

The risk is **MEDIUM** - if it is more likely that harm might actually occur and the outcome could be more serious (eg some time off work, or a minor physical injury.

The risk is **HIGH** - if injury is likely to arise (eg there have been previous incidents, the situation "looks like an accident waiting to happen") and that injury might be serious (broken bones, trip to the hospital, loss of consciousness), or even a fatality.

Schools or administrative directorates may choose to use other rating systems. Typical amongst these are matrices (of 3x3, 4x4, 5x5 or even more complex) which require the assessor to select a numerical rating for both "likelihood that harm will arise" and "severity of that harm". These may give a spurious sense of accuracy and reliability – none are based on quantitative methods. There are methods of estimating risk quantitatively, and these may be appropriate for complex design of load bearing structures and the like. Advice on methods of risk assessment is available from Safety Services. Whatever system of assessment is adopted, it is **essential** that the assessor has received suitable training and is familiar with the meaning of the terms (or numbers) used.

(13) **Result**: this stage of assessment is often overlooked, but is probably the most important. Assigning a number or rating to a risk does not mean that the risk is necessarily adequately controlled. The options for this column are:

T = trivial risk. Use for very low risk activities to show that you have correctly identified a hazard, but that in the particular circumstances, the risk is insignificant.

A = adequately controlled, no further action necessary. If your control measures lead you to conclude that the risk is low, and that all legislative requirements have been met (and University policies complied with), then insert A in this column.

N = not adequately controlled, actions required. Sometimes, particularly when setting up new procedures or adapting existing processes, the risk assessment might identify that the risk is high or medium when it is capable of being reduced by methods that are reasonably practicable. In these cases, an action plan is required. The plan should

list the actions necessary, who they are to be carried out by, a date for completing the actions, and a signature box for the assessor to sign off that the action(s) has been satisfactorily completed. Some action plans will be complex documents; others may be one or two actions that can be completed with a short timescale.

U = unable to decide. Further information required. Use this designation if the assessor is unable to complete any of the boxes, for any reason. Sometimes, additional information can be obtained readily (eg from equipment or chemicals suppliers, specialist University advisors) but sometimes detailed and prolonged enquiries might be required. Eg is someone is moving a research programme from a research establishment overseas where health and safety legislation is very different from that in the UK.

For T and A results, the assessment is complete.
For N or U results, more work is required before the assessment can be signed off.

(14) **Action Plan**. Include details of any actions necessary in order to meet the requirements of the information in Section 11 'Existing measures to control the risk'. Identify someone who will be responsible for ensuring the action is taken and the date by which this should be completed. Put the date when the action has been completed in the final column.