

#### Appendix B WHS Hazard and Risk Assessment Template

- This form is used when a documented risk assessment is required in accordance with Appendix A of WHSMS Handbook Chapter 3.1.
- Original risk assessments must be located in a convenient location in the local area accessible by all people affected by the risk assessment.
- Risk assessment for static hazards/tasks/activities must be forwarded to local WHS Officer/Manager for inclusion in the School/Service Division Static Risk Assessment Template.

	Static Risk No.	Assessment	Assessment	Date	Revi Date	ewed	by	Version
	To be assign Officer/Mana equivalent		25/05/2022					1.0
Name of the	Australasi	ian Actuaria	l Education &	Research	Top Residual Risk (L, M, H, E)			
Task/Activity/Area/Hazards assessed	Symposiu	m (AAERS)			I	Mediu	m 11	
Description of the activity/task & location	Activity: AAI	ERS						
		-	d Copland Lectur	re Theatre				
	Venue Capa							
		d 25 Novembe						
		5:00 and 9:00		2				
			le attending: <10 ee via registration					
		dge Catering S	•	1				
		• •	Safe plan (attach	ed)				
				t Pearson and Patric	a Dennis			
School/Service Division	ANU Colleg	e of Business	and Economics,	RSFAS				
Location and Supervisor	Location	CBE Building, Copland Theatre and HA Tank	Supervisor:	Steve Sault		Ph	612	5 4869
Risk Assessment Team	Name	Adam Butt	Email	Adam.Butt@anu.	<u>edu.au</u>	Ph	612	53580
Have you completed ANU WHS Risk Management Training? X Y IN N	Name	Patricia Dennis	Email	Patricia.dennis@	anu.edu.au	Ph	043	8884952
IF NO, DO NOT PROCEED	Name	Kerrie Lawrence	Email	whs.cbe@anu.ed	<u>u.au</u>	Ph	612	5 7754
	Name		Email			Ph		
Who are affected by this RA?		e in the location person (list belo	w)	🖂 A group/s o	f people (list b	elow)		
	Participants		ence, including Al	NU staff, speakers ar	nd other regi	stered	atten	dees.
Who are consulted on this				landatory unless there i				
<b>RA?</b> (All persons affected or their representatives needs to be consulted)		ks, CBW WHS		ering provider on how sessment and COVIE				

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WHS Legal and Other Requirements	<ul> <li>Work Health and Safety Act 2011 (Cth)</li> <li>Work Health and Safety Regulations 2011 (Cth)</li> <li>ACT Health - Covid Advice</li> <li>For other legal requirements, choose from <u>University WHS Legal and Other Requirements Matrix</u> for specific Risk Profile and corresponding requirements and <b>list them here</b>. Alternatively, you can refer to a WHSMS Handbook Chapter in this section.</li> <li>WHSMS Chapter 3.1 Hazard Management ACT Health Directives</li> <li>ANU COVID Guidelines</li> <li>Function on Campus Protocols</li> <li>Functions on Campus eForm <a href="https://eforms.anu.edu.au/Infiniti_Prod/Produce/wizard/f3ad3b59-d9c1-4984-896b-f69db764230c/">https://eforms.anu.edu.au/Infiniti_Prod/Produce/wizard/f3ad3b59-d9c1-4984-896b-f69db764230c/</a></li> </ul>
Type of RA	□ Static RA (long term and > 6 months)       - Send a copy (electronic) to WHS Officer/Manager and keep original locally near the activity/location, accessible to all people affected.         □ Dynamic RA (short term and < 6 months or once off)       - Keep the original locally (electronically or physically) near the activity/location, accessible to all people affected.

#### **Risk Assessment Instruction**

- 1. Select hazards from <u>Table 1</u> below and transfer them into the 'Hazards' column of the RA Form.
- 2. Enter where and when this hazard exists. This may include specification of during which step, this hazard exists.
- Estimate inherent risk of the hazard (without any controls in place) by using Likelihood against Consequences (defined in <u>Table 2</u>) and the ANU WHS Risk Matrix (<u>Table 3</u>). List them in 'Inherent Risk' column of the RA Form.
- 4. Develop control measures in accordance with the Hierarchy of Control Principle (Table 4) and list them in 'Control' column of the RA Form.
- 5. Estimate the residual risk of the hazard after implementing all controls. Remember that administrative control can only reduce the likelihood of an event occurring, not the consequences.
- 6. Identify any controls that are not in place as corrective actions and implement them before undertaking the activity.
- 7. Obtain approval from relevant people as identified.
- 8. Identify if this is a static risk assessment (> 6 months) or dynamic risk assessment (< 6 months).
- 9. Send a copy of the static risk assessments to WHS Officers/Managers/Equivalent Keep on file for 7 years.
- 10. Keep originals of risk assessments in close vicinity of the activities. Dynamic risk assessments can be destroyed 1 year after the activity ceases.
- 11. Review the static risk assessments and associated safe work procedures in accordance with 3.1.2.6 Step 4: Review Control Measures requirements



#### Table 1. Hazard Selection Table for Hazard Profiles

Ele	Electrical		Chemical			Noise		
$\boxtimes$	Electrical Shock (both minor and major)			Exposure to Hazardous Materials (e.g.	] [		Exposure to 85dB	
	Electrical Burns (both minor and major)			Asbestos, Lead or Mercury).	$\left  \right $		Exposure to peak	
	Overheating and fire			Other (not listed above, e.g. hazard interactions)		_	any time during th	
	Electrocution		D:-				Exposure to ototo:	
	Other (not listed above)			logical			□ > 50% of the OE	
Che	emical	1		Live animal handling (e.g. bites, allergies) Potential of uncontrolled outbreak of an	-		level	
	Airborne contaminants that poses a health		$\boxtimes$	infectious disease			exposure to ototoxic	
	hazard			Pathogen or body fluid contamination	┤┟		Exposure to vibrat	
	Flammable			Exposure to viruses including blood borne			Nuisance level of	
	Liquid Solid Gas			viruses			Other ((not listed a	
	Airborne contaminants			Infective microorganism exposure				
H	Explosive substances Self-reactive or self-heating chemicals			Exposure to communicable or infectious		Rac	liation	
	Organic peroxide or peroxide-forming			disease as a research object	-		Sealed or Unseale gamma)	
	chemicals			GMO exposure and security	┥┝		Exposure to EM R	
	Oxidising substances			Sharps and contaminated sharps	$\left  \right $		infrared)	
	Hydrofluoric acid (HF)			Biological material spillage	-		Exposure to artific	
	Corrosive			Other (not listed above)	] [		Security of sealed	
	Substances Gas Airborne		Pla	nt and Equipment			Other (not listed a	
	contaminants			Entanglement and trapping parts				
	Asphyxiate gas (e.g. CO <sub>2</sub> including dry ice, liquid N <sub>2</sub> )			Crushing, rotating and cutting parts		Erg	onomics and Ma	
	Toxic and health hazard substances			Serious burn/cold			Repetitive or susta	
	Toxic gas (e.g. Hydrogen cyanide, cyanogen)			Ejection of piece/s; shattering or fragmentation; Explosion; Implosion			Sustained awkwar	
	Respiratory irritants (e.g. engineered			Stabbing, puncturing, shearing, friction,	$\left\{ \right]$		Repetitive movem	
	nanomaterials, dust, asbestos)			abrasion			Long duration	
	Chemical spraying (e.g. agricultural, pesticides)			Lifts or suspends a load (e.g. falling objects)			High Forces	
	Chemicals requiring health monitoring (e.g.			Rollover or striking against the plant	]			
	Schedule 14 Chemicals).	-		Pressurised vessels (e.g. autoclave, boilers,			Long duration of the standing, sitting)	
	Prohibited and restricted carcinogens			steam generator)	-		Animal handling o	
	Mutagens or reproductive system hazards			Mobile lifting equipment and Elevated Work Platform (e.g. heavy load fall from height)			unbalanced/unpre	
	Hazards during storage (e.g. mixed hazards storage, dangerous when wet, temperature sensitive, heat & friction sensitive etc)			Hazardous levels of heat or vibration (generated by plant to whole or part body)		$\boxtimes$	Transfer of item(s) both hands or requipment from or	
	Mix two chemicals to form a new chemical			Potential exposure to fluids under high pressure			Repetitive, monote	
	Chemical spill – Controlled or uncontrolled			Other (not listed above)	'		1	

# (A) LAeq, 8h noise level of 130 dB(C) ne work activity xic chemicals: EL of the chemical at any noise noise level but any level of chemicals tion & ototoxic chemicals noise causing discomfort above) ed sources (alpha, beta or adiations (e.g. X-ray, UV, ial radiation (e.g. laser) and unsealed sources bove) nual Tasks ained forces rd static postures ents he same posture (e.g. r handling dictable load up or down stairs, using uiring the use of lifting ne level to another onous work, at a high pace

#### **Duress and Security Stress** Personal life threat e.g. violence behaviou attacking with knives, guns, clubs, or any type of weapon Personal threat e.g. aggressive behaviour, physical abuse, assault (includes home vis public interview) $\boxtimes$ Verbal abuse, threat Sexual assault/Raping $\boxtimes$ Bomb threat or unidentified package Throwing objects, pushing, shoving, trippir grabbing, kicking, hitting Contact with body fluid (e.g. biting, spitting scratching) Kidnaping in a public location while conducting interviews Unauthorised persons gained access to a $\boxtimes$ building Other (not listed above) Public Safety Uncontrolled spread of hazardous materia П to public Uncontrolled spread of GMO, communicat or infectious disease to public Natural disaster e.g. earthquake, flood, bushfire Explosion of liquid nitrogen tanks or other $\Box$ tanks that would injure public Loss of radioactive sources that are potentially hazards to students and public Hazardous wastes going into drinking water/public river/public sewage Use of industrial robots or University designed robots Use of VR, AI or emerging technology on experiment participants Provide experiment participants with confronting materials that would cause traumatic events Supply/inject/apply substances (e.g. alcoh chemical, S4-S9 drugs) to experiment participants

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walkways or

obstructing people's view of vehicles

#### Public Safety

	Other (not listed above)
Phy	sical/Environmental
	Animals (e.g. hazardous wild animals, bees, snakes)
	Confined space entry (e.g. pit, tank, silo, entry through a hatch)
	Fall from a height (e.g. ladder, elevated platform, cliff, scaffolding)
	Fire (potential for uncontrolled fire due to ignition sources)
	Flying or moving items/plant/vehicles, falling object(s)
	Hazardous terrain or environment including wet/slippery surfaces
	Lighting/visibility is compromised and hazardous
	Exceedingly strong lighting both natural and artificial
	Glare and reflections
	Temperature or weather extremes (e.g. hypothermia, major burns)
	Difficult to access work site,
	or a rescue effort would be difficult in the event of an emergency
	Poor air quality or ventilation at work
	Insufficient/poor amenities (e.g. toilets, lunch area, breakout area, air-conditioner)
$\boxtimes$	Fall on same level (e.g. slip, trip, wet or unstable surface)
	Other (not listed above)
Traf	fic Safety
	Lack of separation of vehicles, delivery drivers and pedestrians
	Lack of physical barriers to prevent interaction between vehicles, delivery drivers and pedestrians
	Vehicles queue in a way that could create risks to pedestrians, for example crossing



Traf	fic Safety
	Routes are not wide enough to separate vehicles and pedestrians
	Vehicles and pedestrians frequently interact
	Activities done close to public areas (e.g. students coming out from a School building)
	Unsuitable road conditions, uneven terrains, unregulated road routes
	Certain times of higher traffic volumes or interactions between vehicles, delivery drivers and pedestrians
	Poor lighting, visibility, shade or glare
	Potential contact with stationary objects e.g. overhead structures, stationary plant or stored or discarded items.
	Blind spots at the workplace caused by stationary equipment and vehicles and other areas of poor visibility or low lighting levels
	Other hazards e.g. noise, emissions or falling objects surrounding the building
	Pedestrian routes are not designed so pedestrians will not take short cuts
	Intersections and bottleneck areas around driveways and entrances
	'Blind' or convex corners
	Lack of disabled access to and within a workplace
	Workers are not aware of insurance policy or emergency procedure on road
	Lack of maintenance of bikes and cars provided to workers
	Use of personal vehicle or bikes for work activities
	Other (not listed above)
Eve	nt Specific
$\boxtimes$	Access to the event is restricted/controlled
$\boxtimes$	Amenities, including disabled amenities inadequate/insufficient
	Amusement structures/rides/inflatable structures
	Animals and wildlife
	BBQ using gas bottles
	Children under the age of 18 are part of the event or attending
	Hit by a vehicle (e.g. moving cars in proximity to pedestrians)
	Held in a remote area, difficult to access site)

	· · · ·
Eve	nt Specific
$\boxtimes$	Crowding
	Communication problems/co-ordination of information/alerts
	Fatigue e.g. duration of the event, extreme heat
	Liquor license
$\boxtimes$	Medical emergency, difficult to administer or obtain first aid gain assistance e.g. access to medical facilities
	Scaffolding more than 4m in height
$\boxtimes$	Food services and preparation
	High risk work licence required in accordance with WHS Regs
High	n Risk Travel
	Risk of kidnapping in this city/region
	Current civil unrest/political tension
	Violent crime
	Threat of attack from bordering nations
	Region affected by natural disaster
	Threat of regional disputes spreading
	Heightened risk terrorist attacks can occur
	Health risks from insect borne disease
	Health risks from water borne disease
	Health risks from other infectious disease in the destination countries
	Threat of assault and sexual assault in foreign countries
	Travel by some roads restricted due to risks
	Risk of violence or discrimination based on gender or LGBTI identity
	Unpredictable and potentially volatile security situation
	Other (not listed above)
Wo	rking Away from Campus
	Lack of appropriate communication tools/aid
	Lack of tracking to know where the person is
	Remote or isolated work locations

Use of poorly maintained vehicles or use of personal vehiclesImage: Standing	Wo	king Away from Campus
Image: constraint of the second se		
Campus         Duress situations including being threatened by the public         Poorly set-up/resourced offsite workspace         Social isolation and lack of day to day support         Loss of usual health/self-care routines such as exercise and sleep         Other (not listed above)         Psychosocial         Environmental – Workplace not compliant with WHS requirements         Environmental – Poor air quality, high levels of noise, extreme temperatures         Environmental – Cother: please list         Organisational – High yokloads, time pressure, fast work pace         Organisational – High workloads, time pressure, fast work pace         Organisational – Direct exposure to traumatic events at work         Organisational – Direct exposure to traumatic events at work         Organisational – Shift work, casual employment, afterhours work, fatigue management         Organisational – Frequently working in unpleasant conditions		Wildlife or animals
□       by the public         □       Poorly set-up/resourced offsite workspace         □       Social isolation and lack of day to day support         □       Loss of usual health/self-care routines such as exercise and sleep         □       Other (not listed above)         Psy-tosocial       Environmental – Workplace not compliant with WHS requirements         □       Environmental – Poor air quality, high levels of noise, extreme temperatures         □       Environmental – Lack of WHS consideration for unsafe plant         □       Environmental – Other: please list         □       Organisational – High job demand, long working hours         □       Organisational – High workloads, time pressure, fast work pace         □       Organisational – High emotional effort responding to distressing situations and to aggressive colleagues or students         □       Organisational – Direct exposure to traumatic events at work         □       Organisational – Indirect exposure to traumatic events at work         □       Organisational – Shift work, casual employment, afterhours work, fatigue management         □       Organisational – Frequently working in unpleasant conditions         □       Organisational – Low job demands, too little to do, monotonous tasks		
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unpleasant conditions         Organisational – Low job demands, too little to do, monotonous tasks		employment, afterhours work, fatigue
to do, monotonous tasks		
Organisational – Low job control		
		Organisational – Low job control

Psy-tosocial         Organisational – Poor support, including emotional support, from employer, colleagues and managers         Organisational – Workplace bullying, aggression, harassment and sexual harassment, discrimination etc         Supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – Norkplace conflicts         Organisational – Poor relationship between supervisors/line management sport actual lack of fairness, equity and diversity, discrimination against community groups or members (e.g. LGBTQI)         Organisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job roles         Organisational – Poor organisational change management; poor consultation in change management; poor consultation in change management         Organisational – Nov recognition and reward; low recognition in high WHS performance         Organisational – No standardised WHS management practices across the University isolated work         Organisational – No standardised WHS managers, colleagues or managers         Maintage work       Org		
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aggression, harassment and sexual harassment, discrimination etcOrganisational – Poor relationship between supervisors/line managers and staff or HDR students or other workersOrganisational – Poor relationship between supervisors/line managers and staff or HDR students or other workersOrganisational – Poor relationship between supervisors/line managers and staff or HDR students or other workersOrganisational – Poor relationship between supervisors/line managers and staff or HDR students or other workersOrganisational – Poor relationship between supervisors/line managers and staff or HDR students or other workersOrganisational – Por relationship between sugervisors/line managers and staff or HDR students or other workersOrganisational – Perceived or actual lack of fairness, equity and diversity; discrimination against community groups or members (e.g. LGBTQI)Corganisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job rolesOrganisational – Low role clarity; uncertainty about change management; poor consultation in change management performanceOrganisational – Low recognition and reward; low recognition in high WHS performanceOrganisational – No standardised WHS management practices across the UniversityOrganisational – No standardised WHS management practices across the UniversityOrganisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managersIndividual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsib		emotional support, from employer, colleagues
supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – Poor relationship between supervisors/line managers and staff or HDR students or other workers         Organisational – workplace conflicts         Organisational – Perceived or actual lack of fairness, equity and diversity; discrimination against community groups or members (e.g. LGBTQI)         Organisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job roles         Organisational – Poor organisational change management; poor consultation in change management         Organisational – Low recognition and reward; low recognition in high WHS performance         Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation         Organisational – No standardised WHS management practices across the University         Organisational – No standardised WHS management practices across the University         Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers         Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.         Individual – SELT Aggression or abuse towards teaching staff from students		aggression, harassment and sexual
<ul> <li>supervisors/line managers and staff or HDR students or other workers</li> <li>Organisational – workplace conflicts</li> <li>Organisational – Perceived or actual lack of fairness, equity and diversity; discrimination against community groups or members (e.g. LGBTQI)</li> <li>Organisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job roles</li> <li>Organisational – Poor organisational change management; poor consultation in change management</li> <li>Organisational – Low recognition and reward; low recognition in high WHS performance</li> <li>Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – No standardised WHS management practices across the University managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		supervisors/line managers and staff or HDR
Organisational – Perceived or actual lack of fairness, equity and diversity; discrimination against community groups or members (e.g. LGBTQI)         Organisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job roles         Organisational – Poor organisational change management; poor consultation in change management         Organisational – Low recognition and reward; low recognition in high WHS performance         Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation         Organisational – No standardised WHS management practices across the University         Organisational – Frequent remote and/or isolated work         Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers         Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.         Image:       Teaching – SELT Aggression or abuse towards teaching staff from students		supervisors/line managers and staff or HDR
<ul> <li>fairness, equity and diversity; discrimination against community groups or members (e.g. LGBTQI)</li> <li>Organisational – Low role clarity; uncertainty about changes or frequent changes to tasks and work standards; conflicting job roles</li> <li>Organisational – Poor organisational change management; poor consultation in change management</li> <li>Organisational – Low recognition and reward; low recognition in high WHS performance</li> <li>Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		Organisational – workplace conflicts
<ul> <li>about changes or frequent changes to tasks and work standards; conflicting job roles</li> <li>Organisational – Poor organisational change management; poor consultation in change management</li> <li>Organisational – Low recognition and reward; low recognition in high WHS performance</li> <li>Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		fairness, equity and diversity; discrimination against community groups or members (e.g.
<ul> <li>change management; poor consultation in change management</li> <li>Organisational – Low recognition and reward; low recognition in high WHS performance</li> <li>Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		about changes or frequent changes to tasks
<ul> <li>reward; low recognition in high WHS performance</li> <li>Organisational – Poor organisational justice; inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		change management; poor consultation in
<ul> <li>inconsistent application of policy and procedures; bias on resource allocation</li> <li>Organisational – No standardised WHS management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		reward; low recognition in high WHS
<ul> <li>management practices across the University</li> <li>Organisational – Frequent remote and/or isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		inconsistent application of policy and
<ul> <li>isolated work</li> <li>Organisational – Violent events such as robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		
<ul> <li>robbery, assault, being threatened by managers, colleagues or managers</li> <li>Individual – innate susceptibility to stress; disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		
<ul> <li>disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation, relationship status.</li> <li>Teaching – SELT Aggression or abuse towards teaching staff from students</li> </ul>		robbery, assault, being threatened by
towards teaching staff from students		disabled worker; pre-existing mental and/or physical conditions; age and experience of worker, external stressors eg carer responsibilities, financial situation,
Other (not listed above)		
		Other (not listed above)

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# agues

#### COVID-19

Common Controls associated with COVID-19  $\boxtimes$ (Appendix B.1) Other (not listed above)

Other Hazard Profiles not listed above

Please identify in the Hazard Profile here and hazards in the form below

No hazards are identified. No Risk Assessment is required.



Risk Assessment							
Hazards	Inherent Risl	(		Control Measures	Residual Ris	k	
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating
Electrical Electric Shock Where can the hazard present: While using electrical equipment during events When can the hazards present: Use of faulty equipment/appliances Use of Poorly Maintained equipment Use of uncertified electrical equipment/appliances	Unlikely	Major	High (17)	Elimination <ul> <li>N/A</li> </ul> Isolation <ul> <li>N/A</li> </ul> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>All electrical equipment taken to the venue for use must to be tested and tagged</li> <li>Inspect electrical cords/appliances for damage prior to use</li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul> </li>	Rare	Major	Medium (11)

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<ul> <li>Biological</li> <li>Potential of uncontrolled outbreak of an infectious disease</li> <li>COVID-19 virus – exposure to infection (community transmission) – individual behaviours.</li> <li>Where can the hazard present: During functions and events</li> <li>When can the hazards present: Risk of person having been in contact with a person infected with a virus, including the coronavirus, attending an event and spreading the virus.</li> </ul>	Lilkely Moderate	High (13)	<ul> <li>Community vaccination rates are greater than 90% in the ACT. Participants that travel from outside ACT must comply with COVID travel requirements including tests and quarantine requirements.</li> <li>Elimination <ul> <li>Monitor Public Health Advice.</li> <li>Monitor ANU Advice.</li> <li>Cancel event if advised.</li> <li>Staff/Participants who are unwell are excluded from the event.</li> <li>People with COVID-like symptoms are excluded from the event and must get tested unless otherwise directed by ACT Health.</li> </ul> </li> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Isolation</li> <li>Individuals who test positive for COVID-19 via a RAT or PCR test must isolate for at least 7 days in accordance with jurisdictional public health directions or orders.</li> <li>As per local health advice</li> </ul> <li>Engineering <ul> <li>Ventilation enhancements have been made to teaching spaces which are used for this event</li> <li>Open windows where applicable.</li> <li>Use of hand sanitizer, available on entry to building and common areas</li> <li>Check in using QR Codes at the registration or in line with the ACT Health policy</li> </ul> </li> <li>Administration <ul> <li>All individuals regularly assess their exposure risk and respond as detailed on the ACT and NSW health websites. Follow University COVID-Safe Plan</li> </ul> </li>	Unlikely	Minor (vaccinated participant) Moderate (unvaccinated participant)	Medium (6) )Vaccinated Participants Medium (8) (Unvaccinated Participants)
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 WHSMS Handbook Chapter 3.1 Hazard Management - Appendix B WHS Hazard and Risk Assessment Template

 Approved by: Associate Director, Work Environment Group

 Release Date: 10 March 2022
 Review Date: 30 June 2022

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Risk Assessment							
Hazards	Inherent Risk	(		Control Measures	Residual Ris	k	
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating
				<ul> <li>Participants who test positive must notify the event organiser and via the <u>ANU COVID-19 Positive</u> <u>Notifications Form.</u> ANU staff should also notify their local area or supervisor as soon as possible.</li> <li>Attendance by registration only</li> <li>Adhere to venue Covid-19 protocols and guidelines</li> <li>Adhere to ANU hazard and Risk Assessments and protocols including University COVID-19 Guidelines as updated</li> <li>A copy of risk assessment and COVID officers certificates made available at the venue during the function</li> <li>Wash hands regularly and carry hand sanitiser</li> <li>Maintain appropriate physical distancing in line with relevant ACT and ANU policy at the time of the event.</li> <li>Maximum room capacity limits</li> <li>PPE</li> <li>As per ANU advice</li> <li>Masks as advised by the venue</li> </ul>			

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Risk Assessment	Risk Assessment								
Hazards	Inherent Risk	Ι		Control Measures	Residual Ris	k			
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating		
Ergonomics and Manual Tasks Transfer of item(s) up or down stairs, using both hands or requiring the use of lifting equipment from one level to another Where can the hazard present: While moving items from between levels. Setting up equipment When can the hazards present: While transporting and setting up functions and events	Unlikely	Major	High (15)	<ul> <li>Elimination <ul> <li>N/A</li> </ul> </li> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>A trolley will be used if necessary to transfer heavy items</li> <li>Building lift or ramp to be used (not stairs) to transport equipment to the function room.</li> <li>Two-person lift to lift any heavy equipment or furniture.</li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul> </li> </ul>	Rare	Major	Medium (11)		

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Risk Assessment							
Hazards	Inherent Risk	(		Control Measures	Residual Risk		
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating
Duress and security stress verbal abuse, threat Physical threat, contact with bodily fluid, bomb threat Unauthorised persons gaining access to building	Possible	Moderate	High (15)	Elimination N/A Substitution N/A Isolation N/A Engineering N/A Administration Call ANU campus security 612 52249. Call Police on 000 if required or concerned for personal safety. PPE N/A	Unlikely	Moderate	Medium (8)

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Risk Assessment	Risk Assessment							
Hazards	Inherent Risk			Control Measures	Residual Risk			
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating	
<ul> <li>Physical/Environmental Fall on same level (e.g. slip, trip, wet or unstable surface)</li> <li>Where can the hazard present: Stairs or hard surfaces</li> <li>When can the hazards present: Guests spilling drinks or dropping food on hard floor surfaces</li> </ul>	Likely	Moderate	High (16)	<ul> <li>Elimination <ul> <li>N/A</li> </ul> </li> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>Visual inspection will occur prior to the event commencing to ensure any slip or trip hazards, or wet or unstable surface issues are addressed.</li> <li>The RSFAS supporting staff will notify venue to clean up any spillages or other potential trip hazards when identified.</li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul> </li> </ul>	Unlikely	Moderate	Medium (8)	

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Risk Assessment							
Hazards	Inherent Risk	(		Control Measures	Residual Risk		
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4). List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.	Likelihood	Consequence	Risk rating
Event Specific Crowding Where can the hazard present: Entry and exiting the building When can the hazards present: Beginning and End	Unlikely	Minor	Medium (6)	Elimination • N/A Substitution • N/A Isolation • N/A Engineering • N/A Administration • Location for event has been selected based on number of people anticipated. PPE • N/A	Rare	Minor	Low (3)

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Risk Assessment							
Hazards	Inherent Risk			Control Measures	Residual Risk		
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	<ul> <li>When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4).</li> <li>List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.</li> </ul>	Likelihood	Consequence	Risk rating
Event Specific Communication problems/co- ordination of information/alerts Where can the hazard present: During event When can the hazards present: If an evacuations was to occur during event	Possible	Minor	Medium (9)	<ul> <li>Elimination <ul> <li>N/A</li> </ul> </li> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>RSFAS event supporting staff will call 000 in an Emergency, and then will call ANU Security on 612 52249</li> <li>RSFAS event supporting staff will be onsite to assist the venue with evacuation instructions and assistance in the case of an emergency.</li> <li>ANU Security can be called on to assist if required.</li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul> </li> </ul>	Unlikely	Minor	Medium (6)

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Risk Assessment							
Hazards	Inherent Risl	k		Control Measures	Residual Risk		
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	<ul> <li>When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4).</li> <li>List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.</li> </ul>	Likelihood	Consequence	Risk rating
Event Specific Medical emergency, difficult to administer or obtain first aid gain assistance e.g. access to medical facilities Where can the hazard present: Person suffering personal medical crisis while attending functions, no access to first aid assistance or medical assistance When can the hazards present: If no first aid assistance available during function	Unlikely	Major	Medium (17)	Elimination <ul> <li>N/A</li> </ul> Substitution <ul> <li>N/A</li> </ul> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>RSFAS event supporting staff will call emergency services on 000 in the event of an emergency.</li> <li>ANU Security can be called on to assist if required</li> <li>First aid officers onsite <ul> <li>AED available</li> </ul> </li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul></li>	Rare	Major	Medium (11)

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Risk Assessment							
Hazards	Inherent Risl	(		Control Measures	Residual Ris	k	
Also list where and when can the hazards present?	Likelihood	Consequence	Risk rating	<ul> <li>When control a hazard, always follow Hierarchy of Control Principle to go to the highest possible control before moving to less effective controls (see Table 4).</li> <li>List the control category and the controls below. Do the same for all other hazards. For any controls that are not in place, fill in the Actions table on the next page.</li> </ul>	Likelihood	Consequence	Risk rating
Event Specific Food services and preparation Where can the hazard present: At the venue. When can the hazards present: During food service	Unlikely	Major	Medium (17)	<ul> <li>Elimination <ul> <li>N/A</li> </ul> </li> <li>Substitution <ul> <li>N/A</li> </ul> </li> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Isolation <ul> <li>N/A</li> </ul> </li> <li>Engineering <ul> <li>N/A</li> </ul> </li> <li>Administration <ul> <li>No alcoholic beverages will be provided for on-campus catering (soft drinks only)</li> <li>Guests will be reminded to sanitise hands and to social distance.</li> <li>Caterers' Covid safe plan</li> <li>Covid safe officer designated to monitor food service.</li> <li>RSFAS event supporting staff call emergency services on 000 in the event of an emergency.</li> <li>First aid officers onsite</li> <li>AED available</li> </ul> </li> <li>PPE <ul> <li>N/A</li> </ul> </li> </ul>	Rare	Major	Medium (11)

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Actions									
The activity must not be commenced unti	The activity must not be commenced until all controls are in place.								
List below which controls are currently not in	List below which controls are currently not in place, who will implement them and by when. Add additional rows as needed.								
List of Controls not in place	List of Controls not in place Who is to implement them? Timeframe Date Completed								
Request a copy of the venue COVID Safe plan	RSFAS event supporting staff – Grant Pearson	By 1 June 2022 - Prior to registering the event	25 May 2022						
Visual inspection to occur prior to the event commencing to ensure any slip, trip wet or unstable surface issues are addressed.	RSFAS event supporting staff – Patricia Dennis and Grant Pearson	By 17 November 2022 - 4/5 days prior to the event commencement time							
Visual inspection to occur prior to the event commencing to ensure any slip, trip wet or unstable surface issues are addressed.	RSFAS event supporting staff – Donna Webster, Grant Pearson and Patricia Dennis	On the day (ie 24 and 25 November 2022) - Prior to the event commencement time							
ANU and ACT health Alerts to be reviewed prior to the event. Any additional advice to be implemented.	RSFAS event supporting staff – Grant Pearson	By 17 November 2022 - A week prior and the day of the event if alert level is likely to change							

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If the level of residual risk is assessed as high or extreme,

- 1. Stop the activity immediately; AND
- 2. Tag out the plant/equipment; and/or
- 3. Secure any chemical; and
- 4. Implement, or seek advice from WHS Officer or Subject Matter Experts to implement, additional controls to reduce the residual risk further to medium [Supervisor signature required];
- If the above is absolutely not possible, seek approval from relevant authority (High School/Division Director/College Dean; Extreme COO).
   NOTE: Approval will only be granted in exceptional circumstances after consultation with Associate Director, WEG and/or a Subject Matter Expert. See Chapter 3.1 for details.

Worker co	onducted RA		Student con	Student conducted RA			
Residual Risk Level	Authority required	Signature and date	Residual Risk Level	Authority required	Signature and date		
Low	Author of RA		Low	Supervisor			
Medium	Supervisor	Steve Sault 8/6/2022	Medium	Supervisor			
High	School/Service Division Director		High	School/Service Division Director			
	College Dean			College Dean			
Extreme	C00		Extreme	CO0			

#### Approval required

WHS Review: Andrew Martin

Date: 1 June 2022

WHSMS Handbook Chapter 3.1 Hazard Management - Appendix B WHS Hazard and Risk Assessment Template

Approved by: Associate Director, Work Environment Group

Release Date: 10 March 2022Review Date: 30 June 2022This process is uncontrolled after printing.

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Review for any ACT Health or Australian National University updates prior to the event.

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#### Table 2.1 Likelihood Table

Ranking	Description	Probability or frequency of event happening
Almost certain	The hazard is expected to lead to an event in most circumstances at the University	A daily to monthly occurrence
Likely	The hazard could lead to an event in most circumstances at the University	Between monthly to yearly occurrence
Possible	The hazard has led to an event at some time at the University	Occurs once between 1 to 5 years
Unlikely	The hazard could lead to an event at some time	Occurs once between 5 to 20 years
Rare	The hazard may lead to an event in exceptional circumstances	Occurs once between 20+ years

#### Table 2.2 Consequences Table

Ranking	Injury, Illness or Disease	Plant, Equipment and materials	Environment
Catastrophic	Fatality / fatalities or permanent disability. Permanently unable to work	Destroyed or cannot be reused	Long term permanent effect to ecosystems. Significant intervention required to remediate
Major	Requiring extensive medical treatment such as hospitalisation as in patient and possibly a Notifiable Incident LTI >1 week	Damage requiring repairs/rebuild and possible recertification prior to reuse, lost use for one or more days	Notification to environmental agency, ecosystem will need time to recover, intervention required to remediate
Moderate	Minor medical treatment injury, such as treated by a health professional, hospital outpatient, no potential to be a Notifiable Incident LTI < 1 week and can return to normal duties	Damage requiring a repair/service by a trade/technician within the day	Contamination event that does not impact on ecosystem. Short impact does not need intervention
Minor	Injury needing significant first aid treatment and can return to work within shift	Equipment able to be reset or gotten back into operation by the operator	Minor contained contamination ceasing when the short event is over, can remediate (e.g. spill kit)
Insignificant	Report only, no injury OR minor first aid (e.g. bandaid); short- term discomfort	Report only, no damage	Report only, no contamination



#### Table 3 ANU WHS Risk Matrix

	Insignificant	Minor	Moderate	Major	Catastrophic
Almost certain	Medium (10)	High (14)	Extreme (21)	Extreme (22)	Extreme (25)
Likely	Medium (7)	High (13)	High (16)	Extreme (20)	Extreme (24)
Possible	Low (4)	Medium (9)	High (15)	High (18)	Extreme (23)
Unlikely	Low (2)	Medium (6)	Medium (8)	High (17)	High (19)
Rare	Low (1)	Low (3)	Low (5)	Medium(11)	Medium (12)

#### Table 4. Hierarchy of Control

Level	Examples	Effectiveness
Elimination	<ul> <li>Remove the hazards completely</li> <li>Cease the activity</li> <li>Dispose of unwanted hazardous chemicals or plant etc</li> <li>Individuals with COVID symptoms are not allowed at work, attend classes or be present on campus, and must get tested (remain isolated until test result is</li> </ul>	Most Effective
Substitution	<ul> <li>negative)</li> <li>Use less hazardous chemicals</li> <li>Use safer plant equipment</li> <li>Use handset instead of telephone</li> <li>Move smaller weight loads instead of large weight</li> <li>Remote teaching, learning and meetings (COVID)</li> </ul>	
Isolation	<ul> <li>Outdoor gathering and functions (COVID)</li> <li>Physical separation from the hazard by distance or complete shielding</li> <li>Install guard rails around edges and holes to floors</li> <li>Move workers to a new room away from hazardous noise</li> <li>Maintain physical distancing in line with current state/territory requirements (COVID)</li> <li>Hire sufficient vehicles to ensure physical distancing during field trip (COVID)</li> </ul>	
Engineering Control	<ul> <li>Use ventilation system</li> <li>Use fume cupboard when working with hazardous chemicals</li> <li>Install guarding around rotating and crushing parts</li> <li>Use trolley or hoist to lift heavy loads</li> <li>Use duress alarm system while doing home interview or offsite field work</li> <li>Up to date COVID vaccination (COVID)</li> <li>Access to hand sanitiser/wash (COVID)</li> </ul>	Least
Administrative Control		

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	Permit to Work system [See section 3.1.3.3]		
	Signage		
	QR Check-in system (COVID)		
Personal	Lab coat		
Protective	Safety glasses/face shield		
Equipment	Gloves/cryogenic gloves		
(PPE)	Respirators/Masks (e.g. P2/N95 for COVID protection)		
	Personal hearing protectors		

#### Table 5 Risk Assessment and SWP review timeframe

Use this Table to determine risk assessment and safe work procedure review timeframe and frequency and put in the front of the risk assessment.

Residual Risk	Review Frequencies	uency	What to do during the review.
Extreme	6 monthly	And/or After an incident where deficiencies in identifying or controlling hazards	Stop work. Review the control measures and introduce additional control measures to reduce the residual risk to Medium as a maximum.
High	Annually	have been observed When changes to the activity need to occur	Stop work. Review the control measures and introduce additional control measures to reduce the residual risk to Medium as a maximum.
Medium	Two yearly	When significant changes (e.g. renovation) to the workplace need to	Review the control measures.
Low	Three yearly	occur When HSRs request a review	Review the control measures.