**Stress risk assessment**

|  | **Stress factor** | **Hazards** | **People at risk** | **Existing control measures** | **Further action** |
| --- | --- | --- | --- | --- | --- |
| **1** | **Demands** | * Concerns about the amount, difficulty and pace of the workload, e.g. the number of different tasks, the complexity and intensity of the workload including emotional demands, deadlines and targets
* Roles and responsibilities are not clearly specified within the job, e.g. up to date job description
* Staff have none or little control over the way they do their job, e.g. working to tight deadlines/targets
* Concern at demands of working with others
* Concern over working patterns including long working hours, working over contracted hours, working at home to complete work related tasks, multi-site and off site working and travelling time
* Little or no support and help available from management and colleagues
* Concern about the physical working environment, e.g. dealing with violence, abusive behaviour and lone working
 |  |  | * Institutional policies and procedures, e.g. violence at work and lone working policies and procedures.
* Analysis of workload and tasks for particular jobs leading to a workload agreement. The redistribution of workload/tasks.
* Analysis of working patterns – e.g. cuts in working hours, re allocation of tasks, an agreement on multi-site and off site working including travelling time.
* Clear job descriptions
* Adequate resources and support to carry out the job.
* Participation in decision making processes
* Work life balance initiatives, e.g. flexible working patterns
* Safe working practices document
* Timetabling structured to ensure lone working does not happen
* Allowance for offsite/multi-site working in workload agreement
* Workload agreement
* More staff to deal with high workload
* Student discipline/behaviour policy
* Agreement on maximum class sizes and maximum workshop sizes
* Breaks to be scheduled and taken
* Workload re-assessed
* Effects of insecure contracts on workers assessed. Permanent contracts encouraged.
 |
| **2** | **Control** | * Staff don't have a say about the way work is carried out, e.g. participation in decision making processes.
* The pace of work activity is driven by an external source, e.g. deadlines and targets imposed by external sources
* Staff have inadequate resources and support provided when undertaking new tasks
* Staff have no control over working hours and when breaks are taken
* Staff are not encouraged to make suggestions to improve the work environment
 |  |  | * Effective staff consultation systems in place and clear strategies to increase participation in decision making processes
* Realistic deadlines/targets
* Improvements in working patterns, e.g. control over working hours and breaks, pace of work
* Two-way communication strategies
* Allocation of resources and support for workplace changes e.g. changes to role or curriculum
* Work life balance initiatives
* Provision of information and training
* Safe working practices document
 |
| **3** | **Relation-ships** | * Unfair treatment by managers and decision makers, colleagues or others within the workplace
* Harassment of certain categories of staff based on their protected characteristic(s), e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
* Bullying, intimidation or other victimisation from managers, other staff and students
* Dealing with heavy emotional demands
* Lack of line management support
* Isolation in separate sections, e.g. no forum for staff to discuss common issues and problems
* Poor communication in the organisation – both vertical and horizontal
* Lack of social space/canteen facilities in the workplace.
 |  |  | * Harassment and bullying policy with clear links to grievance procedure and support available
* Zero tolerance campaign for unacceptable behaviours
* Grievance procedure – treated seriously and acted upon swiftly
* Clear policy on equality, diversity and inclusion and addressing equality impact across the organisation
* Better communication systems – both vertically and horizontally
* Safe working practices adopted in safe working practices document
* Establishment of cross-institutional committees to generate involvement and ownership, e.g. re-establishing academic boards
* Staff development and professional development opportunities
* Staff training to promote equality and inclusion
* Allocate sufficient time for regular staff meetings and discussion forums
* Ensure sufficient social spaces and canteen facilities
 |
| **4** | **Role** | * Lack of clarity about role
* Unclear job description
* Job changes without consultation
* Feeling undervalued by the institution
* Organisational change without consultation
 |  |  | * Clear, up-to-date job descriptions
* Analysis of job tasks and consult on re-allocation of responsibilities
* Ensure that deadlines and targets set are achievable
* Improved consultation measures
* Measures to value staff contribution
 |
| **5** | **Support** | * Over competitive culture
* Management style confrontational not supportive
* Lack of consultation with staff
* Poor communication
* Staff feel under valued
* Lack of career development/promotion routes.
* Staff given responsibility without the authority to take decisions
 |  |  | * Better communication systems in place
* Staff are consulted and participate in decision making.
* The provision of training and development opportunities for staff
* Work life balance initiatives
* Management show concern and empathy for those they manage
* Career development strategies in place
* Recognition of staff achievements
* Safe working practices procedure
 |
| **6** | **Change** | * The pace and intensity of change
* The amount of new workplace initiatives that staff have to deal with
* The provision of resources and time to manage new initiatives and change
* Job insecurity experienced as a result of restructuring, relocation, mergers, redundancies
* Feeling anxious or insecure about the future
* The impact of restructuring or cuts in resources on workload and job responsibilities
* Large increases in the number of staff on insecure contracts, agency staff
* Lack of consultation or participation in decision making processes
 |  |  | * Staff involved in the planning process before change takes place
* Staff development sessions on new workplace initiatives
* The allocation of sufficient time and resources for staff engaged in new initiatives
* Consultation about changes 'in good time' with the recognised unions
* Staff development needs analysed and acted upon
* Consultation about how jobs/roles may change as the result of reorganisation or restructuring
* Measures to ensure that workloads do not increase as a result of change
* Improved communication strategies about new developments/change
* Change management agreements
* Redundancy avoidance procedures and agreements
 |