



Health, Safety & Wellbeing Policy

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Approved By: Governing Board

For Information To: All Staff, Students & Stakeholders

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1. General Policy on Health, Safety and Wellbeing at Work

ISBM University [India] London recognises its responsibility to comply with relevant health and safety legislation and to promote a culture of safety and well-being across all its activities. The University aims to prevent accidents, injuries, occupational ill-health and mental health challenges by identifying and mitigating risks proactively. This Health, Safety & Wellbeing Policy outlines the commitment of the University to ensure positive management of health, safety and welfare risks that may be faced by staff, students, stakeholders and visitors to the University. The Policy explains how roles, responsibilities and accountabilities are delegated and how the University achieves compliance with regulatory requirements. The Governing Board and Accountable Officer believe health and safety has a vital role to play in the overall success of the University and all are expected to adopt a positive attitude towards safety, health and welfare. We expect our stakeholders to cooperate fully with us to enable us to meet our health and safety responsibilities.

1.1. The Accountable Officer and Chief Operating Officer have overall responsibility for health and safety at ISBM University and are actively committed to continuous improvement and to achieving best practices in assessing and minimising any risk. The health and safety of students and staff are central to our work, and we take legal requirements as no more than our starting point.

1.2. Health and safety shortcomings could impact directly on our public standing and financial viability, and risk management is particularly important. Effective health and safety management is integral to effective management overall and will be incorporated into the University's performance standards and plans.

1.3. In pursuance of this policy, the University will take action to:

- Make health, safety and wellbeing integral to the education and services we provide.
- Assign clear roles for carrying out the Health, Safety & Wellbeing policy.
- Display (and fill in) the HSE notice 'Health and Safety Law'.
- Provide the information, instruction, training and supervision which will ensure that management, staff and students have the competence and knowledge to study/work safely and without risk to health.
- Allocate the necessary resources, and act to assess and then manage all significant risks to our staff and to those who are not in our employment - students, stakeholders and members of the public.
- Identify, assess, and manage the health and safety risks arising from work activities.
- Identify and remove fire hazards, ensuring fire alarms and equipment are fully operational, and that those using the premises are familiar with emergency procedures.
- Provide and maintain safe and healthy systems of work, plant and equipment, substances, premises, access and egress.
- Provide and maintain a safe, comfortable and healthy working environment, including lighting, toilets, washing facilities and drinking water, with an ergonomic workspace for those using computers.
- Ensure first aid needs are assessed and met, and that there is an accident record for any accident leading to absence from work of three or more days, and any notifiable work-related disease or dangerous occurrence.
- Prevent accidents and cases of work-related ill health, so far as is reasonably practicable.
- Ensure that regulations on private transport (minibuses) for students are observed.
- Foster communication and cooperation with staff and students in developing, monitoring and reviewing measures to improve our health and safety standards.
- Oversee the implementation and function of the health, safety and welfare policy and monitor and review it on an annual basis.
- Take disciplinary action for any breach of safety law.

2. Responsibilities for Health and Safety

2.1. The Chief Operating Officer is responsible for the annual review and development of this policy. The Chief Operating Officer, together with the Health & Safety Officer will also review progress in implementing plans and achieving objectives.

2.2. The Health and Safety Officer has day-to-day responsibility for Health & Safety and control measures at the University. The Health and Safety Officer works with the Chief Operating Officer to ensure that:

- This policy is put into practice and must provide relevant advice on health and safety to staff and students.
- Suitable and sufficient risk assessments are carried out on all premises and activities.
- Action plans and precautions, resulting from risk assessments are implemented and control measures for controlling the risk are maintained.
- Regular audits and inspections are carried out on control measures to ensure their continued effectiveness.
- Co-ordinating the formulation and issue of establishment-wide procedures.
- The ongoing monitoring, audit and review of progress.
- Ensuring effective consultation.
- Encouraging staff and student involvement and participation.

2.3. Department Managers are responsible for health and safety within their departments. They are required to demonstrate leadership in health and safety management. They will ensure adequate risk assessment and risk management and will issue and periodically review departmental procedures as appropriate. Department Managers are also responsible for liaising with the Health & Safety Officer to specify procedures for monitoring and review.

2.4. Event or conference organisers must ensure that they carry out risk assessments of their activities, including research activities, student projects, conferences and open days, and other activities arranged or hosted by them on or off Campus. Control measures must be implemented to minimise any risks.

2.5. All staff, students, visitors and stakeholders are required to take reasonable care of their own health and safety and that of others. They are expected to:

- Cooperate with the University on all matters of health, safety and welfare.
- Comply with instructions on health and safety.
- Promptly report any accidents, hazards or instances of ill health.
- Adopt a responsible attitude overall.

The normal channel for a health, safety or wellbeing query or concern from a member of staff is by reference to their line manager or Health & Safety Officer or HR Manager; for a student, it's the Student Wellbeing Officer or Programme Leader.

Staff should:

- Participate in routine on-site risk assessment, ensuring that equipment and facilities are safe and fit for purpose.
- Take any necessary action to manage risks.
- Properly use equipment and seek assistance when any necessary control measure is unavailable.
- Participate fully in training programmes, consultation and periodic health and safety initiatives.

- 2.6.** For specialist advice and assistance, the University will employ the services of a properly resourced Health and Safety Consultant. To ensure health and safety standards are maintained/improved, those listed below have responsibility in the following areas:

Area of Responsibility	Contact
Health issues related to display screen use	Department Manager
Furniture replacement or repair	Health & Safety Officer
Blinds, curtains, etc	Health & Safety Officer
Computing equipment/software	IT Manager
Electrical defects	Health & Safety Officer
Work environment factors (ventilation, noise, etc)	Department Manager
Student Wellbeing	Student Wellbeing Officer
Staff Wellbeing	HR Manager

3. Health & Safety Risk Management

3.1. Background

Legislation and the requirements of good practice dictate that the University should properly manage the risks associated with the work we do. To manage these risks properly, the University is required to:

- (a)** Identify and assess the risks to staff, students, stakeholders and the public.
- (b)** Evaluate the effectiveness of existing controls.
- (c)** Identify risks which are inadequately controlled.
- (d)** Identify and implement the additional controls required and review their effect.

The objective of assessment is to identify how to manage the risk to the lowest level reasonably practicable. This is an objective which is best achieved using the following hierarchy of controls:

- (a)** Eliminate the risk by ceasing to carry out the process or task concerned.
- (b)** Substitute lower-risk substances or lower-risk methods of work.
- (c)** Reduce the risk at source.
- (d)** Provide individual protection, e.g. by issuing Personal Protective Equipment (PPE) where required or by excluding unauthorised personnel etc.

3.2. Standard Template

Appendix 2 contains a suggested template for health and safety risk assessment, which may be used, where appropriate, to assess risks.

3.3. Responsibility

Department Managers and the Health & Safety Officer should adopt a systematic approach to the following:

- (i)** Risk assessment of new tasks and methods of work before they are first undertaken.
- (ii)** Identification and assessment of any existing task not previously assessed.
- (iii)** Display Screen Equipment (DSE) assessments.
- (iv)** Assessments prompted by accident reports, by any trend in work-related illness or by any other indication that existing controls are inadequate.

3.4. Risk Classification

Appendix 1 classifies risks as Red, Amber or Green “Insignificant”, “Low”, “Medium” or “High”.

3.5. Classification Outcome

ISBM University requirements for additional controls and subsequent re-assessment are as follows:

Red rated (High): Totally unacceptable risk; activities must stop if currently underway until risk can be reduced. Control measures required to reduce the classification to at least Amber must be identified and implemented prior to continuing with the activity concerned. No activity may be carried out while any associated risk is classified as Red.

Amber rated (Medium): Risks may be acceptable but further reasonably practicable measures to reduce risk should be implemented to reduce the risk from Amber to Green. The task may be carried out in the interim with any previously specified controls in place.

Green rated (Low): Acceptable risk in most circumstances and no further action is required.

3.6. Assessment Communication

Those responsible for carrying out risk assessments should ensure that all relevant parties within their department are informed about the control measures identified in the course of the assessment. The object is to manage the risks by implementing the required controls. Supervisors have specific responsibility for distributing and explaining, relevant risk assessments to all those whom they supervise. To minimise unnecessary duplication of effort, assessments which are relevant beyond the originating department should be copied to the nominated Health and Safety Officer for wider circulation.

3.7. Control Measures

Managers, supervisors, staff and students are each responsible for implementing the control measures specified and for correcting or reporting any deficiency. Any ongoing difficulty with controls should be referred to the Health & Safety Officer or originator concerned.

3.8. Site Specifics

Those involved in a task should ensure that generic assessments are not invalidated on-site. When necessary, generic assessments should be made site-specific by completing another form. Supervisors must ensure that assessments fully reflect local conditions.

3.9. Workplace Learning

The employer has the primary responsibility for the health and safety of the student on placement and should be managing any significant risks. The University will, however, take reasonable steps to satisfy that the employer is doing this. The University will carry out its own workplace assessment, which will be proportional to the history of the employer and the level of risk involved.

For low-risk environments, such as an office, with everyday risks that will mostly be familiar to the student, simply speaking with the employer to confirm this should be enough. This can be part of any wider conversation on placement arrangements.

For environments with less familiar risks, the University will talk to the employer to find out what the student will be doing and confirm the employer has arrangements for managing risks, including induction, training, supervision, site familiarisation, and any protective equipment that might be needed.

For higher-risk environments, the University will discuss with the employer what the student will be doing, the risks involved and how these are managed and must be satisfied that the instruction, training and supervisory arrangements have been properly thought through. The University will check that the student knows how to raise any health and safety concerns.

3.10. Records and Review

Copies of current and superseded assessments should be retained in departmental files. Assessments should be reviewed annually and at once in the event of significant change in the circumstances assessed.

4. Slips and Trips

It is the policy of the University to deal with the risk of slips and trips within our premises or on land that we own or control, in the same way as any other aspect of safety.

In order to ensure the systematic management of health and safety, the University will conduct a comprehensive risk assessment covering all hazards. Identified risks will be ranked according to likelihood and severity and prioritised. The University will take necessary action to manage identified risks, dealing first with those presenting the greatest risk of injury to our staff, students' stakeholders and any other persons to whom we owe a duty of care.

The risks associated with slips and trips will be ranked, prioritised and the appropriate action taken along with all other safety issues requiring our attention and action.

We will ensure that there are adequate funds to maintain our premises and land that we own or control, as far as is reasonably practicable to prevent injury or damage.

5. Policy Statement on the Health, Safety and Wellbeing of New & Expectant Mothers

The University will pay attention to the health, safety and wellbeing of new and expectant mothers. To this end, we will ensure, so far as is reasonably practicable, that the Health & Safety Officer carries out a specific risk assessment to ensure that all significant risks to new and expectant mothers are appropriately identified and controlled.

In order to achieve this, we require the full cooperation of female staff and students. If you are pregnant or there is a chance you might be pregnant and you feel that any work process, learning activity or arrangement is creating a hazard to your health, safety or wellbeing, you must inform your Line Manager (if you're a staff member) or Student Services (if you're a student) as soon as possible.

6. Display Screen Equipment

6.1. Definitions

Display Screen Equipment (DSE) - any alphanumeric or graphic display screen, regardless of the display process involved, includes Visual Display Units (VDUs).

Workstation - means an assembly comprising digital screen equipment (DSE) and accessories, disk drive, telephone, modem, printer, chair, desk and immediate work environment.

User - an employee, student or stakeholder who habitually uses DSE as a significant part of normal work.

Operator - a self-employed person or a contractor's or agency employee, working for the University, who habitually uses DSE as a significant part of normal work.

6.2. Workstation Requirements

DSE workstations should comply with the requirements set out in the Schedule to the 1992 DSE Regulations. The requirements cover the DSE itself, the working environment and the software interface between the DSE and its user or operator.

6.3. Daily work routine

The daily work routine of DSE users should incorporate adequate breaks or changes of activity. Guidance on breaks is included in the HSE booklet, "Working with VDUs", available from the Health & Safety Officer.

6.4. Sight Tests and Corrective Appliances

It is highly recommended that eye-sight tests be undertaken by users at regular intervals. The University will not meet the cost of the tests, frames, lens or any sight correction treatments.

6.5. Training & Information

All those identified as users or operators shall attend a briefing session on safe and healthy working with display screen equipment.

6.6. Timescales for Workstation Assessment

DSE assessments of users' workstations and of operators' workstations shall be carried out at the following timescales:

- (a)** Within 30 days of first use at the workstation concerned.
- (b)** When a previous assessment has been invalidated by a significant change in the work process, workstation or location.
- (c)** When a user or operator reports any pain or distress arising from DSE work.

6.7. Procedure for Workstation Assessment

DSE users and operators, who should already have received a DSE briefing (see 6.5 above), shall carry out an initial assessment using the self-assessment form at Appendix 3.

The completed form shall be returned to the users/operator's manager/supervisor who should resolve any "No" answers or indicate what remedial action is required and by when.

The Health and Safety Officer should be contacted for any necessary advice on remedial action. When remedial action, if any, has been completed, the assessment should be signed off by both the supervisor/manager and the user/operator.

6.8. Records

Copies of the assessments for each user/operator should be kept in the departmental office.

6.9. Audit

The Health and Safety Officer will periodically audit departmental compliance with this Procedure.

6.10. Guidance

Guidance for DSE users/operators is available from the Health and Safety Officer.

7. Accident Reporting

7.1. Purpose

An accident is an unplanned event that results in an injury or could have resulted in an injury or results in damage to equipment or property.

This policy details the University's requirements for accident reporting to facilitate compliance with legislation. In addition, the policy is designed to ensure the necessary action to prevent any recurrence and to enable the University to maintain proper records.

7.2. Scope

The policy applies to:

- (a)** Accidents which involve anyone (staff, student, stakeholder or visitor) on the University premises or anywhere else when engaged in University activities.
- (b)** Ill health which involves anyone and is related to the University premises or activities.
- (c)** Dangerous occurrences on the University's premises or involving the University plant or equipment.

7.3. Accident/Incident Report Book

The Health and Safety Officer will complete the accident report book in the event of an accident. This book will be held securely by the HR Manager for the purposes of ensuring and monitoring health and safety and will only be disclosed to persons or organisations able to demonstrate a legal right to the data therein e.g. insurance companies.

8. Contagious Diseases and Infection Control (Covid-19 or similar)

The University is committed to maintaining a safe environment by implementing measures to prevent the spread of contagious diseases, including COVID-19 and other similar contagions and infections. This includes adherence to public health guidance, provision of hand sanitisation stations, enhanced cleaning procedures, ventilation improvements and flexible working or learning arrangements where necessary. Employees, students and visitors are encouraged to report symptoms, follow isolation guidelines and engage in vaccination programs where applicable. Regular reviews will ensure compliance with evolving health advice and best practices.

9. Staff Wellbeing (for student wellbeing please see Student Support & Wellbeing Policy)

Promoting and protecting the mental well-being of staff is important for individuals' physical health, social wellbeing and productivity. Everyone can contribute to improved mental well-being at the University. Addressing mental wellbeing can help strengthen positive, protective factors, reduce risk factors for mental ill health and improve general health. It can also help promote the employment of people who have experienced mental health conditions and support them once they are at work.

Important aspects of mental wellbeing include providing information and raising awareness, management skills to deal with issues around mental health and stress effectively, providing a supportive work environment and offering assistance, advice and support to anyone experiencing poor mental well-being or returning to work after a period of absence due to poor mental wellbeing. The University commits to the following:

a) Develop a supportive culture, tackle factors that may negatively affect mental wellbeing:

- Give staff information on, and increase their awareness of, mental wellbeing, including awareness of everyday contributory factors, such as stress and excessive workload, that undermine mental health.
- Give non-judgemental and proactive support to staff who experience mental health problems.
- Implementing training and awareness programmes to create a culture where staff can talk openly about mental health problems and disclose difficulties without fear of discrimination or reprisal.
- Include information about mental health in the staff induction programme.
- Ensuring that staff are aware of their obligations to promote a good learning environment for both students and colleagues.
- Provide opportunities for staff to look after their mental wellbeing, for example through physical activity, stress-buster activities and social events.
- Manage conflict effectively and ensure the working environment is free from bullying and harassment, discrimination and racism.
- Establish good two-way communication to ensure staff involvement.

b) To provide support for staff experiencing mental health difficulties:

- Providing proactive support for individuals who are experiencing mental health problems, inside and outside the working environment, in a positive manner.
- Ensure individuals suffering from poor mental health are treated fairly, sensitively and consistently and are not made to feel guilty about their problems.
- Recognise that the presentation of mental health challenges is varied, some of which are temporary and others long-term.

- Encourage staff to consult the HR Manager, their own GP or a counsellor of their choice or are signposted to other NHS/ independent support.
- Treat all matters relating to individuals and their mental health illness in the strictest confidence and share on a 'need to know' basis only with consent from the individual concerned.
- Identifying and remediating any factors within the working environment that are contributing to the negative mental health issues.
- Proactively making staff aware of third-party organisations that might be able to provide information, advice and support in these situations.

c) To encourage the engagement of people who have experienced mental health/ ill health:

- Show a positive and enabling attitude to staff with a mental health illness. This includes having positive statements in recruitment literature.
- Ensure that all staff are briefed on mental health issues and The Equality Act 2010 and are trained in appropriate skills.

d) To recognise that working environment stress is a health and safety issue:

- Identify all working environment stressors and conduct risk assessments to eliminate stress or control the risks from stress.
- Workload demands and expectations placed on staff should be effectively communicated, be realistic and achievable.
- Consult with appropriate professionals on actions relating to the prevention of working environment stress.
- Provide training in good management practices, ensuring that managers and supervisors are aware of their responsibilities towards their staff, with respect to positive mental wellbeing.
- Provide confidential counselling and adequate resources.

9.1. Responsibilities

Advisory Board and Senior Management:

- Ensure that this policy receives the necessary support and prioritisation to achieve its aim.
- Participate in the annual review of this policy and its effectiveness.
- Ensure that managers and supervisors are aware of and implementing their responsibilities.

Managers and Supervisors:

- Ensure that staff are made aware of this policy, at induction and how to access it afterwards.
- Actively promote a culture of good mental health and wellbeing through the implementation of this policy.
- Manage and review the effectiveness of this policy and feedback to senior leadership as appropriate.

All Staff:

- Read and understand this policy, including changes, seeking clarification where required.
- Support the University's aim of providing a culture of good mental health and wellbeing through their activities and when considering others.
- Take care of their own health and wellbeing, including mental health.
- Ensure that their actions do not affect the health & safety and general wellbeing of other people in the learning environment.
- Raise issues or concerns and seek help from their Line Manager or an appropriate senior manager or Pro Vice-Chancellor.

9.2. Mindful Employer: The Charter for Employers Positive About Mental Health:

Signing the charter demonstrates the University's commitment to supporting positive mental health at work, keeping up to date with all information, advice and guidance as well as accessing ongoing training to support all staff.

<https://www.mindfulemployer.dpt.nhs.uk/>

10. Review and Continuous Improvement

This policy will be reviewed annually or in response to significant changes in legislation or organisational operations. Feedback from staff, students and stakeholders will be incorporated to enhance health, safety, and wellbeing practices.

11.1 Appendix 1

Risk Assessment Matrix

Severity of Injury (B) →		Insignificant Injury	Minor Injury	Significant Injury	Serious Injury	Major Injury / Fatality
Likelihood of Injury (A) ↓		(1)	(2)	(3)	(4)	(5)
Highly Likely	(5)	5	10	15	20	25
Likely	(4)	4	8	12	16	20
Possible	(3)	3	6	9	12	15
Unlikely	(2)	2	4	6	8	10
Highly Unlikely	(1)	1	2	3	4	5

- To evaluate the risk rating for each hazard identified, please identify the likelihood (possibility of harm) e.g. Possible (3)
- Identify the severity (actual degree of harm caused) e.g. Serious (4)

Risk = Likelihood (A) x Severity (B) e.g. 3 x 4 = 12 (Matrix shows this as an amber risk)

Red rated (High): Unacceptable risk - activities must stop if currently underway until risk can be reduced. Control measures required to reduce the classification to at least Amber must be identified and implemented prior to continuing with the activity concerned. No activity may be carried out while any associated risk is classified as Red.

Amber rated (Medium): Risks may be acceptable but further reasonably practicable measures to reduce risk should be implemented to reduce the risk from Amber to Green The task may be carried out in the interim with any previously specified controls in place.

Green rated (Low): Acceptable risk in most circumstances and no further action is required.

11.2 Appendix 2

General Risk Assessment Form

Name of Assessor	
Risk Assessment No.	
Risk Assessment of	
Date of Assessment	
Signature of Assessor	
Location	

Definition of Hazard: The condition or practice with the potential to cause harm.

Definition of Risk: A risk is the likelihood that a hazard will cause a specified harm to someone or something.

Likelihood (A): This is how probable the hazard may cause harm. Use a score between 1 and 5 to establish how likely the hazard may cause harm.

Severity (B): This is the extent of the harm caused by a hazard. Use a score between 1 and 5 to establish the severity of the injury should injury occur.

Risk Rating (A x B): Multiply the likelihood value with the severity value to give you a risk rating.

(Use a second sheet if necessary)

Hazards	Risks - What might happen? To whom? How?)	Likelihood Value (A)	Severity Value (B)	Risk Rating (A x B)	Proposed Control Measures
Example 1 Slips due to washing floor	Wet floor hazard to customer and staff.	3	2	5	Cleaner trained in using Wet floor signs. Site Manager to ensure instruction followed.
Example 2 Cleaning Chemicals	Issues by leaving items in areas used by students. Non- dilution, poor usage.	3	3	5	Cleaner trained in COSHH. Refresher training and monitoring.
Example 3 Computer cables	Poorly attached and maintained computer cables. Staff and Students	2	2	3	Audit carried out by IT Manager, monitored by the Chief Operating Officer.
Example 4 Main Entrance Wet Floor due to rain and volume of students.	Slips due to water. Students and staff.	3	2	5	Receptionist to ensure that wet floor signs are clearly visible in reception area and warn all student verbally on entering and leaving the premises.

Use the Risk actions management log on the next page to ensure that all actions are implemented and completed.

Risk Management Actions Log

Risk ID	Action Owner	Action Details	Priority	Due by Date	Progress/ Comments	Status	Date Completed

All actions that have been completed must be communicated to the person responsible for the management of the risks and actions. These actions should then be marked as complete on this form and communicated to the relevant individuals.

11.3. Appendix 3

Assessment of Display Screen Equipment (DSE)

Introduction

The following checklist is designed to allow an assessment of individual Display Screen Equipment (DSE) workstations to be carried out, in terms of the Health and Safety (Display Screen Equipment) Regulations 1992, and associated guidance.

Users/operators are encouraged to carry out their own risk assessment, which will then be checked by the Assessor. A new risk assessment needs to be carried out if there is a change of user/operator, a change in equipment, or in location/set up.

Work through the checklist, ticking either the **"yes"** or **"no"** column against each risk factor:

- **"Yes"** answers require no further action.
- **"No"** answers will require investigation and/or remedial action by the workstation assessor. They should record their decisions in the "Action to take" column. Assessors should check later that actions have been taken and have resolved the problem.

Please note that, though a characteristic of the workstation may not precisely match the advice given in the Regulations and Guidance, remedial action will not require to be applied if the user in question is satisfied with the item and desires no change.

Remember the checklist only covers the workstation and work environment. You also need to make sure that risks from other aspects of the work are avoided.

Workstation location: (building, room no. and floor)	
Name of User:	
Assessment completed by:	
Assessment checked by:	
Date of Assessment:	
Any further action needed? Yes / No Please specify action required.	
Follow up action completed on:	

ASSESSMENT CHECKLIST

1. DISPLAY SCREENS				
Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Are the characters clear and readable?			Make sure the screen is clean and cleaning materials are made available. Check that text and background colours work well together.	
Is the text size comfortable to read?			Software settings may need adjusting to change text size.	
Is the image stable, i.e. free of flicker?			Try using difference screen colours to reduce flicker, e.g. darker background and lighter text, increase refresh rate of monitor setting. If problem persists, contact your IT support.	
Is the screen's specification suitable for its intended use?			For example, intensive graphic work or work requiring fine attention to small details may require large display screens.	
Are the brightness and /or contrast adjustable?			Separate adjustment controls are not essential, provided the user can read the screen easily at all times.	
Does the screen swivel and tilt?			Swivel and tilt need not be built in; you can add a swivel and tilt mechanism. However, you may need to replace the screen if: • Swivel/tilt is absent or unsatisfactory. • Work is intensive. • The user has problems getting the screen to a comfortable position. The height of the screen should be roughly at eye level. A monitor stand may be required. If using an LCD screen, ensure it is adjustable in height, alternatively use a monitor stand.	
Is the screen free from glare and reflections?			Find the source of the reflections. You might need to move the screen or even the desk and/or shield the screen from the source of the	

			reflections. Screens that use dark characters on a light background are less prone to glare and reflections.	
Is the user facing the screen?			Position the screen in front of the user, to avoid any twisting.	
Are adjustable window coverings provided and in adequate condition?			Check that curtains/blinds are in good working order. If not, report to Estates and Buildings. If these measures do not work, consider anti-glare screen filters as a last resort and seek specialist help.	

2. KEYBOARDS				
Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Is the keyboard separate from the screen?			This is a requirement, unless the task makes it impracticable (e.g. where there is a need to use a portable computer).	
Does the keyboard tilt?			Tilt need not be built in	
Is it possible to find a comfortable keying position?  YES  NO  NO			Try pushing the display screen further back to create more room for the keyboard, hands and wrists. Keep elbows close to the body, do not overstretch the arms. Users of thick, raised keyboards may need a wrist rest. Users may find the use of a compact mini-keyboard more comfortable.	
Does the user have good keyboard technique?			Training can be used to prevent: • Hands bent up at wrist. • Hitting the keys too hard. • Overstretching the fingers.	
Are the characters on the keys easily readable?			Keyboards should be kept clean. If characters still cannot be read, the keyboard may need modifying or replacing.	

			Use a keyboard with a matt finish to reduce glare and/or reflection.	
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3. MOUSE, TRACKBALL, ETC				
Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Is the device suitable for the tasks it is used for?			If the user is having problems, try a different device. The mouse and trackball are general- purpose devices suitable for many tasks, and available in a variety of shapes and sizes. Alternative devices such as touch screens may be better for some tasks (but can be worse for others). Check the device has been set to suit the user (for right or left hand user).	
Is the device positioned close to the user?  NO  YES 			Most devices are best placed as close as possible e.g. right beside the keyboard. Training may be needed to: • Prevent arm overreaching. • Tell users not to leave their hand on the device when it is not being used. • Encourage a relaxed arm and straight wrist. A compact keyboard will help the user to avoid overreaching.	
Is there support for the device user's wrist and forearm?			Support can be gained from, for example, the desk surface. If not, a separate supporting device (gel filled) may help. The user should be able to find a comfortable working position with the device.	

Does the device work smoothly at a speed that suits the user?			Check if cleaning is required (e.g. of mouse ball and rollers). Check the work surface is suitable. A mouse mat may be needed.	
Can the user easily adjust software settings for speed and accuracy of pointer?			Users may need training in how to adjust device settings.	

4. SOFTWARE

Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Is the software suitable for the task?			Software should help the user carry out the task, minimise stress and be user-friendly. Check users have had appropriate training in using the software. Software should respond quickly and clearly to user input, with adequate feedback, such as clear messages.	

5. FURNITURE				
Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Is the work surface large enough for all the necessary equipment, papers etc?			Create more room by moving printer, reference materials etc elsewhere. Use multilevel trays for papers/documents. If necessary, consider providing new power and telecom sockets, so equipment can be moved. There should be some scope for flexible rearrangement.	
Can the user comfortably reach all the equipment and papers they need to use?			Rearrange equipment, papers etc to bring frequently used things within easy reach. A document holder may be needed, positioned to minimise uncomfortable head and eye movements.	
Are the surfaces free from glare and reflection?			Consider mats or blotters to reduce reflections or glare.	
Is the chair stable & suitable for the user? Does the chair have a working mechanism: Seat back height and tilt adjustment? Seat height adjustment? Swivel mechanism? Castors or glides?			The chair may need repairing or replacing if the user is uncomfortable, or the adjustment mechanisms are faulty. Contact the University's Administrative Officer.	
Is the chair adjusted correctly?			The user must be familiar with the chair adjustments. Adjust the chair height to sit with elbows at approx. 90° & 2cm above the desk when touching the G & H keys.	

			The user should be able to carry out their work sitting comfortably. Consider training the user in how to adopt suitable postures while working. The arms of chairs can stop the user getting close enough to use the equipment comfortably. Consider chairs without armrests or alternatively, adjustable armrests. Move any obstructions from under the desk.	
Is the lower back supported by the chair's backrest?			The user should have a straight back, supported at all times by the chair, with relaxed shoulders.	
Are forearms horizontal and eyes at roughly the same height as the top of the screen?			Adjust the chair height to get the user's arms in the right position; adjust the monitor height/tilt if necessary.	

6. ENVIRONMENT				
Risk Factors	Tick Answer Yes / No		Things to Consider	Action to take
Is there enough room to change position and vary movement?			Space is needed to move, stretch and fidget. Consider reorganising the office layout and check for obstructions. Cables should be tidy and not a trip or snag hazard.	
Is the lighting suitable, e.g. not too bright or too dim to work comfortably?			Users should be able to control light levels, e.g. by adjusting window blinds or light switches. Consider shading or repositioning light sources or providing local lighting, e.g. desk lamps (but make sure lights don't cause glare by reflecting off walls or other surfaces).	
Does the air feel comfortable?			VDUs and other equipment may dry the air. Green plants may help to increase moisture levels in the air. Circulate fresh air if possible. As a last resort, if discomfort is severe, consider a humidifier.	
Are levels of heat comfortable?			Can heating be better controlled? More ventilation or air-conditioning may be required if there is a lot of electronic equipment in the room. Or can users be moved away from the heat source?	
Are levels of noise comfortable?			Consider moving sources of noise, e.g. printers, away from the user. If not, consider soundproofing.	

Final Questions to Users:

- Is a portable computer being frequently used? If so, reduce its use to a minimum. Alternatively, have a docking station (separate keyboard, separate screen or screen elevated, separate mouse or tracking device)?
- Has the checklist covered all the problems the user may have worked with the DSE?
- Has the user experienced any discomfort or other symptoms, which may be attributed to working with the DSE?
- Does the user take regular breaks working away from the DSE?