**Stress risk assessment**

|  | **Stress factor** | **Hazards** | **People at risk** | **Existing control measures** | **Further action** |
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| **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 |