



**The University of Manchester**  
**Trainee and School Risk**  
**Assessment Processes and Protocols**

## **PGCE Programme**

### **Risk Assessments**

Members of The University of Manchester PGCE Partnership all have a vital role to play in supporting trainees throughout, and beyond, the duration of their programme. Our procedures require everyone involved to be active participants in the process of assessment to strive to ensure all our trainees meet the Teaching Standards (2012), and in identifying any areas of 'risk'.

It is expected that members of the PGCE Partnership should be able to discuss trainees' individual starting points, strengths and areas of development and accompanying targets in order to identify ways in which targets can be met and exceeded during each placement. It is vital that, as developing professionals, trainees regularly review targets and can clearly explain how progress is being made.

To support all our trainees, we must work collaboratively to ensure that expectations are high and that support and opportunity is given along the way to strengthen and add value to targets and achievements.

If a trainee appears to be at risk of failing to meet programme requirements, s/he will be supported and set targets, and, if appropriate, a warning letter may be issued.

To support this process, partners should monitor the progress of all trainees looking for any signs which might be of concern. Where risk is detected tutors should speak to colleagues and ensure action is taken promptly and recorded (please note that this should be read alongside the safeguarding protocols including occupation Health referral protocols).

## **Specific Guidance in relation to COVID-19**

Ensuring that our trainees and partner schools remain safe in light of the covid-19 outbreak is essential.

Trainees and school partners are asked to adhere to the following guidelines:

Schools will be asked to ensure that trainees:

- are fully briefed during a specific induction training session on the health and safety/risk assessment guidelines in operation in the school with regards to COVID19
- have access to any policy documents related to COVID-19 that the school has devised in light of national guidance for schools
- know a named Health and Safety / Risk Assessment staff member should they have concerns about their own or their pupils' safety with regards to COVID19.

The health and wellbeing of trainees is our priority and if they have concerns about any aspect of a placement which they cannot resolve with the mentor/professional mentor, trainees must discuss these as soon as possible with relevant university staff (typically Subject Tutors (Secondary) and Professional Tutors (Primary))

Trainees will be required to follow PHE guidance and support during the programme:

[https://www.gov.uk/coronavirus?qclid=Cj0KCQjwupD4BRD4ARIsABJMmZ8W\\_Z3cjUzSG2oRBOIsoQ7xwGrhdwqYxqALGhmCQ5DEe1DnJQqdIRIaAvEKEALw\\_wcB](https://www.gov.uk/coronavirus?qclid=Cj0KCQjwupD4BRD4ARIsABJMmZ8W_Z3cjUzSG2oRBOIsoQ7xwGrhdwqYxqALGhmCQ5DEe1DnJQqdIRIaAvEKEALw_wcB)

Trainees must ensure that they inform their Subject Tutor (Secondary) and Professional Tutor (Primary) immediately should they fall ill or be required to self-isolate as per PHE guidelines.

Should COVID-19 impact a trainee's ability to engage with the programme for personal reasons, any impact on attendance would be monitored in line with usual processes, and actions made accordingly.

Should placement schools/classes close during the programme, trainees would be supported accordingly in aiming to meet the Teachers Standards. This may mean that trainees are required to teach pupils remotely under the guidance from the school mentor. For a small number of trainees, depending upon the timing of any such closures and evidence towards the Standards, a further placement may be required – this may result in deferral of the PGCE with QTS award until this could be accommodated.

**Primary PGCE  
Trainee Risk Protocols**

potential risk trigger	actions
<b>Throughout the Programme</b>	
students who have been recruited late	professional tutor monitors progress and reports any concerns to PD
persistent absence from programme sessions	Absences considered under the professional suitability procedure meeting with tutor or PD or monitoring of personal attendance by prof tutor
late submission of course requirements e.g. attendance logs, portfolio, placement task booklets	contact by prof tutor meeting with PD. personal action/ support plan concerns considered under the professional suitability procedure
students who experience personal trauma	contact by prof tutor. meeting with PD as appropriate recommend counselling services as appropriate referral to occupational health and or DASS as appropriate. personal action/ support plan adaptations to the programme e.g. reduced timetable, adjustments to start and end of the day concerns considered under the professional suitability procedure
students who present professional issues – including inappropriate use of social media, behaviour in lectures, demonstrating disrespect to peers and university staff	concerns considered under the professional suitability procedure
expectant mother	Professional tutor reviews generic risk assessment with trainee for when trainee is on SEED premises
<b>During Placement</b>	

students whose mentor does not attend mentor training	<p>follow up visit/call/online contact or mop up training by prof tutor</p> <p>early placement visit/call/online contact by university tutor with extra time to meet with mentor</p> <p>potential early joint observation</p> <p>prof tutor monitors progress</p> <p>extra tutor visits/call/skype/zoom may</p>
students who do not make expected progress on placement.	<p>clear target setting</p> <p>personal action/support plan , monitored by prof tutor and mentor</p> <p>extra/call/online contact or visit by university tutor</p> <p>additional observations and support by other school staff</p> <p>increased opportunities to observe good practice in other classes</p> <p>adjustments made to timetable and teaching expectations</p> <p>moderation visit by another university</p> <p>concerns considered under the professional suitability procedure</p>
expectant mother	<p>Professional tutor liaises with host school. School conducts risk assessment and provides copy for trainee and tutor</p>

## Primary PGCE School Risk Protocols

The risk protocols apply to all schools that are in partnership with University of Manchester for initial teacher education. Manchester. The protocols are designed to provide guidance in order to ensure and maintain high quality provision. The list is not meant to be a complete but act as guiding principles to ensure the appropriate planned response and mitigating action to address issues that may arise. The information is presented as guidance only and the university reserves the right to amend and actions below.

<b>Risk</b>	<b>Partnership Action</b>	<b>Additional Notes</b>
The school does not provide a positive and supporting learning environment	Professional tutor liaises with school and reports to partnership lead	Partnership lead monitors and reviews progress in line with partnership agreements
Ofsted Grade 3 / 4 schools	Placement risk assessment form completed by prof tutor. Shared with partnership lead	These forms are completed at the start of placements for schools identified as Grade 3 / 4, and during placements should an OFSTED inspection of a school/setting/college take place
The school is unable to provide a suitable range of learning experiences for the trainee (e.g. PE, languages, DT, music...)	Prof tutor liaises with mentor to provide additional experiences for the trainee.	Prof tutor liaises with trainee to plan suitable arrangements – this may require observing in other schools during the placement
Identified mentor is on long term absence	Prof tutor liaises with HT and partnership lead. An appropriate alternative is provided by the school	A new mentor is identified and trained by prof tutor. Senior/other staff observe the trainee teaching Trainee observes other teachers in the school Recommend WAP coach
School issues involving high profile media interest	Mentor informs prof tutor Additional visits to trainee – pastoral Prof tutor informs partnership lead and PD	Additional support provided by mentor and/or cluster leads/prof tutors Recommend counselling service Recommend WAP coach

Parent complaint about trainee behaviour in a school	Mentor advises prof tutor Prof tutor informs partnership lead and PD SD alliance lead informs partnership lead Investigate the complaint	Additional support provided by mentor/alliance lead and prof Concerns considered under the professional suitability procedure
SD trainee is placed in a school without a trained mentor	Partnership lead liaises with alliance lead. PDs informed	Additional mentor is identified/trained Or School Direct School lead provides mentoring
Safeguarding issues e.g. a trainee is left on their own to teach a class for extended periods	Prof tutor liaises with mentor. Appropriate provision must be put in place to support the trainee at all times	Partnership lead or PD may need to visit the school Check the school has read and signed the partnership agreement.

## Secondary PGCE

potential risk trigger	action/s
<b>Throughout the Programme</b>	
students who have been recruited late	Subject tutor monitors progress carefully and reports any concerns to programme director.
absence from programme sessions	meeting with programme director monitoring of personal attendance concerns considered under the professional suitability procedure
late submission of course requirements e.g. reflective diaries	contact by subject tutor. meeting with programme director. personal action/ support plan letter of warning. meeting with tutor or PD concerns considered under the professional suitability procedure
students who experience personal trauma	contact by subject tutor. meeting with programme director as appropriate referral to counselling services as appropriate referral to occupational health and/or DASS as appropriate. personal action/ support plan concerns considered under the professional suitability procedure
Students who present professional issues	concerns considered under the professional suitability procedure
expectant mother	Subject tutor reviews generic risk assessment with trainee for when trainee is on SEED premises
<b>During Placement</b>	
students whose PM does not attend PM training	follow up visit/mop up training by SLO SLO monitors progress extra tutor visits target setting



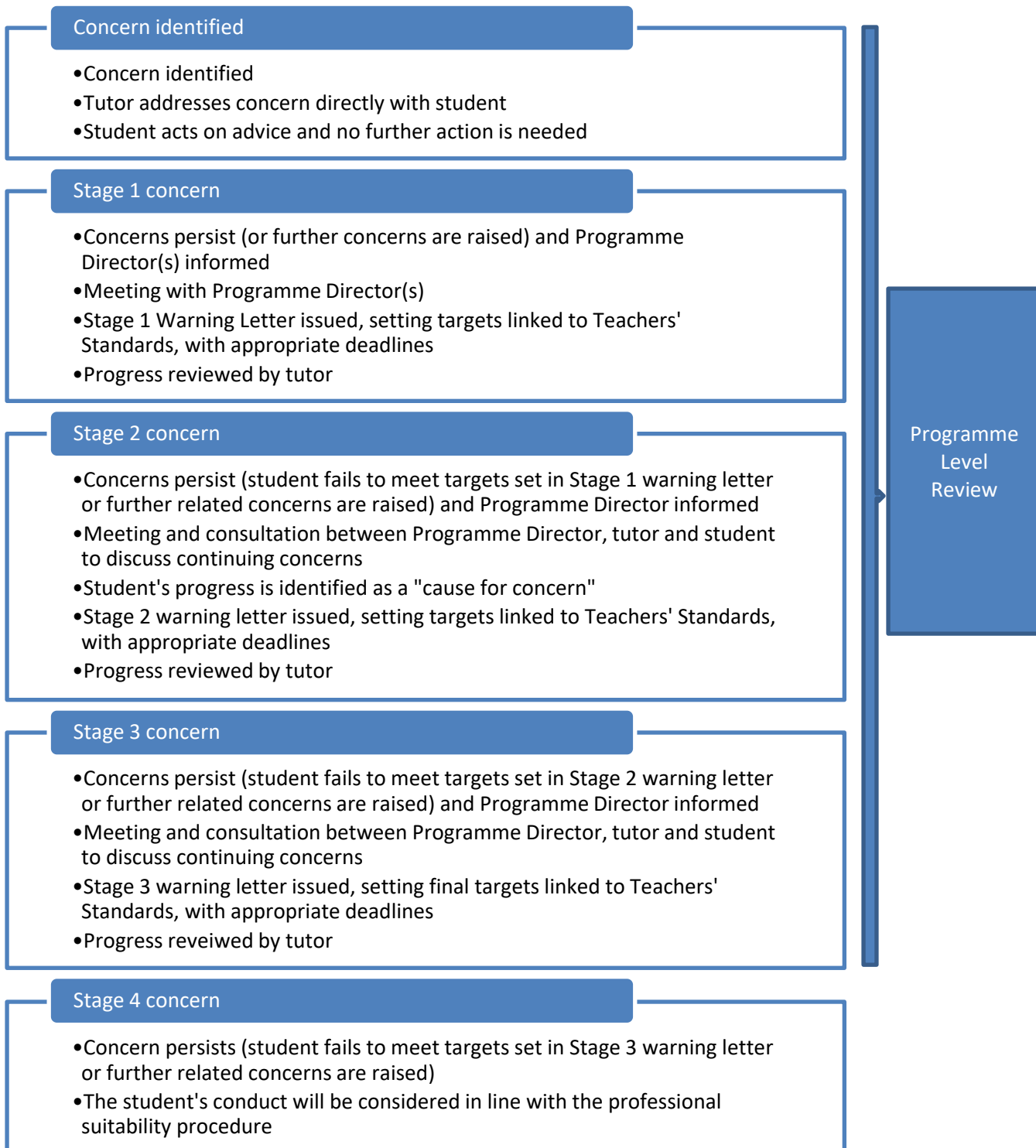
students who do not make expected progress on placement.	target setting extra visit by SLO moderation visit by another University concerns considered under the professional suitability procedure
expectant mother	Subject tutor liaises with host school. School conducts risk assessment and provides copy for trainee and tutor

## Secondary School Risk Protocols

The risk protocol applies to all schools that are in partnership for initial teacher education with the University of Manchester. The protocols are designed to provide guidance in order to ensure and maintain high quality provision. The list is not meant to be a complete list as the intention is to identify the guiding principles to ensure the appropriate planned response and mitigating action to address issues that may arise. The information is presented as guidance only and the university reserves the right to amend and actions below.

<b>Risk</b>	<b>Partnership Action</b>	<b>Additional Notes</b>
The school does not provide a positive and supporting learning environment	SLO liaises with school and reports to Director of Partnerships	Director of Partnerships monitors and reviews progress in line with partnership agreements
Ofsted Grade 3 / 4	'Placement Risk' form completed	These forms are completed at the start of placements for schools identified as Grade 3 / 4, and during placements should an OFSTED inspection of a school/setting/college take place
A suitable range of learning experiences is not able to be provided for the trainee	SLO liaises with Subject Tutor	Subject tutor liaises with trainee to plan suitable arrangements
Identified PM is on long term absence	SLO liaises with HT and Subject Mentor	Additional PM is identified/trained Or University Tutors / SLOs provides mentoring
School issues involving high profile media interest	PM advises SLO	Additional support provided by PM and/or subject tutors/SLO
Parent complaint about trainee behaviour in a school	PM advises SLO	Additional support provided by PM and/or subject tutors/SLO concerns considered under the professional suitability procedure
SD trainee is placed in a school without trained mentor/associate tutor	School Lead advises SDCo	Additional mentor is identified/trained Or School Direct School lead provides mentoring

## PGCE/PGDE Professional Suitability Advisory Process



**Partnership Risk Assessment: Training in schools/colleges/settings who are identified as an OFSTED Grade 3/4.**

A rigorous quality assurance process is undertaken to determine whether an Initial Teacher Training Partner identified as an OFSTED Grade 3 or 4 can undertake training.

A Partnership Risk Report is completed by the Director of Partnerships, in liaison with Programme Directors, which identifies if and in what circumstances such a school/college/setting can undertake training.

**Before Placement Allocation**

- University UTs (Primary), Subject Tutors (Secondary) and SLOs are notified of the current OFSTED grade of the school/college/setting when trainees are allocated their Placement.
- A risk assessment of schools/colleges/settings identified by OFSTED as being grade 3 / 4 is undertaken by the UTs and SLOs in liaison with PDs and/or Head of ITE
- Cluster Leads (Primary) and Subject Tutors (Secondary) are notified of the outcome of the risk assessment.

**After Placement Allocation**

- After each visit to a school/college/setting identified as OFSTED grade 3/4, the Professional Tutor/Visiting Tutor/SLO will advise the UTs (Primary) and Subject Tutor (Secondary) if they have concerns about the quality of training.
- An appropriate intervention will be identified by the Programme Directors in liaison with UTs (Primary) and Subject Tutors (Secondary).
- If a school is reported as a Grade 3 / 4 during the placement, a risk assessment will be undertaken.

- Additional support visits will be undertaken within a week if it is agreed that the trainee is to continue in the school/college/setting and agreed support plans will be put in to place.
- After the visit to the school identified as OFSTED grade 3 / 4, the UT(Primary), SLO or Subject Tutor (secondary) will advise Programme Directors if they have concerns about the quality of training.
- An appropriate intervention will be identified by the Head of ITE in liaison with the Programme Director.

## Placement Risk Form

For Grade 3 / 4 schools/colleges/settings

### Section 1

Name of School/College/Setting																			
Type of setting (independent, SEN/D etc)																			
Date of most recent Inspection Report: Date and Grade from Previous Inspection:  Date of monitoring Reports (if applicable): Recommendation(s) from monitoring Reports  Professional Practice Grades awarded in last academic year:																			
<b>Inspection outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 15%;">Category</th> <th style="width: 20%;">Grade</th> </tr> </thead> <tbody> <tr> <td>This inspection:</td> <td></td> <td></td> </tr> <tr> <td>Achievement of pupils</td> <td></td> <td></td> </tr> <tr> <td>Quality of teaching</td> <td></td> <td></td> </tr> <tr> <td>Behaviour and safety of pupils</td> <td></td> <td></td> </tr> <tr> <td>Leadership and management *</td> <td></td> <td></td> </tr> </tbody> </table>		Category	Grade	This inspection:			Achievement of pupils			Quality of teaching			Behaviour and safety of pupils			Leadership and management *		
	Category	Grade																	
This inspection:																			
Achievement of pupils																			
Quality of teaching																			
Behaviour and safety of pupils																			
Leadership and management *																			

### Section 2

**For grade 3 / 4 schools and settings**

Report Evidence	Yes	No
Evidence of improvements underway		
Areas of outstanding/good practice identified		
Strong subject/department/key stage identified (see additional comments)		
Grade 3 / 4 'issues' do not make impact upon quality of training		

<b>Section 3</b>		
<b>Recommendation:</b>		
a) Use setting		
b) Use setting and provide enhanced support (identify support here):		
c) Do not use setting		
d) Use setting for particular activity only		

## General Risk Assessment Form

<b>Date: (1)</b> 1/9/2019	<b>Assessed by: (2)</b> <b>Liz Birchinall/Rebecca Phillips, Andy Howes, Louisa Dawes</b>	<b>Checked / Validated* by: (3)</b> <b>Lisa Murtagh</b>	<b>Location: (4)</b> <b>Partnership Schools</b>	<b>Assessment ref no (5)</b> <b>1</b>	<b>Review date: (6)</b> 1/9/2020
<b>Task / premises: (7)</b> Trainees will be in host partnership schools undertaking professional school based placements.					

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Working with Children (aged 18 or less) or Vulnerable adults	Allegation of Misconduct	School Professional Teaching Placements. Children (aged 18 or less). Vulnerable Adults.	<ul style="list-style-type: none"> <li>On placement, trainees are instructed to follow school policies:               <ul style="list-style-type: none"> <li>Behaviour management policy (including restraint / contact with pupils guidelines)</li> <li>Safeguarding policy (including PREVENT and e-safety)</li> <li>Child protection policy</li> <li>Health and Safety policy (including fire drill, first aid, risk assessments for visits),</li> <li>Staff behaviour policy (staff code of conduct)</li> <li>Ensure DBS checks are in place</li> </ul> </li> </ul>	High	A



Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Travel and transportation to and from placement	Significant travel to reach placement.	Trainees en route to and from school	<ul style="list-style-type: none"> <li>When travelling to and from placements trainees are expected to ensure that a responsible person knows where they are and when they may be expected to return and what action to take if they fail to return.</li> <li>Trainees discuss any implications surrounding in reaching a placement.</li> <li>Trainees confirm that acceptable travel arrangements are in place.</li> <li>Trainees are advised to listen to weather forecasts and plan travel to placements accordingly.</li> </ul>	Medium	A
Undertaking placement	Work Environment	Trainees/members in setting	<ul style="list-style-type: none"> <li>Ensure the partnership school has Employers' Liability Insurance.</li> <li>Participating schools sign a Partnership Agreement.</li> <li>Trainees attend Partnership Health and Safety Induction.</li> <li>Trainees familiarise themselves with fire escapes and assembly points.</li> </ul>	Medium	A
Undertaking placement	Ill health whilst on placement	Trainee	<ul style="list-style-type: none"> <li>Trainees with pre-existing conditions are referred to Occupational Health and DASS and strongly advised to seek relevant support and to notify the school mentor and university tutor if they have pre-existing health problems or other relevant conditions, including those with the need to take regular/emergency/specific medication (e.g. epilepsy, diabetes, mental health problems, allergic conditions etc.)</li> </ul>	Medium	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Undertaking placement	Personal attacks	Trainee	<ul style="list-style-type: none"> <li>• Trainees are advised to carry a mobile phone where possible.</li> <li>• Trainees are advised to seek advice from placement provider about local conditions.</li> <li>• If under threat trainees are advised to speak to their mentor</li> <li>• Trainees are advised not to carry valuables around. And not to carry more money than you need to.</li> <li>• Trainees are advised not to leave valuables visible in their car.</li> <li>• When parking their car in daylight, they should consider what the area will be like after dark.</li> <li>• Trainees should make sure they know what to do in case their vehicle breaks down.</li> <li>• Trainees carry their School or University ID.</li> </ul>	Medium	A

Undertaking placement	Covid-19	Trainee/members in the setting	<p>Schools will be asked to ensure that trainees:</p> <ul style="list-style-type: none"> <li>• are fully briefed during a specific induction training session on the health and safety/risk assessment guidelines in operation in the school with regards to COVID19</li> <li>• have access to any policy documents related to COVID-19 that the school has devised in light of national guidance for schools</li> <li>• know a named Health and Safety / Risk Assessment staff member should they have concerns about their own or their pupils' safety with regards to COVID19.</li> <li>• Trainees will be required to follow PHE guidance and support during the programme:</li> </ul> <p><a href="https://www.gov.uk/coronavirus?gclid=Cj0KCQjwupD4BRD4ARIsABJMmZ8W_Z3cjUzSG2oRBOIsoQ7xwGrhdwqYxqALGhmcQ5DEe1DnJQqdIRIaAvEKEALw_wcB">https://www.gov.uk/coronavirus?gclid=Cj0KCQjwupD4BRD4ARIsABJMmZ8W_Z3cjUzSG2oRBOIsoQ7xwGrhdwqYxqALGhmcQ5DEe1DnJQqdIRIaAvEKEALw_wcB</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Trainees provided with University Guidance related to Keeping Safe and follow protocols for reporting self-isolation or Positive COVID-19 test</a></li> </ul>	High	A
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## General Risk Assessment Form for an Expectant Mother (PGCE Programme)

<b>Date: (1)</b> <b>01.09.2020</b>	<b>Assessed by: (2)</b> <b>(Expectant/Nursing Mother)</b>	<b>Checked / Validated* by: (3)</b> Lynda Rowlinson, SSA	<b>Location: (4)</b> <b>All SEED buildings</b>	<b>Assessment ref no (5)</b>	<b>Review date: (6)</b> <b>01.09.2021</b>
<b>Task / premises: (7)</b> All SEED properties					

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Working on campus	COVID-19	New and expectant mothers	Link to RA to be included	Medium	A
Normal campus sessions	Slips, Trips & Falls	Increased risk of injury due to physical change and or hormonal changes	Maintain high standards of housekeeping in teaching rooms. Individual may have difficulty negotiating stairs during later stages of pregnancy	Low	A
Normal campus sessions	Teaching room layout / shape of desks: Tightly fitting work spaces - agility, co-ordination, speed of movement and reach, may be impaired	Expectant mother and baby - muscular skeletal injury, pain and discomfort, falls if overreaching	Lecturer to be mindful of these potential issues and assess the hazards if and when they arise.	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Normal campus sessions	Lifting and Carrying Loads	Musculoskeletal injury Weakening of the skeletal structure	Reduce amount of physical work associated with task. Physical tasks become more difficult to achieve as pregnancy progresses Carrying heavy loads to be avoided	Low	A
Normal campus sessions	Welfare	Access to toilets to protect against risk of infection and kidney disease	Provision of frequent breaks from teaching. Consideration should be given to providing access to a safe space where the individual can rest as necessary.	Low	A
Normal campus sessions	Fatigue	Fatigue from prolonged standing or physical activity	Avoid long periods of time standing. Task modified to provide seating or more frequent rest periods.  Aspects of the teaching sessions may need to be modified as physical capability will reduced as a result of pregnancy.	Low	A
Normal campus sessions	Work Related Stress	Individual vulnerable to stress due to hormonal, psychological and physiological changes during pregnancy	Monitoring and reduction of risks in relation to teaching demands and work environment	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Normal campus sessions	Temperature / Humidity	Lower tolerance to heat and humidity resulting in discomfort / faint	<p>Temperature of the working environment to be suitably controlled.</p> <p>Individual may require access to fresh air for periods during the working day. Individual to have ready access to fresh drinking water.</p>	Low	A
Normal campus sessions	Personal Safety	Violence or fear of violence can increase	If there is a perceived risk of violence or threat of violence / abuse consideration needs to be given to modifying the role to reduce the risk to the individual and or make provision for staff to be available should support be required.	Low	A
Normal campus sessions	Working at Height (use of ladders and step stools, over reaching)	Loss of agility and or balance	Modify task to avoid aspects of working at height	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Travel to placement	Travel Health	Increased medical risk from travel to placement. Poor posture / prolonged sitting increase risk of deep vein thrombosis (DVT) Risk from infectious diseases in some countries	Travel times chosen to reduce levels of fatigue.	Medium	A
Normal campus sessions or school-based lab sessions	Biological or Chemical exposure (Working in proximity to active research laboratories / facilities)	Exposure to certain biologicals e.g. bacteria, viruses, moulds, fungi.  Exposure to certain Chemicals; dust, fumes, gas vapour, mist, liquids solids, fibres	New or Expectant mother must not be exposed to biological agents. Consider alternative tasks to working environment where exposure is recognised  New or Expectant mother must not be exposed to chemical agents. Consider alternative tasks to working environment where exposure is recognised.  Separate Risk Assessment to be completed in conjunction with SEED's Senior Technical Operations Manager for any Geography lab based working.	Low	A





### General Risk Assessment Form for an Expectant Mother (PGCE Programme)

<b>Date: (1)</b> <b>01.09.2020</b>	<b>Assessed by: (2)</b> <b>(Expectant/Nursing Mother)</b>	<b>Checked / Validated* by: (3)</b> Lynda Rowlinson, SSA	<b>Location: (4)</b> <b>All SEED buildings</b>	<b>Assessment ref no (5)</b>	<b>Review date: (6)</b> <b>01.09.2021</b>
<b>Task / premises: (7)</b> All SEED properties					

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Working on campus	COVID-19	New and expectant mothers	Link to RA to be included	Medium	A
Normal campus sessions	Slips, Trips & Falls	Increased risk of injury due to physical change and or hormonal changes	Maintain high standards of housekeeping in teaching rooms. Individual may have difficulty negotiating stairs during later stages of pregnancy	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Normal campus sessions	Teaching room layout / shape of desks: Tightly fitting work spaces - agility, co-ordination, speed of movement and reach, may be impaired	Expectant mother and baby - muscular skeletal injury, pain and discomfort, falls if overreaching	Lecturer to be mindful of these potential issues and assess the hazards if and when they arise.	Low	A
Normal campus sessions	Lifting and Carrying Loads	Musculoskeletal injury Weakening of the skeletal structure	Reduce amount of physical work associated with task. Physical tasks become more difficult to achieve as pregnancy progresses Carrying heavy loads to be avoided	Low	A
Normal campus sessions	Welfare	Access to toilets to protect against risk of infection and kidney disease	Provision of frequent breaks from teaching. Consideration should be given to providing access to a safe space where the individual can rest as necessary.	Low	A
Normal campus sessions	Fatigue	Fatigue from prolonged standing or physical activity	Avoid long periods of time standing. Task modified to provide seating or more frequent rest periods.  Aspects of the teaching sessions may need to be modified as physical capability will reduced as a result of pregnancy.	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Normal campus sessions	Work Related Stress	Individual vulnerable to stress due to hormonal, psychological and physiological changes during pregnancy	Monitoring and reduction of risks in relation to teaching demands and work environment	Low	A
Normal campus sessions	Temperature / Humidity	Lower tolerance to heat and humidity resulting in discomfort / faint	<p>Temperature of the working environment to be suitably controlled.</p> <p>Individual may require access to fresh air for periods during the working day. Individual to have ready access to fresh drinking water.</p>	Low	A
Normal campus sessions	Personal Safety	Violence or fear of violence can increase	If there is a perceived risk of violence or threat of violence / abuse consideration needs to be given to modifying the role to reduce the risk to the individual and or make provision for staff to be available should support be required.	Low	A
Normal campus sessions	Working at Height (use of ladders and step stools, over reaching)	Loss of agility and or balance	Modify task to avoid aspects of working at height	Low	A

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
Travel to placement	Travel Health	Increased medical risk from travel to placement. Poor posture / prolonged sitting increase risk of deep vein thrombosis (DVT) Risk from infectious diseases in some countries	Travel times chosen to reduce levels of fatigue.	Medium	A
Normal campus sessions or school-based lab sessions	Biological or Chemical exposure (Working in proximity to active research laboratories / facilities)	Exposure to certain biologicals e.g. bacteria, viruses, moulds, fungi.  Exposure to certain Chemicals; dust, fumes, gas vapour, mist, liquids solids, fibres	New or Expectant mother must not be exposed to biological agents. Consider alternative tasks to working environment where exposure is recognised  New or Expectant mother must not be exposed to chemical agents. Consider alternative tasks to working environment where exposure is recognised.  Separate Risk Assessment to be completed in conjunction with SEED's Senior Technical Operations Manager for any Geography lab based working.	Low	A

Action plan (14)				
Ref No	Further action required	Action by whom	Action by when	Done

