

## Work related Stress Risk Assessment Form

<b>Unit :</b> College of Life Sciences	<b>Individual/Group :</b> Academic and Related Staff (Teaching)	<b>Name of assessor :</b>
<b>Activity :</b> Scientific teaching	<b>Unique role :</b>	<b>Signed:</b>
<b>Date of assessment :</b>	<b>Date Staff informed:</b>	<b>Date for formal review:</b>

*Stress is a natural reaction when actual or perceived demands exceed an individual's ability to cope at anytime. Symptoms of stress can be experienced in physical and/or psychological effects.*

**A College of Life Sciences (CLS) assessment of the potential/actual causes of work related stress within the activities of academic and related staff whose primary role is teaching undergraduates, and measures/actions for control or resolution.**

<b>Type of Stressor: Control</b>					
<i>How much say a person has in the way they do their work. Stress may occur if there is: (1) insufficient control over how or when tasks are done; (2) little participation in decision making; (3) highly prescriptive work regimes.</i>					
Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
Undergraduate teaching is organised by the School of Learning and Teaching (SLSLT) to a strict timetable, within which there is little scope for variation. Some academic and related staff whose primary role is teaching also carry out some research, and teaching commitments have to take priority.	Academic and related teaching staff	Timetables are known well in advance and staff, therefore, have the opportunity to organise their time accordingly.	L	SLSLT management will continue to inform teaching staff of the timetables as far in advance as possible	Dean of School of Learning and Teaching and Deputies
Examination time involves working to a strict timetable for setting and marking papers. This is particularly so for degree exams when external examiners are involved. Module leaders and other course	Academic and related teaching staff	The examination timetable is decided centrally and is known well in advance. Staff with teaching commitments are expected to be available at these times.	L/M	Information and timetables will be circulated as soon as available.	Dean of School of Learning and Teaching and Deputies, Module Leaders

co-ordinators have to ensure that others have submitted questions and marked papers, and then , within a short time frame, have to collate results prior to the external examiners' visits.					and other Course Co-ordinators
Apart from teaching students, most members of the SLSLT academic and related teaching staff have other duties such as admissions tutors, module leaders and other course co-ordinators, organising school visits, visits from prospective students etc. The duties of these positions tend to have peaks of extreme busyness at various times in the academic year, and staff have no control over when this happens.	Academic and related teaching staff	The pattern of busy times is approximately the same each year so can be planned for.	L	Information on all these activities will be circulated as soon as available	Dean of School of Learning and Teaching and Deputies, Admissions Office

### Type of Stressor: Demands

*Stress may be caused by difficult environmental conditions, workload, work patterns, monotonous work, physically tiring work, work or responsibilities beyond the individual's skills, capacity or capability, high work intensity or pressure to achieve, having too much to do in too little time, too little/too much training for the job, boring or repetitive work or too little to do.*

Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
Workload is an issue for teaching staff, particularly those who have commitments beyond their own teaching programme (e.g. Module Leaders and other Course Co-ordinators, SLSLT management). There are peaks of activity at certain times of year (e.g. exam time, freshers' week when students are enrolling and seeking course advice etc).	Academic and related teaching staff	Within the constraints of their teaching schedule, and outwith the peaks of activity in previous column, academic and related teaching staff have control over their working hours. They are able to have time off during normal hours and to work at home if they choose. Staff Development runs courses which may be helpful e.g, Time Management.	L/M	All staff should ensure that they take proper breaks and holidays as laid down in their contracts.	Academic and related staff
Unsuitable work environment. Laboratory work is sometimes hazardous and this may be the cause of stress to some staff. Safety	Academic and related teaching	Risk assessments for all practical classes are carried out and acted on. Specific safety issues in practical classes are highlighted in the	L	SLSLT staff will continue to monitor the safety of students and staff.	SLSLT management and staff,

in teaching labs is well monitored, but staff are also required to have honours students carrying out practical projects in their labs, and are responsible for their safety at these times.	staff	schedules and therefore students and demonstrators are aware of any hazard and of how to work safely. Honours student projects are designed in collaboration with the supervisor, and safety issues discussed fully. Any problems relating to the labs are dealt with promptly by Estates and Buildings.			Estates
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### Type of Stressor: Support

*The encouragement, sponsorship and resources provided by the organisation, line management and colleagues. Stress may be due to inadequate training, isolation from others, remote management, pressure from covering for absence, lack of support from management and coworkers, not being able to balance the demands of work and life outside work.*

Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
Isolation, remote management or lack of support from management or co-workers. At present, students are taught, and staff located, in several buildings in different parts of the campus. SLSLT staff, therefore, may feel less part of a unit than, say, a research group. Also, SLSLT staff teach many disciplines so, again, staff may not meet up often or feel part of a unit.	Academic and related teaching staff	Various meetings of SLSLT staff take place and, although these are mostly course-based, individuals from different locations do meet up. Annual appraisals are carried out by senior management and more personal issues can be raised and discussed in this forum.	L/M	Within the next two years, SLSLT staff and functions will move to the refurbished OMS/Carnelly Complex. This should have the effect of improving interaction between groups of staff and should also create a more coherent unit. It is intended that, once all staff are based on the same site, regular meetings will be held to discuss all aspects of SLSLT function.	Head of College, Dean of School of Learning and Teaching, academic and related teaching staff
Unable to balance life at work and outside work. Many staff choose to take work home, but some may feel pressure to do so, particularly at the peak times already referred to, and in these cases it may become a problem.	Academic and related teaching staff	The University has family friendly policies and seeks to help people with this issue if this can be done whilst meeting the organisational needs of the College. The HR Officer holds clinics on-site and can provide advice and support, and the University Counselling Service is available to all staff. The Institute of Sport and Exercise also run classes that may be of help. Posters giving details of well-being contacts are displayed throughout the College.	L/M	Individual staff members should approach the Dean of School of Learning and Teaching or HR Officer before this becomes a major problem.	Dean of School of Learning and Teaching, HR Officer, academic and related teaching staff
Covering for absence for colleagues is an issue for this group of staff, as teaching programmes have to be maintained. The	Academic and related teaching	In general, with years 1 and 2, a member of staff with sufficient knowledge of the subject can be found to cover. Honours classes are	M	The SLSLT will continue to provide the necessary cover, while recognising the extra pressure this may bring to staff. Where	Daen of School of Learning and Teaching and

constraints of the timetable mean that it is difficult to reschedule lectures and practical classes. In the event of absence, therefore, staff may be asked to take classes that they do not normally take.	staff	generally fairly small, and the students' timetable flexible enough to allow some rescheduling. 3 <sup>rd</sup> year classes are more difficult and the best arrangements possible are made.		possible rescheduling is preferred to drafting in cover.	Deputies, Module Leaders and other Course Co-ordinators
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### Type of Stressor: Relationships

*Promoting positive working to avoid conflict and dealing with unacceptable behaviour. Stressors may originate from bullying, harassment and conflict, perceived inequitable treatment, poor management control of workplace behaviour, certain management / supervisory styles, or poor relationships with colleagues.*

Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
Bullying, harassment, conflict	Academic and related teaching staff	The University has policies covering all these issues. The HR Officer and the Counselling Service are available for consultation. Bullying and harassment are not tolerated in the College or University	L	Staff will be reminded at intervals that these policies exist and should be used if required. Management will be on the lookout for such behaviour and will deal with it promptly at a local level. Staff should report such incidents at an early stage.	Head of College, Dean of School of Learning and Teaching, HR Officer
Poor management control of workplace behaviour, management/supervisory styles, poor relationships with colleagues	Academic and related teaching staff	Staff can approach the about this. If senior management is the perceived problem, the Head of College or HR Officer can be approached	L	The College will continue to monitor behaviour of all the staff, recognising good practice and dealing with inappropriate behaviour using the University procedures.	Head of College, Dean of School of Learning and Teaching, HR Officer

### Type of Stressor: Role

*Whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles. Stress may be caused by role conflict, unclear objectives, conflict of demands or additional duties. Staff may feel that their job requires them to behave in conflicting ways at the same time. There may be confusion about how everyone fits in.*

Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
While the primary role of SLSLT academic and related teaching staff is clear, additional administrative duties can	Academic and related teaching	The SLSLT office provides the support that it can and staff are encouraged to use it. The intranet allows access to administrative	L/M	When SLSLT staff are all on one site, it will be possible to delegate work to support staff much more efficiently and easily. This should	Dean of School of Learning and Teaching,

be an issue. There is an SLSLT office that deals with much of the clerical work, but the fact that many staff are located remote from the office means that many do their own clerical work, as taking it to, and collecting it from the office is time consuming and impractical.	staff	documents from anywhere on the campus.		enable them to use their time more effectively in developing and delivering teaching programmes and in dealing with students.	academic and related teaching staff
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### Type of Stressor: Change

*How organisational change (large or small) is managed and communicated in the organisation. When an organisation is planning major change, staff are likely to be discussing job security, whether they will need to relocate, and whether their work environment or terms and conditions will change. These are all potential sources of stress.*

Stressor	Who is Affected?	Control measures	Risk	Further Action	Persons Responsible
As the College of Life Sciences has developed over the last 5 years, the roles of some academic and related teaching staff who are now involved primarily in teaching, have changed. The research activities that some of them once undertook have diminished or, in some cases, stopped altogether. The pace of advancement of knowledge in the life sciences is rapid, and keeping teaching material, particularly for senior students, up to date, while not carrying out research, is an issue.	Academic and related teaching staff	The College has now been in existence for some years and most staff have adapted to these changes. During the periods between teaching semesters, staff have the opportunity to read around their subjects and to update the material they use. The College residential symposium and seminar programme also provides an opportunity to hear about current developments in the field. Teaching staff are all affiliated to research divisions relevant to their expertise and teaching roles.	L	Staff will continue to work towards keeping up with the advances in their areas of interest.	Academic and related teaching staff
Many staff have been relocated, sometimes more than once, during the last 5 years as buildings have been emptied for refurbishment or vacated altogether.	All staff	Relocations are planned long before they happen and staff kept informed of progress. The actual moves are completed as quickly as possible and work disrupted for as short a time as possible	L/M	SLSLT will, within the next 2 years, be relocated to refurbished accommodation in the OMS/Carnelly complex. This should provide a fresh start and should improve all aspects of SLSLT work. Progress towards this relocation will be made widely known among SLSLT staff.	Head of College, Dean of School of Learning and Teaching