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| **Business Unit:** | | **Risk Assessment Ref:** | | | | |
| **Activity Title: Stress Risk Assessment for** (*state Business Unit or Team Name/Job Family*) | | | | | | |
| **Activity Outline:** This risk assessment is primarily to be used as a Business Unit Work-Related Stress Risk Assessment. It can also be used for individual teams or job families within a Business Unit where additional risks have been identified outside those covered for the overall Business Unit. In such cases, one Stress Risk Assessment per specific group should be completed by the relevant manager. Please refer to Work-Related Stress Policy (SAF-POL-STR) for more guidance.  **Action Plans**  Where actions/practical solutions have been identified these must be captured as part of your action planning process. Actions are to be recorded on the **Dashboard** as part of your **Workplace Stress and Wellbeing Audit.**  NB: If your school/department has not yet undertaken the survey but wants to complete a Work-Related Stress Action Plan please contact the [Health and Safety Department](mailto:BB-Safety-Office%20%3cBB-Safety-Office@exmail.nottingham.ac.uk%3e) who will provide you with an interim action plan template.  **N.B Stress Survey Results: On completion of the Stress Survey please identify what additional local findings/actions have/will be put in place** | | | | | | |
| **Those at risk / affected parties**  **In order for these more ‘at risk’ groups of teams/job families to be identified the following data/evidence sources should be considered**   * Staff survey results (Engagement, Wellbeing, Stress or other relevant University or local surveys) * Sickness absence data * Staff turnover rates * Exit interviews * Number of referrals to occupational health * Information from existing staff forums/meetings/121 discussions * Significant pressure points within academic year * Significant changes to team | | | | | | |
| Have the above data/evidence sources been considered? | | | Yes |  | No |  |
| Please list individual teams/job families that have been identified as requiring their own stress risk assessment: | | | | | | |
| **Author (Produced original master risk assessment)**  Name: Health and Safety Department | Signature: Alice Smith | | Date: Jan 2024 | | | |
| **Risk Assessor (Has reviewed master and adapted to team/job family as required)**  Name: | Signature: | | Date: | | | |
| **Responsible Person / Line Manager Approval**  Name: | Signature: | | Date: | | | |
| **Review Period:** | **Related procedure references or links:** | | | | | |

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| **Stress Risk Factors** | **Risk Evaluation**  **(H, M, L)** | **Standard Control Measures**  **(University Policy and Standards and expectations)** | **Local Control Measures**  After local consultation, provide details of your control measures in response to the questions shown below. If details are missing or not to standard, then action will be required | **Risk Evaluation with controls**  **(H, M, L)** | **Tick where action required**  **(add to action plan on dashboard)** |
| **Demands** | | | | | |
| **Workload**  *demands in relation to the agreed hours of work are not adequate or achievable* |  | [HR Website](https://www.nottingham.ac.uk/hr/index.aspx)  Awareness and compliance with University Policy and Guidance  [Appraisal and Development Conversations (ADC) process](https://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/index.aspx), incorporating regular conversation and feedback  [Workload Planning Framework](https://uniofnottm.sharepoint.com/sites/HRManagementInformationSystemsTeam/SitePages/Workload-Planner.aspx) for academic staff  Workplace risk assessments in place  [Learning and Development](https://www.nottingham.ac.uk/hr/services/professional-development.aspx)  - staff training/coaching/supervision  [Leadership and Management Academy](https://www.nottingham.ac.uk/hr/services/professional-development.aspx) – supporting leaders  [Guide on work life balance](https://www.nottingham.ac.uk/hr/guidesandsupport/worklifebalance/index.aspx)  [Dignity at Nottingham Policy](https://www.nottingham.ac.uk/hr/guidesandsupport/complaintsgrievanceanddignity/index.aspx)  DSE Assessments  [Report and Support](https://reportandsupport.nottingham.ac.uk/) | How do you organise roles with achievable and realistic demands in mind?  How do you ensure that staff are not spread too thinly or a single point of failure?  Do you hold regular meetings to discuss workloads and anticipated changes? |  |  |
| **Competency**  *where skills and abilities are not matched to the job demands* |  | How do you match demands to staff skills and abilities?  How do you ensure that employees have sufficient resources including time, equipment, expertise?  Do you provide training to help staff prioritise? |  |  |
| **Working Patterns** *like shifts, tight deadlines, or excessive hours expected* |  | How do you ensure that repetitive and monotonous work kept to a minimum?  Do you talk to employees to understand workloads and pinch point? |  |  |
| **Physical environment or**  **violence**  *and concerns*  *not addressed* |  | How do you ensure the physical work environment is comfortable?  How do you ensure that staff are safe from exposure to the threat of physical violence or verbal abuse? |  |  |

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| **Control** | | | | | |
| **Inappropriate pace of work**  *Lack of control of pace of work, e.g. say when breaks can be taken* |  | [HR website](https://www.nottingham.ac.uk/hr/index.aspx)  Awareness and compliance with University Policy and Guidance that effects control (e.g., Flexible Working Policy, Performance at Work)  Learning and Development  Appraisal and Development Conversations (ADC)  Working in partnership with [Trade Unions and Consultative Committees](https://www.nottingham.ac.uk/hr/guidesandsupport/tradeunionsandconsultativecommittees/index.aspx) | How do you ensure employees have reasonable control over their pace of work?  How do you ensure employees have reasonable control over their work pattern and ability to take breaks? |  |  |
| **Skills**  *Lack of encouragement to use and develop skills and initiative in work* |  | How do you encourage employees to use their existing skills and initiative to do their work?  How do you ensure employees encouraged to develop new skills to help them undertake new and challenging pieces of work? |  |  |
| **Work Patterns**  *Poor consultation over work patterns* |  | How do you ensure employees have a reasonable say about how their work is organised and undertaken? |  |  |

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| **Support** | | | | | |
| **Colleagues**  *Inadequate support from colleagues* |  | Awareness and compliance with University Policy and Guidance (e.g., Sickness Absence Policy, Special Leave Policy, Flexible Working Policy)  Range of Support and advice from the HR website and [Staff Wellbeing](https://www.nottingham.ac.uk/hr/your-benefits/your-wellbeing/staff-wellbeing.aspx) webpages and [Wellbeing News](https://uniofnottm.sharepoint.com/sites/wellbeing-news) site  [Leadership and Management Academy](https://www.nottingham.ac.uk/hr/services/professional-development.aspx) – supporting leaders  Occupational Health Service  University Counselling Service  Network of Mental Health First Aiders  Employee Assistance Programme  Online mental health service- *‘****togetherall’***  Regular communications to all staff  Range of [staff support networks](https://www.nottingham.ac.uk/staff-networks/index.aspx) available e.g., Carers’ Network, Women’s Staff Network, Disability Staff Network  [Manager Mental Health Support Guide](https://assets.bupa.co.uk/~/media/files/mms/bins-00814) | How do you ensure that staff can provide support to their colleagues if required?  Do you seek examples of how staff would like to have support from colleagues- can these be adopted? |  |  |
| **Managers**  *Inadequate support from managers* |  | Are regular team meetings held?  Is the topic of work-related stress/emerging pressures discussed during team meetings?  Do you seek examples of how people would like to have support from managers – can these be adopted?  How do you ensure staff know how to access managerial support?  How do you ensure staff are encouraged to seek support at an early stage?  How do you ensure staff are supported when undertaking new tasks? |  |  |
| **Support available and accessible**  *unaware of support available or how to access it* |  | Do staff know what support is available to them?  Do employees know how to **access resources** required to do their job?  Do you ensure that there is access to TUs and info readily available about how to join and/or contact local reps?  How do you disseminate information about other support e.g., Occupational Health, Relevant Policies and Benefits?  Are staff allowed to access appropriate training? |  |  |

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| **Support Continued…** | | | | | |
| **Feedback**  *Regular and constructive feedback not received* |  | [Appraisal and Development Conversations (ADC) process](https://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/index.aspx), incorporating regular conversation and feedback | How do you ensure that all staff have had Appraisal and Development Conversations (ADC)?  Do staff have the opportunity for regular meetings with their line managers? |  |  |

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| **Relationships** | | | | | |
| **Behaviours**  *Unacceptable behaviours, conflict and low morale* |  | Awareness and compliance with University Policy and Guidance that effects relationships (HR website  e.g., Grievance Procedure, Dignity at Nottingham Policy, Complaints Procedure)  Our [University Values](https://www.nottingham.ac.uk/strategy/values.aspx)  [Report and Support](https://reportandsupport.nottingham.ac.uk/)  Mandatory Equality and Diversity Training  [Guidance on Expectations and Behaviours – Building a Culture for Success](https://www.nottingham.ac.uk/hr/documents/building-a-culture-for-success.pdf)  [Engagement Champions Network](https://uniofnottm.sharepoint.com/sites/StaffEngagement) and People and Culture surveys | How do you promote positive working to avoid conflict and low morale?  Do employees feel able to report their concerns?  Are teams aware on what is considered unacceptable behaviour at work?  How do you ensure teams are organised and selected with working relationships in mind?  Are opportunities, space and time provided for teams to discuss relationships with colleagues away from normal business activities?  Is openness, honesty and respect within teams encouraged? |  |  |
| **Sharing of Information**  *Poor collaboration and support* |  | How are individuals able to work together to build positive relationships?  How do you create a culture of trust?  How do you celebrate collective success? |  |  |

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| **Role** | | | | | | | | |
| **Conflicting requirements.**  *Conflicting requirements placed on employees* |  | Induction training for all new starters  HR job description template and advice  Range of training available from Learning and Development to support staff in their role  University strategy | | How are any conflicting demands placed on staff considered?  How are job descriptions revised where necessary to ensure the core functions and priorities are clear?  How are specific standards of performance for jobs and individual tasks reviewed?  How do personal work plans align to the outputs of the team? | | |  |  |
| **Job role and responsibilities.**  *Roles and responsibilities not understood* |  | What local induction processes is in place?  How are job descriptions communicated to staff to ensure their understanding?  How are individual teams/job families targets and objectives shared to help clarify their roles? | | |  |  |
| **Requirements**  *Unclear requirements placed upon employees* |  | How do you ensure staff have a clear plan of work?  How do you ensure staff understand how their job fits into the wider organisational aims?  How are team meetings used to enable members to clarify their role and discuss any role conflict?  How are regular one-to-one meetings used to ensure staff are clear about their role and know what is planned for the coming months? | | |  |  |

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| **Change** | | | | | |
| **Information**  *Information and reasons for change are not understood* |  | Change management processes  [Leadership toolkit Change Management](https://moodle.nottingham.ac.uk/mod/page/view.php?id=3377215)  UoN Communications  Trade Unions | How do you ensure that staff understand the reasons for change?  How are changes communicated to staff?  What methods of communication are used (e.g., meetings, notice boards, letters, email, feedback forums) and frequency (e.g., weekly, monthly)? |  |  |
| **Consultation**  *Consultation on change and opportunities for staff to influence proposals* |  | How are staff consulted as part of the change programme?  How are Unions involved as part of discussions around change?  What methods do you provide to enable staff to comment and ask questions before, during and after the change, e.g., for staff who want to raise their concerns either individually or collectively? |  |  |
| **Impacts**  *Impacts of changes to jobs not understood* |  | How do you ensure that staff understand the likely impact of change on their job?  What support is available to staff through the change process? |  |  |
| **Timescales**  *Timescales not clear* |  | How do you review team and individual work plans after the change to ensure objectives are clear and workloads are appropriately distributed?  How to do ensure timescales for change are communicated and understood? |  |  |