**Risk Assessment for student project, ‘How have primary schools interpreted and enacted Assessment without Levels (AwL)’ by Shailen Popat,, Department of Education**

| Date:  **January 2019** | Assessed by:  Shailen Popat | Validated by: | Location: Oxford |
| --- | --- | --- | --- |

| Activity | Hazard | Person(s) in danger | Existing measures to control risk | Risk rating | Result |
| --- | --- | --- | --- | --- | --- |
| Off campus work in the UK, in stable rural and urban environments. | Lack of competence. | Staff and student | Academic staff have recognised expertise in the research methods employed, and in navigating the sites travelled to. Where new methods and sites are involved, appropriate training and advice is sought prior to the commencement of the research.  Postgraduate students have discussed research with staff, are trained in appropriate methodologies and supervised throughout the process of the research. Training includes attendance at research ethics training offered by the department. Detailed research plans are reviewed by supervisors/tutors.  Research takes place in locations where first aid and/or other medical support or facilities are available within 30 minutes.  Research is carried out in normal working hours or at a time convenient to the research participant.  No alcohol is consumed whilst carrying out research. | Low | A |
| Off campus work in the UK, in stable rural and urban environments. | Increased exposure to risks of everyday life and social interaction, such as road accidents and infectious illness. | Staff and student | University of Oxford guidelines for health and safety during fieldwork and lone working have been consulted as appropriate to the research activity.  Students must consult with supervisors to put in place adequate safeguards, including establishing detailed research plans and maintaining regular contact. | Low | A |
| Lone working in the above sites. | Risk of harm. | Staff and student | The student researcher will inform supervisors where he will be travelling to each time he departs and will send an email to confirm that he returned safely.  Researchers will carry a fully charged mobile phone and map of the area.  Be prepared to arrange alternative venues for your research activity if security is in doubt. If in doubt of safety or feeling uneasy, leave the research site immediately. | Low | N |
| Travel to and from sites of research. | Risk of harm. | Student | Use licensed and reliable public transport, private car or a reputable taxi firm. Plan the route in advance and always take a map. Ensure appropriate budgeting for use of taxis if needed.  Plan the route in advance and always take a map. Carry a fully charged mobile phone.  Study a map of the area for clues as to its character. Look for schools, post offices, railway stations and other hubs of activity.  Avoid walking alone at night. Keep to busy and well lit roads where possible.  Don’t use headphones so that you cannot hear what is happening around you. Equipment and valuable items should be kept out of sight. | Low | A |
| Working in institutional environments. | Lack of awareness of health and safety, safeguarding and risk protocols in those sites. | Staff, student and research participants | Where research takes place off-site in an institutional environment, the researcher must make him/herself aware of relevant health and safety, safeguarding and risk protocols in that site.  The researcher must ask permission before conducting any research in the site and a letter of approval from must be appended to the Ethical approval form. | Low | N |
| Travelling to and within high crime neighbourhoods. | Risk of harm to researcher | Staff and student | Ensure safe travel to and from site – use a private car, reliable public transport, or licensed taxis. If using public transport, ensure that you know timetables.  Check local sources, such as the police, for their assessment of risks in the neighbourhood, and follow advice. Use these sources to continue to assess risks during the research. | Medium | A |
| Carrying out interviews and questionnaires in face-to-face environments. | Risk of offence. | Staff and student | Student researcher trained in good interview techniques.  Participant information sheets will explain in layperson’s terms what questions might be asked, how long interviews will take and style of interview.  Researchers will behave inconspicuously, avoid making personal remarks about people or environments, and dress appropriately so as to not attract undue attention.  If students are in any discomfort or feel uneasy, they should trust his instincts and find an excuse to end the interview or questionnaire. | Low | A |
| Carrying out telephone interviews | Risks associated with online research. | Staff and student | Stay up to date with ongoing debates about ethics of research, the scope of which are constantly changing and expanding.  Follow good practice for research ethics at all times (research must be of good quality, you must be trained to carry it out, it needs to be well designed, it must have significance etc).  The research must not involve the use of deception at any stage with the student researcher being alone in the room and he must be the one asking the questions. Researchers must be aware that discussions by telephone will be experienced by research participants as private. | Low | A |
| Unwelcome or distressing experiences that arise during research. | Risk of distress to researcher and research participants. |  | Where research activities lead to unexpected and unwelcome distressing experiences, researchers need to ensure they debrief with supervisor and access sources of support where needed.  Due consideration given to signposting research participants to relevant sources of support where appropriate.  Any incident that occurs will be reported to the Research Ethics panel so that it can contribute to annual review of the risk management process. | Low | A |
| Accusations from Child Participants | Risk to researcher’s reputation and wellbeing | Researcher | Involve class teacher in selection of participants.  Obtain written consent from parents.  Conduct focus groups in the classroom during the school day or immediately after school when other adults may be present. | Low | A |

**Notes to accompany General Risk Assessment Form**

1. **Risk Rating** : the simplest form of risk assessment is to rate the remaining risk as high, medium or low, depending on how likely the activity is to cause harm and how serious that harm might be.

The risk is **LOW** - if it is most unlikely that harm would arise under the controlled conditions listed, and even if exposure occurred, the injury would be relatively slight.

The risk is **MEDIUM** - if it is more likely that harm might actually occur and the outcome could be more serious (eg some time off work, or a minor physical injury.

The risk is **HIGH** - if injury is likely to arise (eg there have been previous incidents, the situation looks like an accident waiting to happen) and that injury might be serious (broken bones, trip to the hospital, loss of consciousness), or even a fatality.

1. **Result** : The options for this column are:

**T = trivial risk**. Use for very low risk activities to show that you have correctly identified a hazard, but that in the particular circumstances, the risk is insignificant.

**A = adequately controlled, no further action necessary.** If your control measures lead you to conclude that the risk is low, and that all legislative requirements have been met (and University policies complied with), then insert A in this column.

**N = not adequately controlled, actions required**. Sometimes, particularly when setting up new procedures or adapting existing processes, the risk assessment might identify that the risk is high or medium when it is capable of being reduced by methods that are reasonably practicable. In these cases, an action plan is required. The plan should list the actions necessary, who they are to be carried out by, a date for completing the actions, and a signature box for the assessor to sign off that the action(s) has been satisfactorily completed. Some action plans will be complex documents; others may be one or two actions that can be completed with a short timescale.

**U = unable to decide. Further information required.** Use this designation if the assessor is unable to complete any of the boxes, for any reason. Sometimes, additional information can be obtained readily (eg from equipment or chemicals suppliers, specialist University advisors) but sometimes detailed and prolonged enquiries might be required. Eg is someone is moving a research programme from a research establishment overseas where health and safety legislation is very different from that in the UK.

**For T and A results**, the assessment is complete.

**For N or U results**, more work is required before the assessment can be signed off.