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| **SECTION 1: GENERAL INFORMATION** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Risk Assessment No:** | |  | | | **Date:** | |  | | | | | **Version No:** | |  | | | **Campus:** | |  | | | | **Building / Level / Room No.:** | | |  | | |
| **College / Portfolio:** | |  | | | | | | | | | | | | | | | **School / Dept:** | |  | | | | | | | | | |
| **Activity Description:** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Will the activity take place in a controlled access area?*** | | | | | | | | | Yes | | No | | ***If “Yes” consider suitable control measures in the risk assessment - Section 3*** | | | | | | | | | | | | | | | |
| Below is a checklist of ***some*** example hazards. Use the checklist to assist with completion of this form and use the ‘Other’ space available for any hazards identified which are not included in the checklist. All identified hazards must then be assigned to the relevant activity step in Section 3 of this document. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Environmental conditions | | | | Hazardous Substances | | | | | | | | | | | Electrical | | | | | | Mechanical | | | | Motion | | | |
| Objects | | | | Pressure | | | | | | | | | | | Hazardous atmospheres | | | | | | Ergonomic hazards | | | | Hazardous Building Materials | | | |
| Temperature | | | | Sound / Noise | | | | | | | | | | | Ground uneven / unstable / slippery | | | | | | Work in isolation | | | | Vehicles / transport | | | |
| People / Behaviour (violence, child safety) | | | | Stored energy | | | | | | | | | | | Biological material (*e.g. bacteria, viruses*) | | | | | | Unauthorised access to plant/equipment/substances/materials/work or learning environment | | | | | | | |
| Other (describe): | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Work at heights\* | | | | Manual handling | | | | | | | | | | | Confined spaces\* | | | | | | Psychosocial (Mental Wellbeing) | | | | Plant / equipment | | | |
| Field work | | | | | | | | | | | | | Hot work\* | | | | | | | | Radiation (*including UV*) | | | | Lasers | | | |
| List the plant & equipment being used in the activity / task: | | | | | | | | Has a Risk Assessment on the equipment been completed? | | | | | | | | | | | | | | | I have read and understood the applicable Plant Risk Assessment | | | | | |
| 1 |  | | | | | | | Yes | | No | | | Reference No.: | | |  | | | | Note: If “No”, a risk assessment for the plant/equipment must be completed using ***HR – HSW-PR37-TM02 – Plant & Equipment Risk Assessment*** | | | Yes | | | | No | |
| 2 |  | | | | | | | Yes | | No | | | Reference No.: | | |  | | | | Yes | | | | No | |
| 3 |  | | | | | | | Yes | | No | | | Reference No.: | | |  | | | | Yes | | | | No | |
| **NOTE**: If the activity involves **work at heights / manual handling / psychosocial hazards / plant and equipment / field work** you must complete a separate risk assessment form designed specifically to address these hazard types. These can be found on the [HSW webpage](https://www.rmit.edu.au/staff/service-connect/safety-wellbeing/workplace-safety/process-guidance). Alternatively, consult with your HSW Senior Advisor. Hazard categories noted with \* will also require a permit to undertake the task / activity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **NOTE**: If the activity involves the use of **radiation / lasers** – you must complete a separate risk assessment form designed specifically to address these hazard types. These can be found on the [STEM](https://rmiteduau.sharepoint.com/sites/stem-college/SitePages/tech-services-lab-safety.aspx) Technical Services- Laboratory Safety SharePoint page. Alternatively, consult with your HSW Senior Advisor. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Risk assessments should be completed by more than one person. Persons completing RA:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name:** | | | **E / S number** | | | **Name:** | | | | | | | | | **E / S number** | | | **Name:** | | | | **E / S number** | | **Name:** | | | | **E / S number** |
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| **SECTION 2: INSTRUCTIONS TO PERFORM THE RISK ASSESSMENT** |
| **What you should do for each stage of the risk assessment:** |
| * For each step in the activity, provide a brief description for each identified hazard in **Section 1** and associated risk in **Section 3.** Note that there may be more than one hazard for each step of the activity / tasks. * Determine the current risk rating (i.e. the risk with existing controls in place) in **Section 3** by referencing the Risk Matrix in **Section 4**. * Specify the risk **control type** and **control description** for each hazard in **Section 3.** * Risks must be controlled to as low as reasonably practicable. A combination of control measures may be used to reduce risk. * ***Note****: Apply the* ***Hierarchy of Controls*** *(****Section 5****) to reduce the level of risk. Select the* ***most effective*** *controls in preference to* ***least effective*** *ones as much as reasonably practicable.* * Once controls have been selected, determine the residual risk rating by again referencing the Risk Matrix in **Section 4.** If the residual risk is **High** or greater, the activity is not to proceed until higher level control(s) are determined and implemented to reduce the risk. * Sign off on **Sections 7** (Consultation / Technical Review) and **Section** **8** (Approval)   ***Note****: Any Residual Risk scores equal or greater than Medium* ***must*** *be escalated to the Senior Leader for discussion and sign-off before the activity can be undertaken.*  ***Note****: Sign-off requirements may change based on level of risk.* |

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| **SECTION 3: RISK ASSESSMENT** |

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| **Activity or Task**  *List the steps required to perform the activity or task in the sequence they are carried out.* | **Hazards & Risks**  *List the hazards and risks that could cause injury when the activity or task is performed* | **Current Risk Controls**  *Detail the controls currently in place that will reduce the risk. If none exist, please note this* | **Current Risk Rating**  ***(with existing controls)***  *(Refer to risk score matrix in Section 4)* | | | **Additional Risk Control Measures**  *List the control measures required to eliminate or further minimise the risk of injury/incident arising*  *Identify the hierarchy of controls by using the following:*  *El= Elimination, S = Substitution, En = Engineering, A = Administrative, and PPE = Personal Protective Equipment* | **Residual Risk Rating**  ***(after additional controls)***  *(Refer to risk score matrix in Section 4)* | | | **Responsibility**  *Name the person responsible to implement the control measure identified* |
| **Consequence** | **Likelihood** | **Risk Rating** | **Consequence** | **Likelihood** | **Risk Rating** |
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**Note**: ***Add more rows if required.***

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| **SECTION 4. RISK MATRIX** |

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| **Risk Consequence Rating Tool** | | | | | | | | |
| **Purpose of the tool** | | Use this ***'Risk Consequence Rating Tool'*** to enable the consistent assessment of potential risk impacts. This tool defines the criteria to rate the consequences and allows consistent assessment of risks across the university. | | | | | | |
| **How to use this tool** | | Using the explanation under the different consequence criteria (Education & Research, Student Experience etc. identify the most relevant measures related to your risk. You may have one or more consequence criteria (i.e. Financial and Student Experience) that apply to the risk. When identifying the rating always use the highest associated rating as the final rating (e.g. Financial = Major, Student Experience = Severe, you would therefore select the highest out of the two which would be **Severe**.) | | | | | | |
| **Risk Consequence Criteria** | | | | | | | | |
| **Rating** | **Description** | **Education & Research** | **Student Experience** | **Reputation & Image** | **Financial** | **People, Safety & Environment** | **Business Interruption** | **Legal, Regulatory and Compliance** |
| **5** | **Extreme**  Exceptional impacts on operations or objectives | * Inability to undertake operations and activities of a College * Extreme reduction in research activity / output over a sustained period * Inability to reach a number of students, teaching or research targets * Irreparable impact on relationship with partners / collaborators / suppliers | * Extreme loss or reduction in University-wide student enrolment and retention * Systematic and extreme decline in overall student satisfaction across the University * Systematic and extreme increase in the student complaints across the University | * Long-term change in the University's reputation across all stakeholders * Extended headline national and/or international media coverage * Extensive and prolonged discussion across multiple social media channels | >$50M | * Single or multiple fatalities * Serious disabling physical or mental illness to multiple people * Extreme environmental damage (>5 years) | * Loss of critical business or education & research operations for greater than 14 days * Significant loss of assets * Strategic supplier unable to deliver for an unknown period without an alternative | * Systemic and sustained instances of significant non-compliance * Loss of key licenses, accreditation and/or funding * Extremely heavy legal penalties or regulator sanctions |
| **4** | **Severe**  Significant impacts on operations por objectives | * Inability to undertake operations and activities of a School * Significant impact in research activity over a sustained period * Significant problems meeting teaching or research targets * Serious long-term damage to partnerships / suppliers | * Significant loss or reduction in University-wide student enrolment and retention * Severe decline in overall student satisfaction across multiple Colleges * Severe increase in the student complaints across multiple Colleges | * Medium-term change in the University's reputation across multiple stakeholder groups * Headline coverage at national level in multiple media sources for more than a week * Discussion across multiple social media channels for more than a week | $30M to $50M | * Severe irreversible damage or impairment to one or more people * Irreversible health effect or medium to long-term disabling illness * Long term environmental damage (2-5 years) | * Loss of critical business or education & research operations for between 3 days to 14 days * Severe damage to assets * One or more critical supplier unable to deliver for an extended period without an alternative | * Multiple instances of significant non-compliance * Suspensions or conditions imposed on key licenses, accreditation and/or funding * Significant legal penalties or regulator sanctions |
| **3** | **Major**  Large impacts on operations or objectives | * Inability to deliver a program or course * Major impact on research activity * Major problem meeting teaching or research targets * Major but short-term damage to partnership / suppliers | * Major loss or reduction in student enrolment and retention for a program or course * Major decline in overall student satisfaction across a College or multiple Schools * Major increase in the student complaints across a College or multiple Schools | * Medium-term change in the University's reputation across limited stakeholder groups * Headline coverage at national level in multiple media sources for less than a week * Discussion across multiple social media channels for less than a week | $10M to $30M | * Reversible injury or moderate irreversible damage or impairment to one or more people. Typically, an injury resulting in loss of a scheduled shift of work (i.e. Lost Time Injury) * Severe reversible mental or physical health effect of concern that would typically result in a lost time illness * Medium term environmental damage (1-2 years) | * Loss of critical business or education & research operations for between 1 day to 3 days * Major damage to assets * One or more key suppliers unable to deliver for a sustained period of time | * Major once-off instances of non-compliance * Major additional obligations imposed on key licenses, accreditation and/or funding * Large legal penalties or regulator sanctions |
| **2** | **Moderate**  Material impacts on operations or objectives | * Material impacts to the delivery of program or course * Moderate impact on research activity * Moderate but temporary problems meeting teaching or research targets * Material but short-term damage to partnerships / suppliers | * Moderate loss or reduction in student enrolment and retention for a program or course * Moderate decline in overall student satisfaction across a School * Moderate increase in the student complaints across a School | * Some short-term change in the University's reputation * Low profile and fleeting coverage by national or state media * Discussion across some social media channels by isolated stakeholder groups | $1M to  $10M | * Reversible injuries requiring treatment but does not lead to restricted duties. Typically, a medical treatment * Reversible health effects of concern that would typically result in medical treatment * Short term environmental damage (<1 year) | * Material and localised disruption to business processes or education & research operations, but at an inconvenient time * Moderate damage to assets * Supplier or partner changes results in material impacts for a period of time | * Moderate once-off instances of non-compliance * Some additional obligations imposed on licenses, accreditation and/or funding * Some legal penalties or regulator sanctions |
| **1** | **Minor**  Slight impacts on operations or objectives | * Minor impacts to the delivery of a program or course * Minor impact on research activity * Slight but temporary problems meeting teaching or research targets * Minor but short-term impacts to partnerships / suppliers | * Slight loss or reduction in student enrolment and retention for a program or course * Some decline in overall student satisfaction across a School * Some increase in the student complaints across a School | * Minimal impact on the University's reputation * Minimal state and local media coverage * Limited social media coverage | <$1M | * Low level short term subjective inconvenience or symptom. Typically, first aid or no medical treatment * Reversible health effects little concern requiring first aid treatment at most * Minor environmental damage | * Slight and localised disruption to business processes or education & research operations Impacts are dealt with in the course of routine operations * Minimal damage to assets * Supplier or partner changes results in minor and temporary impacts | * Minor non-compliance that can be rectified internally Increased scrutiny from regulators without any additional obligations or penalties |



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| **SECTION 5: CONTROLLING THE HAZARDS – THE HIERARCHY OF CONTROLS** | |
| * Specify the risk **control type** and **control description** for each hazard in **Section 3.**   The ways of controlling risks are ranked from the highest level of protection and reliability to the lowest. This ranking is known as the hierarchy of controls.  The hierarchy of controls can be applied in relation to any risk.  You must always aim to eliminate the risk, which is the most effective control. If this is not reasonably practicable, you must minimise the risk by working through the other alternatives in the hierarchy.  The lower levels in the hierarchy are less effective because controls that change the hazard or minimise exposure to the hazard can only minimise the risk. You cannot eliminate the risk without eliminating the hazard.  Administrative controls and personal protective equipment (PPE) are the least effective at minimising risk because they do not control the hazard at the source and rely on human behaviour and supervision. These control measures should only be used:   * to supplement higher level control measures (as a back-up) * as a short-term interim measure until a more effective way of controlling the risk can be used, or * when there are no other practical control measures available (as a last resort).   **Elimination**  The most effective control measure involves eliminating the hazard and associated risk. The best way to do this is by, firstly, not introducing the hazard into the workplace. For example, you can eliminate the risk of a fall from height by doing the work at ground level.  You can eliminate risks by removing an existing hazard, for example, by removing trip hazards on the floor, disposing of unwanted chemicals, or not working in an isolated or remote area.  It may not be reasonably practicable to eliminate a hazard if doing so means that you cannot create the end product or deliver the service. If you cannot eliminate the hazard, then you must minimise as many of the risks associated with the hazard as reasonably practicable.  **Substitution, isolation and engineering controls**  If it is not reasonably practicable to eliminate the hazards and associated risks, you must minimise the risks using one or more of the following approaches.  ***Substitute*** the hazard with something safer  For instance, replace solvent-based paints with water-based ones.  ***Isolate*** the hazard from people  This involves physically separating the source of harm from people by distance or using barriers. For instance, install guardrails around exposed edges and holes in floors; use remote control systems to operate machinery; store chemicals in a fume cabinet.  Use ***engineering*** controls  An engineering control is a control measure that is physical in nature, including a mechanical device or process. For instance, use mechanical devices such as trolleys or hoists to move heavy loads; place guards around moving parts of machinery; install residual current devices (electrical safety switches); install sound dampening measures to reduce exposure to hazardous noise.  **Administrative** controls  If risks remain, they must be minimised by implementing administrative controls. Administrative controls include work methods or procedures that are designed to minimise exposure to a hazard as well as the information, training and instruction needed to ensure people can work safely. For instance, develop procedures on how to operate machinery safely, provide training and support to managers and staff to identify and manage health and safety risks, implement anti-bullying policies, limit exposure time to a hazardous task, and/or use signs to warn people of a hazard.  Some administrative measures will be necessary to ensure substitution, isolation and engineering controls are implemented effectively, for example, following safe work procedures when using equipment.  **Personal protective equipment (PPE)**  Any remaining risks must be minimised with suitable PPE. Examples of PPE include earmuffs, respirators, face masks, hard hats, gloves, aprons and protective eyewear. PPE limits exposure to the harmful effects of a hazard but only if workers wear and use the PPE correctly.  Some administrative measures will be necessary to ensure substitution, isolation, engineering controls and PPE are implemented effectively, for example, following safe work procedures when using equipment. | **Hierarchy of Controls** |
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| **SECTION 6: Consultation** | | | |
| Consult with HSR (or DHSR) and technical staff or equivalent in the local area to ensure all RISKS AND HAZARDS have been identified and appropriate controls are in place (signature not required). | | | |
| **Position** | **Name** | **Comment (optional)** | |
| **HSR** (or DHSR) |  |  | |
| **Technical Officer**: (or equivalent) |  |  | |
| **SECTION 7: Approval** | | | |
| **Position** | **Name** | **Signature** *(If soft copy, please type name)* | **Date** |
| **Operational Leader:** |  |  |  |
| **Senior Leader**: *(is required to sign off, where the residual risk rating is rated as Medium or greater for any risk / hazard)* |  |  |  |
| **SECTION 8: Review** | | | |
| Risk assessment must be reviewed if any changes to the activity are made or otherwise **as detailed in *HSW-PR09 – HSW Risk Management*** (new version number required). | | | |
| **Position** | **Name** | **Signature** *(If soft copy, please type name)* | **Date** |
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