8. RISK ASSESSMENT AND SUPERVISION

8.1.1 Contents:

8.2.1 Aim: To describe the means by which risk may be formally assessed, and workers supervised, to minimise the potential for injury as a result of potentially unsafe working practises.

8.3.1 Introduction: Principal Investigators, supervisors and other service managers must ensure that workers in their respective areas are aware of any hazards that they may come into contact with during the course of their work, and take steps to ensure that risk to the health of workers and any other person, including visitors, is kept *as low as reasonably practicable*.

8.3.2 Decisions on how best to work safely with hazardous substances *etc* stem from formal risk assessments. It may actually be illegal to carry out a work activity that is deemed likely to entail a hazard without first making such an assessment. For example, it *is* illegal to carry out a work activity involving hazardous or dangerous substances (as defined within relevant regulations) without first making *a suitable and sufficient risk assessment* as specified in Regulation 6 of the Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended) and/or Regulation 5 of the Dangerous Substances and Explosive Atmospheres Regulations (DSEAR) 2002 (as amended).

8.3.3 To that end, Principal Investigators, supervisors and other service managers must ensure that they are *competent* to assess risks and prepare *suitable and sufficient risk assessments*. Aspects of training are considered at Paragraph 8.11.1.

8.4.1 Policy: All activities, other than those that entail trivial risk, that are to be carried out in University buildings on the Edinburgh bioQuarter campus, must first be formally assessed for risk.

8.5.1 Risk Assessment: The University's Health & Safety Department has prepared a series of risk assessment forms that can be downloaded from their website (at

https://www.ed.ac.uk/health-safety/online-resources/risk-assessments), and which should be used as the basis of undertaking and recording risk assessments. These include:

- *RA1* general risk assessment;
- *COSHH* risk assessment for substances that conform to definitions set out in the Control of Substances Hazardous to Health Regulations (COSHH);
- *BA1* risk assessment specifically for biological work;
- *MA1* risk assessment for new and pregnant mothers;
- Dangerous Substances and Explosive Atmosphere Regulations (DSEAR) risk assessment;
- Late and lone working risk assessments;
- Stress risk assessment;
- Display screen equipment (DSE) risk assessment;
- Manual handling operations risk assessment;
- Fieldwork risk assessment;
- Overseas travel risk assessment;
- Risk assessment for work involving genetically modified organisms; and
- Risk assessment for work involving ionising and non-ionising radiation and sources of radioactivity.

8.5.2 The five steps that must be taken in order to generate a risk assessment are to:

- Identify threats to health or safety arising from activities within the workplace;
- Decide *who* might be harmed and *how*;
- Evaluate the risks, and decide whether existing precautions are adequate or if more needs to be done, and implement appropriate controls;
- Keep a record; and
- Review the assessment at an agreed frequency and revise it whenever circumstances change.

8.5.3 *Justification* - The first step must include a justification for the work to be done where it has been assessed that there may be a risk to workers and/or others. Basically, if the risk that is assessed, even after mitigation by use of controls *etc*, cannot be properly justified, then the work simply should not be undertaken.

8.5.4 *Hierarchy of Controls* – Commencing risk assessment by consideration of *justification* is consistent with a hierarchy of controls, which starts by asking whether the risk can simply be eliminated:

- *Elimination* - Can the risk be eliminated simply by not doing the work, or not using a substance that is known to be harmful *etc*? In this sense, workers are being asked to *justify* risks, but only after working to reduce these to a level that is *as low as reasonably practicable* (ALARP)
- *Reduction* or *Replacement* (or *Substitution*) – If the work is unavoidable, and has been *justified*, can the risk be *reduced*, perhaps by *substituting* a less hazardous substance, or using less of it, or using it in a different form *etc*? For example, to avoid generating potentially harmful dusts while weighing powders, can the

substance be purchased and used throughout as a liquid from which to make dilutions, *etc*?

- *Innovation* - Can the work be done in a different way, by modifying the experimental design *etc*? Those designing experiments, for example, should challenge assumptions, and should not persist with a particular method simply because "that's the way that it's always been done", when it may be possible to conceive of a better and safer way, and sometimes also a less expensive way, to achieve the same desired outcome.
- *Controls* – These may be mechanical and electrical systems, such as fume hoods and microbiological safety cabinets; but, equally, they may be procedural or methodologically-based, including the provision of information, training, instruction and supervision. It should be noted that consideration and application of controls must follow from of the first three elements of the hierarchy (*i.e.* the justification question must be seen to have been considered, first and be followed by evidence that the reduction and innovation stages too have been properly addressed).
- *Policies* and *Personal Protective Equipment (PPE)* - Note that this comes second from last, and must *never* be considered the first line of defence against harm from injury *etc*. Glove material, for example, may well be appropriate as one component of *defence in depth*; but it'd only ever be helpful to a worker if all higher levels of protection had broken down and failed. Work with a potential to cause harm by dermal contact should be planned and undertaken in a way that limits the potential for harmful substances to get anywhere near a worker's hands in the first place (*e.g.* use appropriate laboratory tools to maintain distance between substances and even gloved hands). That is not to say that gloves, for example, do not have a role in protection of health, but workers should take care not to place overly much confidence in these.
- *Discipline* - This, though a very important aspect of safe working, also comes at the end of the hierarchy, because arrangements should not rely totally on workers being able to give one hundred percent of their attention to safety, one hundred percent of the time. Basically, though, this is simply a core part of *Good Microbiological/Good Laboratory Practice*, and should be second nature to those working in medical research laboratories, *etc*.

8.5.5 Much of the information required to complete a risk assessment for chemical substances (for example) can be obtained from the manufacturer or supplier's material safety data sheet (see Paragraph 8.5.17). Data sheets are also available to describe safety-related aspects of the use and operation of some items of equipment, including personal protective equipment, and these too should be consulted during the preparation of risk assessments.

8.5.6 *Hazard Identification*: Potential threats to health and safety arising from activities in the workplace may be identified as follows:

- Identify *all* of the hazards relevant to the work activity, taking into account people, equipment, materials, and the environment within which the work is to be done;
- Specific hazards (*e.g.* harmful substances) should be assessed on a separate risk assessment form (see Paragraph 8.5.1) and cross-referenced with the original document. Specific assessments are available for hazardous

substances, biological agents, display screen equipment, manual handling operations, lone working *etc*;
- Consider also slip/trip hazards (wet floor surfaces, trailing cable flexes, filing cabinet drawers, *etc*), electricity, noise, dust, temperature extremes, fire/explosion, portable tools, machinery, pressure systems, cryogens and compressed gases, work at height, confined areas, vehicles, work with animals, lone-working, out-of-hours working, irregular or unusual activities such as maintenance operations, *etc*.

8.5.7 *Who May Be Affected*: Consider the health and safety implications of those activities (see above, for example) in the context of special needs which may exist for younger and perhaps relatively inexperienced workers, students (undergraduate and post-graduate), trainees, new and expectant mothers, individuals with significant medical histories (*e.g.* illnesses causing comprised immune status), and also those who may not be directly involved with the activity but who may still be affected by the process; this latter groups may include cleaners, servitors and security personnel, IT support staff working in labs, contractors and members of the public visiting the buildings, *etc*. The risk assessment should indicate what nature of information should be made available and how will this be communicated to those who may potentially be at risk, and what level of training or supervision requires to be provided.

8.5.8 *Risk Evaluation*: The risks to which individuals might be exposed should be quantified (typically as low, medium or high). This may be a relatively subjective evaluation, but serves in part to indicate the intensity with which the risk needs to be addressed. Where the risks are trivial, generally speaking these may be managed by the application of sound common sense. Where the risk to individuals is thought to be more than trivial, the possible need for additional control measures must be considered, always with the aim of reducing risks to a level that is *as low as reasonably practicable*. Thereafter, monitor the effectiveness of controls to ensure that they *remain* sufficient.

8.5.9 *Risk Control*: Decide precisely what controls are necessary to reduce the risk to individuals. In any event, comply with all relevant statutory requirements (compliance with statutory requirements is a minimum level of control). There are numerous sources of guidance, including:

https://www.ed.ac.uk/health-safety/policy-cop/cop

8.5.10 Steps towards controlling risks include:

- Avoiding the hazard - Can the hazard be avoided or altered to reduce the likelihood or risk? Consider substituting or replacing a hazardous substance with one that is less hazardous;
- Procedural controls – Can the procedure be altered to avoid or reduce the risk (*e.g.* purchase and use substances in solution to prevent the need to weigh out powders that would be more harmful as dusts)? Can the individual be physically removed or distanced from the risk (*e.g.* through use of barriers or shielding)? Can the activity be carried out at a time when there would be fewer others around who might possibly disrupt the work?

- Engineering and mechanical controls - Can engineered or mechanical aids be utilised to avoid or reduce the risk (*e.g.* fume hoods, microbiological safety cabinets, downdraft benches, *etc*)?
- Personal Protective Equipment (PPE) – Where the above measures do not fully remove the risk, use of PPE should be considered as an additional element of a *defence in depth* strategy (but only after assessing and taking account of the possible need for training related to the correct use of PPE products, *etc*);
- Identify the specific type of PPE necessary, having a clear understanding of the limitations of each type of PPE (*e.g.* glove breakthrough times, and also of the allergenic/sensitising properties of some glove materials *e.g.* latex);
- Emergency procedures – Design procedures for workers to follow in the event of things going wrong (*e.g.* an accident or incident);
- Health surveillance – Where the effectiveness of control measures cannot be guaranteed, consider whether workers should be monitored by the University's Occupational Health Unit; and
- Where engineering controls are used, ensure that they are properly used and maintained.

8.5.11 *Keep a Record*: Record all significant hazards and the status of control measures designed to keep the risk *as low as reasonable practicable*. Risk assessments should be available to all those involved in the activity for which the assessment has been carried out, in order that they can see what hazards exist, how these are to be controlled, and understand clearly what to do in the event of an emergency. Risk assessments can be prepared and made available as hard-copy versions or on-line, but they must always be easily available to *all* who may need to consult them.

8.5.12 *Review*: Each risk assessment must be reviewed periodically to ensure that it remains entirely *suitable and sufficient*; a minimum suggested review frequency is once per annum, though for risks relating to matters of potentially greater consequence, a correspondingly increased frequency of reviews might well be appropriate. In addition, the assessment must be reviewed whenever there are any significant changes to the activity *i.e.* new procedures, substances, machinery, or whenever there are changes in the relevant legislation. Risk assessments are eminently auditable, and one area that may be very quickly and easily checked by an auditor (who may be someone from a regulatory authority) is whether or not the risk assessment has been reviewed when the assessors said that it should, and also whether all those involved with the work have signed it to confirm that they have read it and indicated their agreement to comply with the instructions for safe working practice.

8.5.13 *Safe System of Work*: Ultimately the end-product of a *suitable and sufficient* risk assessment is a written *safe system of work*, which can be abstracted from the risk assessment and provided to all those involved in the potentially hazardous activity, describing to them in clear and simple terms: exactly what risks may be associated with the work; measures that have been taken to reduce risk to a level that is as low as reasonably practicable; how to apply the control measures in practice; how to recognise when things may be starting to go wrong; and so that they will know precisely what to do in the event of an emergency.

8.5.14 A copy of form *RA1*, with explanatory notes, is reproduced at Appendix 3 to this Manual. Copies may also be obtained from https://www.ed.ac.uk/health-safety/online-resources/risk-assessments. The form provides a semi-quantitative means of assessing risks. For some purposes, such as the use of harmful chemicals or radioactive materials, additional documentation or registration is required as detailed in Paragraph 8.5.1.

8.5.15 Risk assessment for general laboratory activities should be prepared in conjunction with specific COSHH forms if, for example, chemical or microbiological hazards are identified that conform to the requirements of the Control of Substances Harmful to Health (COSHH) Regulations 2002 (as amended); these require workers to carry out an assessment of the risks involved when they use substances deemed to be *hazardous to health*. Workers must put in place all appropriate controls and safety measures to minimise the risk to themselves and other occupants of the workplace from the hazards these substances may represent. As previously, this aspect of the assessment involves answering a number of questions; these include:

- What substances are involved?
- What potential harmful effects, both long-term and short-term, might these substances produce?
- Who could be affected?
- What procedures minimise the risk involved?
- In the event of an accident, what emergency action should be taken?

8.5.16 The practical implications of answers obtained to these questions strongly suggest that the risk assessment should be done *before* the substances is ordered for delivery to the buildings for the first time, so that there is *a priori* on-site knowledge of how to manage a spill even at point-of-receipt.

8.5.17 A range of material and product safety data sheets prepared by manufacturers and suppliers, essential to the process of preparing formal risk assessments for chemical hazards, can be accessed through external links listed in the University Health & Safety Department's web site:

https://www.ed.ac.uk/health-safety/guidance/hazardous-substances/sds

Equally, these are very easily obtained directly from manufacturers and suppliers web sites and/or upon written request. They are often provided in packaging together with substances that have been ordered from manufacturers and suppliers.

8.5.18 No activity involving anything other than trivial operations should be undertaken unless a properly completed and endorsed risk assessment form has first been completed. These forms must be reviewed annually, or whenever there is a change in the risk involved (see Paragraph 8.5.12).

8.5.19 *Competence*: The competence of workers to undertake activities safely is likely to vary with increasing *skills, knowledge, training and experience*, as is their capacity to properly assess risks associated with work activities. Very often a worker's *attitude* to safe working becomes more positive too with increased experience. The following procedures therefore apply to different groups of workers, as their likely level of

competence increases, together with the degree of oversight required to endorse their assessment of risk as *competent* (see Paragraph 8.5.19), *suitable and sufficient*:

- Full-time teaching staff and research fellows: Complete the risk assessment form, have it reviewed by a local safety committee member, and then sign it;
- Post-graduate and post-doctoral workers: Complete the risk assessment form, sign it, and obtain a counter-signature from your research supervisor;
- Final year undergraduates undertaking project work: Complete the risk assessment form, sign it and obtain a counter-signature from your supervisor;
- Undergraduates in teaching laboratories: The Course Organiser must complete and sign a risk assessment form for each experiment, and display them in the teaching lab; and
- Research and technical staff: Complete the risk assessment form, sign it and obtain a counter-signature from the member of the academic staff directing the work in question. In the case of class laboratories, this is the Course Organiser's responsibility.

8.5.20 Formal risk assessments must be prepared also for late and lone-working, manual handling risks and display screen equipment, for example, illustrating that the process of preparing risk assessments should be applied to *all* potential hazards.

8.5.21 The Dangerous Substances and Explosive Atmospheres Regulations (2002) (DSEAR) (as amended) require that risk assessments be carried out for bulk storage of flammable liquids to identify and implement the controls that need to be put in place to reduce the risk associated with flammable liquids.

8.5.22 Further information may be obtained from the Health & Safety Executive (HSE) in the form of publications containing more detailed guidance on the principles and processes of risk assessment. These are available to download from:

http://www.hse.gov.uk/pubns/indg163.pdf

Remember – It is in your interests to be aware of the risks involved in the work that you are carrying out.

8.6.1 Pregnancy: Where an employee notifies that she is pregnant, a maternity risk assessment must be carried out, and any required action taken to ensure that the woman is not exposed to unacceptable risks or to her unborn child. The form *MA1*, and guidance notes, may be obtained at https://www.ed.ac.uk/health-safety/online-resources/risk-assessments.

8.6.2 A training presentation relating to risk assessment for new and expectant mothers is contained within:

https://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/cmvm-health-and-safety/edinburgh-bioquarter/training-presentations

8.7.1 Illness: Staff, students and visitors are strongly encouraged to inform their supervisors or hosts of any illness of condition (*e.g.* epilepsy, diabetes, mental health

problems *etc*) that could have a bearing on their ability to work safely. Cases of confirmed or suspected occupational ill-health should be reported using the procedures described in Section 11 of this Manual.

8.8.1 Supervision of Work: Work activities must be put into an appropriate risk category to determine the most appropriate level of supervision required. The category is determined partly by the nature of the work to be undertaken and partly by the *competence* of the workers involved (see Paragraph 8.5.19). There are four categories, as follows:

A. Where work must only be commenced and carried out under the direct supervision of a suitably trained and competent person (see Paragraph 8.5.19);
B. Where work may be commenced only with the supervisor's approval and after his or her advice has been obtained regarding arrangements for supervision;
C. Where extra care must be observed, but where the worker is judged by their supervisor to be already adequately trained and sufficiently competent (see Paragraph 8.5.19) in the procedures involved to be fit to proceed without direct supervision; and
D. Where the risks are insignificant and direct supervision is not required.

8.8.2 For all but the lowest category of work, supervisors should complete a formal risk assessment, or validate one prepared by students or research workers involved with the work, *before* the work commences, and denote the level of supervision required by labelling and circling either A, B, C or D on the risk assessment form. Supervisors should then ensure that all workers concerned have read the form and associated safe system of work; that they understood it; and that they have explicitly agreed to abide by its stipulations. Supervisors should also make it clear to workers that variations from previously approved methods must be documented and discussed beforehand, rather than casually introduced without the supervisor's knowledge, and that the worker has a legal responsibility not to endanger themselves or others by their actions.

8.8.3 *Undergraduate Research Projects*: Honours courses often involve undergraduate students engaging in projects within research laboratories. In such cases, a member of the academic staff, or an experienced postdoctoral or postgraduate worker, must normally be present while the undergraduate does practical work. The undergraduate may only work unsupervised for limited periods when:

- The work is not considered dangerous (*i.e*. when the work falls into category D and is conducted during normal working hours – See Section 9 of this Manual for relevant definitions and further guidance). and
- The student is judged to be *competent* to undertake the task safely (see Paragraph 8.5.19).

8.8.4 Ultimately, these judgements must be made by the person directing the project concerned. In all cases, a person assigned to act as a supervisor for the work being done should know precisely what the student intends to do *before* the work is commenced. The supervisor, or another suitably experienced worker, must be present

if any unusually hazardous operations are to be carried out by an undergraduate (*i.e.* work in categories A to C). Honours students are expected to be familiar with the contents of this Safety Manual and all relevant *Safe Systems of Work/Standard Operating Procedures*; ensuring that this is the case is a responsibility of each student's supervisor.

8.8.5 *Postgraduate Research*: Supervisors must be aware of the work being carried out by their postgraduate and postdoctoral workers. They must consider the level of training and competence (see Paragraph 8.5.19) of such workers (in particular, first-year postgraduates and those – at whatever stage of their training – who are undertaking higher risk work for the first time) in assessing the hazards involved and the degree of supervision required. Where necessary, direct supervision of an experiment should be provided, either by a more experienced worker or by the supervisor him/herself.

8.8.6 If a supervisor plans to be away from their laboratories for a significant period of time, they must inform their students, and arrange for another suitably qualified and experienced member of staff to be available to deal with any problems which arise in their absence.

8.8.7 *Projects carried out at Other Institutions*: If a student, whether undergraduate or postgraduate, is carrying out project work at an institution that is not part of The University of Edinburgh, their supervisor still has a *duty of care* for them. The supervisor, or Honours Course Organiser, must satisfy him/herself that safety is properly controlled at the level of both the relevant institute and in respect of the project itself. Guidance, and a copy of the general risk assessment form RA1 and/or fieldwork risk assessment form, is provided at https://www.ed.ac.uk/health-safety/online-resources/risk-assessments, and the appropriate form(s) must be completed. A copy of the completed form(s) should be sent to the relevant School/Deanery office. The supervisor should find out from the School/Deanery Administrator whether or not an up-to-date copy of the relevant host institution's general safety documentation is already on file. If it is, they need not ask for a further copy.

8.8.8 *Undergraduate Practical Classes:* Designated members of the academic staff are responsible for undergraduate practical classes. They are usually assisted by demonstrators appointed by the Course Organiser. If a member of staff has to leave their class for a limited period, they may leave a demonstrator in immediate charge, provided that the staff member remains close-by, and the demonstrator knows how to contact them in the event of an emergency. If a member of staff has to be absent from a laboratory for an extended period, they should arrange for a suitably qualified and experienced colleague to substitute for them until they return.

8.8.9 Safety instructions should form a component of all laboratory safety manuals (and/or local rules). These should be divided into two parts: 'General' and 'Specific', the latter being associated with particular experiments, alerting students to particular hazards or safety procedures. The appropriate level of detail will depend upon the experience of the class as determined by its admission requirements.

8.9.1 Visitors: Visitors to University's buildings on the Edinburgh bioQuarter campus, including those intending to undertake work on the site, must conform to the policies and procedures set out in this Safety Manual. Those responsible for organising and hosting visits to the University's buildings will be responsible for safeguarding the health and safety of their visitors.

8.9.2 Particular attention is drawn to Section 6 (Disability Policy and Buildings Emergencies) of this Manual, which will be relevant in any one or more visitors have mobility, sensory or cognitive impairments or other disabilities that could compromise their ability to safely evacuate the building in the event of an emergency such as fire.

8.9.3 Where large numbers of people are visiting together, perhaps to attend a conference, it will usually be necessary to provide a safety induction at least as it refers to fire safety arrangements (See Sections 5, 6 and 31 of this Manual for further details, including *PowerPoint* presentation slides that may be used as the basis of a safety briefing for visitors).

8.9.4 Further details of responsibilities related to the hosting and supervision of visitors in the workplace are contained in Section 7 of this Manual.

8.10.1 Young People: Where prior agreement has been obtained for a young person (16-18 years old) to undertake some work within a laboratory, the level of supervision that will be necessary is greater than that required of more experienced workers. Supervisors should clearly identify training needs for young people as part of their induction procedures, and work should be carried out under close supervision until it has been confirmed that individuals are *competent* to carry out their work safely (see Paragraph 8.5.19).

8.10.2 Where young people *have* been permitted access to laboratories (for education visits, for example), they must not be given direct access to ionised and non-ionising radiation, hazardous microbiological agents and substances of high consequence, *etc*.

8.10.3 Younger people (those below the age of 16 years) are not permitted access into laboratories, where they may be exposed to ionised and non-ionising radiation, hazardous microbiological agents and substances of high consequence.

8.10.4 Particular attention is drawn to Section 6 (Disability Policy and Buildings Emergencies) of this Manual, which will be relevant in any one or more young people have mobility, sensory or cognitive impairments of other disabilities that could compromise their ability to safely evacuate the building in the event of an emergency such as fire.

8.10.5 Further details of responsibilities related to the employment and supervision of young people in the workplace are contained in Section 7 of this Manual.

8.11.1 Training: Principal Investigators, supervisors and other service managers should seek training to better equip them to assess risks and prepare formal risk assessments. All research-active staff and students are expected to attend, as appropriate to the work that they are going to be doing, health and safety induction

training, fire safety awareness, biosafety and radiation protection. Details of relevant training courses, including one specifically related to risk assessment (which also includes a RA Clinic whereby questions may be asked relating to specific applications) are to be found on the University's health and safety web site at:

https://www.ed.ac.uk/health-safety/training

and in regular Safety Bulletins issued (approximately once per month throughout the year) by the College's Health & Safety Manager on the Edinburgh bioQuarter campus to everyone listed on electronic mail distribution lists for occupiers of University buildings on the Edinburgh bioQuarter campus.

8.12.1 Further information: Further information on aspects of risk assessment and supervision are described also on the University's Health and Safety web site:

https://www.ed.ac.uk/health-safety/guidance

8.12.2 The College's Health & Safety Manager for University buildings on the Edinburgh bioQuarter campus (Telephone extension 26390 or email: lgm@staffmail.ed.ac.uk), or the University's Health and Safety Department (Tel: 651 4255 or email: Health.Safety@ed.ac.uk), may be contacted for further advice.

8.12.3 If the query relates specifically to chemical safety matters, contact the University's Occupational Hygienist (Tel: 651 4260 or email: Occupational.Hygiene@ed.ac.uk); for biological safety matters, contact the University's Biological Safety Adviser (Tel: 651 4245 or email: Biosafety@ed.ac.uk); or, for radiation matters, the University's Radiation Protection Adviser (Tel: 650 2818 or email: Radiation@ed.ac.uk).

ANNEX A

Common Failings with Risk Assessments, and some "Must Do's"

When conducting risk assessments, common errors are made by all types of organisation; these often include:

- Not appointing *competent* people to carry out the risk assessment (see Paragraph 8.5.19);
- Not providing the necessary information, training, resources, time and support to those who have been assigned the task of assessing risk;
- Not involving a team of people in preparing and reviewing the risk assessment; and
- Not including employees with a sufficiently sound practical knowledge of the process/activity to be assessed.

Other common errors include:

- Overlooking collateral risk factors (*e.g.* late and lone working, implications for pregnant workers, *etc*.);
- Not thinking about long-term hazards to health (*e.g.* risks caused by long-term exposure to dangerous substances);
- Overlooking other work that is being carried out in the workplace (*e.g.* cleaning);
- Controlling one risk by transferring it elsewhere;
- Failing to inform and adequately supervise workers.

A suitable and sufficient assessment *must always*:

- Clearly identify hazards associated with the process or use of a substance, *etc*;
- Identify the task and the appropriate location where the task is to be carried out;
- Identify the risk assessor and for how long the risk assessment is valid until next review;
- Identify the hazard(s), all those who may be affected by the hazard(s), and the controls that are in place to prevent an incident occurring;
- Properly inform all users;
- Identify any and all Personal Protective Equipment requirements, emergency procedures, health surveillance arrangements, and any other specific information that may be required to protect people who may be affected; and
- BE CLEAR AND EASILY UNDERSTANDABLE!