**Travelling to the Cambridge Biomedical Campus**

**Catch the Bus**

Please see overleaf for more information about the buses you can take from each stop at CBC.

**Cambridgeshire Guided Busway**

Bus routes A, R and U operate along the Cambridgeshire Guided Busway, the longest guided busway in the world. This specially constructed traffic-free route provides rapid transport between Cambridge Railway Station and CBC, with consistent journey times of just a few minutes. It's the quickest way of travelling between the two locations.

For more details please visit [www.thebusway.info](http://www.thebusway.info)

**Train & Bus**

There are plenty of buses between Cambridge Railway Station and CBC. The quickest journeys are usually on board those which operate along Cambridgeshire Guided Busway (see below).

Get Plusbus with your rail ticket which provides unlimited travel on both Whippet and Stagecoach buses across the whole urban area of Cambridge City.

Find out more: [http://www.plusbus.info/cambridge](http://www.plusbus.info/cambridge)

**Park & Ride**

Drive to one of the five Park & Ride sites located on the outskirts of the city that provide free parking all day and a fast and frequent bus ride to the city centre. A return ticket costs £3 (£5.50 from Trumpington) and travel is unlimited.

If you are travelling to CBC from Babraham Park & Ride, you can purchase a short hop return ticket for just £2.50.

Find out more by visiting: [http://www.cambridgeparkandride.info/](http://www.cambridgeparkandride.info/)

**Cycling times**

To find out more about Cambridge Biomedical Campus visit [https://cambridge-biomedical.com](https://cambridge-biomedical.com)

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[university hospitals](http://www.nhs.uk/our-work/nhs-foundation-trusts/university-hospitals)

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[abcam](http://www.abcam.com)

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**Go Electric**

If you have an electric vehicle, there are charging points at both Trumpington and Babraham Park and Ride sites. In addition, there are electric charging points available for use in Car Park 2 for both cars and cycles.

**Join a Car Club**

Car clubs give you access to a car when you need it, perfectly maintained without the hassle or expense of ownership. Both Zipcar and Ecar vehicles are located across Cambridge. Find out where your nearest vehicles are located on the Zipcar and ECar websites:

[www.zipcar.co.uk](http://www.zipcar.co.uk)  
[https://ecarclub.co.uk/](https://ecarclub.co.uk/)

**Business Travel**

If you need to use a car for work, check if your employer has a pool hire scheme for business use.

**Car Sharing**

Why not share your car journey to reduce the costs of driving to work? Join Liftshare, the car-sharing community: [https://liftshare.com/uk](https://liftshare.com/uk)

1. Register online at [https://liftshare.com/uk](https://liftshare.com/uk)
2. Register your journey to work
3. Look for members who travel the same route
4. Get in touch with them to organise a match!
5. If there isn’t a match already you will be informed when somebody with your journey registers.

How much would you save from car-sharing?

Try the fuel saving calculator: [https://liftshare.com/uk/savings-calculator](https://liftshare.com/uk/savings-calculator)

**Car Parking**

Car parking on site is limited so we encourage all who are able to travel by sustainable modes.

Please note that through route enforcement is in place with Automated Number Plate Recognition (ANPR) cameras monitoring traffic movements. Drivers using the site as a through-route may be fined. Anyone who is driving onto the campus to collect, drop off or to visit one of the Hospitals or businesses will not be fined.
What the ML can do for YOU
as a member of Clinical School staff?

As a member of University staff, many electronic resources are available to you using RAVEN and/or by IP address.

You can also join the library – simply come in with your blue University card.

Electronic resources at your fingertips:

- Check what books and electronic journals are available using LibrarySearch
- Databases for literature searching: Cambridge Pubmed, Medline via OVID, Web of Science and more

Library based resources and support

Physical Resources

- Books – reading lists are welcome to ensure we have the right texts for you and/or your students
- Study space – quiet space and group space, PCs, UniOfCam wifi

Support and training: all can be tailored, delivered on request, delivered in your department

- **Group sessions**
  
  o Introduction to the library – how to find journals, books etc
  o “Systematic Literature Reviews – how to guide”
  o Reference management – incl Endnote, Mendeley, Zotero
  o Literature searching – specific databases incl Pubmed, Web of Science, Scopus
  o Keeping Up To Date – email alerts by topic or journal
  o Critical appraisal

- **Online course**
  
  o 10 Days of Twitter

- **New sessions for next term**
  
  o Writing for publication
  o Managing your online presence
  o Research data management

- **One-to-one consultations, by appointment**
  
  o Problem solving for reference managers
  o Literature search advice, esp. for systematic reviews: too may hits, not enough, etc

http://library.medschl.cam.ac.uk  @cam_med_lib
librarytraining@medschl.cam.ac.uk  (3)36750
Wellbeing

The time individuals spend at work emphasises the importance of promoting health and wellbeing in the workplace and the University is committed to providing a healthy working environment and improving the quality of working lives for all staff.

The University recognises that investing in staff wellbeing can have positive outcomes both for staff and the University. As a result the University has clear aims and objectives which represent a commitment to an integrated approach to staff wellbeing that creates:

- A sense of belonging
- An environment and culture based on shared values and trust
- An environment where staff wellbeing is integrated into day-to-day practices
- An environment that recognises skills and encourages personal development

To complement and reinforce the University’s position on wellbeing the School of Clinical Medicine launched its own Mental Health Awareness Programme in April 2015. With the intention of embedding a culture of dignity in mental health within the workplace the School has arranged a number of events and produced a variety of resources.

For further information please refer to the School’s wellbeing webpages: (wellbeing.medschl.cam.ac.uk), or contact us: mailto:cswellbeing@admin.cam.ac.uk

The University also recognises that individual members of staff may experience difficulties in their personal lives or in their employment circumstances which can affect their ability to carry out their work. The University offers a number of support services that all staff can access:

<table>
<thead>
<tr>
<th>University Counselling Service</th>
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<tr>
<td>2-3 Bene't Place, Lensfield Road CB2 1EL. Email: <a href="mailto:reception@counselling.cam.ac.uk">reception@counselling.cam.ac.uk</a> Tel: (3)32865 counselling.cam.ac.uk</td>
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<tr>
<th>University Occupational Health Services</th>
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<tr>
<td>16 Mill Lane, Cambridge, CB2 1SB Email: <a href="mailto:occhealth@admin.cam.ac.uk">occhealth@admin.cam.ac.uk</a> Tel: 336594 admin.cam.ac.uk/offices/oh</td>
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<th>Dignity@Work</th>
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<tr>
<td>admin.cam.ac.uk/offices/hr/policy/dignity Email: <a href="mailto:dignitycontacts@admin.cam.ac.uk">dignitycontacts@admin.cam.ac.uk</a>. Tel: (7)65031</td>
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<th>University Mediation Service</th>
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<td>admin.cam.ac.uk/offices/hr/policy/mediation Email: <a href="mailto:mediation@admin.cam.ac.uk">mediation@admin.cam.ac.uk</a> Tel: (7)65544 / (7)65821</td>
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<th>University Health &amp; Safety Office</th>
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<td>admin.cam.ac.uk/offices/safety</td>
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<th>External Support Services</th>
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<tr>
<td>medschl.cam.ac.uk/human-resources/staff-wellbeing/support-services</td>
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“Doing great work in a great place to work”
Athena SWAN and Equality, Diversity and Inclusion at the School of Clinical Medicine

The Clinical School is committed to improving Equality, Diversity and Inclusion, partly through the Athena SWAN Charter. We want all our staff to feel supported and valued and for the School to be ‘a great place to do great work’. We provide a range of initiatives and events aimed at improving the working experiences of and development opportunities for all staff.

Athena SWAN and the School of Clinical Medicine

Athena SWAN awards recognise and celebrate good practice in recruiting, retaining and promoting women in science, engineering and technology (SET) within Higher Education. Athena SWAN awards are available at University and Departmental levels. Cambridge University holds a Silver award; the School of Clinical Medicine is proud to have held an Athena SWAN Silver Award since April 2013 (renewed in November 2016 and valid until November 2020) which reflects our broad programme of activities relating to Equality, Diversity and staff support, and the continued embedding of good practices for all staff.

Information about Equality, Diversity and Inclusion at the Clinical School can be found on the School’s Athena SWAN website; athena-swan.medschl.cam.ac.uk

<table>
<thead>
<tr>
<th>Athena SWAN: History and principles</th>
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<tr>
<td>The Athena SWAN Charter evolved from work between the Athena and Juno Projects (Institute of Physics) and the Scientific Women’s Academic Network (SWAN), to advance the representation of women in SET.</td>
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The following principles were agreed:
- To address gender inequalities requires commitment and action from everyone, at all levels of the organisation
- To tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation
- The absence of diversity at management and policy-making levels has broad implications which the organisation will examine
- The high loss rate of women in science is an urgent concern which the organisation will address
- The system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises
- There are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation.

Clinical School Equality Champions

The Clinical School has had Equality Champions in every department since 2011. Our Equality Champions have been instrumental in increasing awareness of the School’s Equality, Diversity and Inclusion Programme by promoting Athena SWAN and related matters throughout the school. More information about the Equality Champions Network can be found on the School’s Athena SWAN website: athena-swan.medschl.cam.ac.uk

If you are interested in finding out more about the Equality Champions Network please contact Vicky Smallbone, Equality and Diversity Coordinator at vs351@medschl.cam.ac.uk.

"Doing great work in a great place to work"
Clinical School Fellows Network

The Clinical School Fellows Network is a support network for all Clinical School ‘mid-career’ academics and researchers (the types of fellowships this includes are listed below for information).

The Fellows Network is your representative group, aiming to:

✓ **Offer** mid-career researchers the opportunity to **obtain and provide peer support**

✓ **Provide a vehicle** for communication between mid-career researchers across the 21 Departments, Institutes & Units of the Clinical School (with a view to identifying overlapping areas of interest)

The network provides the opportunity for Fellows to meet, share advice, talk about their experiences and develop ways to support each other. The Network’s Champions organise career development and social events throughout the year on a variety of topics such as ‘Elevator Pitches’ and ‘Mentoring’

The Network has a mailing list which is used to circulate career development information and opportunities, and events which may be of interest. Fellows are encouraged to use the network as a means of peer support, to post questions relating to career development, and to use the network to support others.

**Please sign up to the mailing list here:** lists.cam.ac.uk/mailman/listinfo/medschl-awf

### Mentoring Programme

The Clinical School Fellows Network has a Mentoring Programme, facilitated by the Clinical School to help support your personal and professional development. More information about the programme and an application form can be found here: [https://mentoring.medschl.cam.ac.uk/](https://mentoring.medschl.cam.ac.uk/)

The Network is led by its **Fellows Champions**, John James, Jenny Hirst, Virginia Newcombe, Eoin McKinney and Estee Torok, and supported by the Clinical School’s Equality, Diversity and Inclusion Programme. For more information about the network or to get involved (we’re always looking for enthusiastic new members) please email John James jj400@cam.ac.uk or Jenny Hirst jh228@cam.ac.uk.

### Types of fellowships:

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<thead>
<tr>
<th>Fellows</th>
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<tr>
<td>Sir Henry Wellcome Postdoctoral Fellowships (Wellcome Trust)</td>
<td>Clinician Scientist Fellowships (MRC, Academy of Medical Sciences)</td>
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<tr>
<td>Clinical Researcher Career Development Fellowships (Wellcome Trust)</td>
<td>Post-doctoral Fellowship (NIHR)</td>
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<tr>
<td>Intermediate Fellowships (Wellcome Trust)</td>
<td>Career Development Fellowship (NIHR)</td>
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<tr>
<td>Sir Henry Dale Fellowships (Wellcome Trust)</td>
<td>Academic Clinical Lecturers</td>
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<tr>
<td>Research Career Development Fellowships (Wellcome Trust)</td>
<td>Principal Research Associates</td>
</tr>
<tr>
<td>Research Career Re-entry Fellowships (Wellcome Trust)</td>
<td>Clinician Scientist Fellowships (MRC, Academy of Medical Sciences, CRUK, NIHR etc)</td>
</tr>
<tr>
<td>Skills Development Fellowships (MRC)</td>
<td>College Research Fellows</td>
</tr>
<tr>
<td>Career Development Awards (MRC)</td>
<td>Non-PI Principal Research Associates</td>
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</table>

This list is not exhaustive and anyone who feels they are at a comparable stage/fellowship are welcome to join.

“Doing great work in a great place to work”
The Clinical School Postdoctoral Committee

The Clinical School Postdoctoral Committee is your representative group, aiming to:

- **Provide a voice** for Clinical School Postdocs, and increase the visibility of Postdocs within the School administration and senior management
- **Provide a vehicle** for communication between Postdocs across the 21 Departments, Institutes & Units of the Clinical School (with a view to identifying overlapping areas of interest)

The committee organise career development and social events throughout the year which provide the opportunity for postdocs to meet, share advice, talk about their experiences and develop ways to support each other. The committee also host an annual ‘Clinical School Postdoc Day’ which offers a range of talks and networking opportunities for all Clinical School Postdocs.

For more information about the Postdoc Committee, please see our website: postdocs.medschl.cam.ac.uk

Clinical School Postdoc Centre
The Clinical School Postdocs have a Postdoc Centre in the School in which many of the committee’s events are hosted. The space boasts a lounge area to socialise and relax over coffee, and a Library in which to work without distraction. In addition, the Centre also has a number of meeting rooms which can be booked by postdocs. More information about the Centre, including room booking can be found here: http://postdocs.medschl.cam.ac.uk/about-us/map-of-post-doc-centre-biomedical-campus/

The Postdocs have a mailing list which is used to circulate career development information and opportunities, and events which may be of interest.

Please sign up to the mailing list here: lists.cam.ac.uk/mailman/listinfo/soc-clinsoc-pdoc

For more information about the committee or to get involved, (we’re always looking for enthusiastic new committee members) please email cambridgecspc@gmail.com.

We are supported by the Clinical School’s Equality, Diversity and Inclusion Programme and align our efforts with both the University Office of Postdoctoral Affairs (opda.cam.ac.uk) and the PdOC Society (pdoc.cam.ac.uk)

“Doing great work in a great place to work”
Clinical School Professional and Support Staff Network

The Clinical School Clinical School Professional and Support Staff Network is a support network for all Clinical School Assistant and Academic-related staff.

The Clinical School Professional and Support Staff Network is your representative group, aiming to:

- Offer professional and support staff the opportunity to obtain and provide peer support
- Provide a means for communication between Assistant and Academic-related staff across the 21 Departments, Institutes & Units of the Clinical School (with a view to identifying overlapping areas of interest)

The network provides the opportunity for Professional and Support Staff to meet, share advice, talk about their experiences and develop ways to support each other. The School organises career development events throughout the year on a variety of topics such as ‘CV workshops’.

The Network has a mailing list which is used to circulate career development information and opportunities, and events which may be of interest. Professional and Support Staff are encouraged to use the network as a means of peer support, to post questions relating to career development, and to use the network to support others.

Please sign up to the mailing list here: https://lists.cam.ac.uk/mailman/listinfo/medschl-prof-support-staff-network

The Network is led by the Clinical School’s Equality, Diversity and Inclusion Programme. For more information about the network or to get involved (we’re always looking for enthusiastic new members) please email csdiversity@admin.cam.ac.uk

“Doing great work in a great place to work”
Frank Lee Leisure & Fitness welcomes all Addenbrookes Campus Staff. All inclusive or pay as you go membership options available.

Facilities include:

- 25m Swimming Pool
- Gym & Weights Room
- Children & Adult Swimming lessons
- Sauna & Steam Room
- Tennis, Badminton & Squash
- Over 50 Beginners exercise classes
- Function Rooms for hire
- Open Early mornings till late
- Extensive timetable for all levels of fitness
- Bar & Restaurant
- Free Wi-Fi
- Beauty Treatments
- 5-a-side Football League
- LIVE Football

E-mail@frank-lee.com

We are 2 minutes’ walk from the main concourse

E-mail@frank-lee.com

For regular updates from the club, find us on Facebook search Frank Lee Leisure and Fitness and Twitter @frankleecentre.
To Administrators

From Dr Martin Vinnell, Director of Health and Safety

Date January 2018

Subject Display Screen Equipment (DSE) risk assessments

Our Ref S/DSE/18/009

I am writing to remind all Departments that it is University policy that DSE assessments are undertaken for all users. This should be part of an individual’s induction process and the assessment should be kept in the individual’s personnel file and reviewed:

- on a regular basis eg, every 2 years in the first instance by the individual or, if
- there are major changes made to equipment, furniture or software
- workstations are relocated
- there is a change in workload or tasks
- the health of the user changes
- there is reason to believe it is no longer valid

In accordance with the University DSE policy the risk assessment should be carried out by the individual with the assistance of their manager and/or the Departmental Safety Officer (DSO) where necessary, using the University Workstation assessment form appendix 4 or a locally agreed form. The results should be reviewed by the individual’s manager and/or the DSO and any highlighted problems discussed and resolved where possible. Further information and advice can be found at: https://www.oh.admin.cam.ac.uk/advice-and-guidance/computer-health

If health problems are reported, advice should be sought from the University Occupational Health Service via a management referral https://www.oh.admin.cam.ac.uk/oh-forms/management-referral-form and a copy of the self-assessment sent with the referral.

‘An Introduction to Display Screen Equipment (DSE) Assessment’ training is available via the Safety Office for staff and post graduate students who regularly use DSE. The training provides information on how to prevent and reduce the risk of possible health problems arising from computer use. The training is also aimed at those responsible within departments for assisting with the DSE risk assessment process. The course will provide an understanding of the DSE Regulations 1992 (as amended 2002) and discuss employer's and employee's duties regarding the assessment of DSE workstations. The training session provides an opportunity to discuss some of the common health problems and concerns that may be associated with poor workstation set-up with examples of possible solutions.

If you have any questions please contact Occupational Health on 01223 336594 or via email OccHealth@admin.cam.ac.uk
Policy and Procedure

June 2017

Display Screen Equipment (DSE)

Occupational Health & Safety Service
HSD005P (rev 2)
## Contents

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2. **Purpose**  
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   7.6 DSE training and information  

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Laptop computers  
Home workstations  
Postgraduate students  
Undergraduate students  

**APPENDIX 1** – Hazards and potential risks of DSE work  
**APPENDIX 2** – Minimum requirement for workstations  
**APPENDIX 3** – Identification of DSE user  
**APPENDIX 4** – DSE ‘user’ workstation assessment checklist  
**APPENDIX 5** – DSE Eye Test Form

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1. Scope

This policy applies to all staff employed by the University of Cambridge who are classified as display screen equipment (DSE) users or who are about to become users including agency and temporary staff.

2. Purpose

The purpose of the policy is to:

- ensure that the University complies with the Health and Safety (Display Screen Equipment) Regulations 1992 which implement an EC Directive and came into effect from January 1993 (with amendments in 2002). Hereafter these are referred to as 'the Regulations'.
- protect people who habitually use display screen equipment as a significant part of their normal work by ensuring that the risks associated with such work are minimised
- outline the responsibilities in relation to the management of DSE assessments

3. Introduction

The main purpose of the Regulations is to reduce the possible risks associated with DSE use which are mainly:

- musculo-skeletal problems
- visual fatigue
- stress

The likelihood of experiencing these effects is largely related to the frequency, duration and intensity of spells of continuous DSE use. It should however, be understood that these symptoms are not unique to DSE work nor an inevitable consequence of it.

More information on the hazards and potential adverse effects of DSE work is given in appendix 1.

4. Definitions

4.1 Display Screen Equipment (DSE): is any display screen for showing text, numbers or graphics regardless of the display process involved.

A display screen may also be referred to as a:

- monitor
- VDT (visual display terminal)
- VDU (visual display unit)
The definition is not limited to typical office situations such as personal computer (PC) screens; it includes screens such as Microfiche readers and those attached to surveillance cameras.

Exceptions from the Regulations include:

- displays on control cabs for vehicles or machinery, or on board a means of transport
- DSE mainly intended for public operation e.g.,
  o cash machines, calculators
  o cash registers
- portable systems e.g., laptops, tablets or iPods, but only if used infrequently. If used for prolonged periods the Regulations will apply - see section 7.6 regarding laptop use

4.2 Users and Operators

4.2.1 Designated User

A designated user is defined as an employee who habitually uses DSE as a significant part of their normal working day.

If used less frequently other factors should be considered. The individual will generally be classified as a user if most or all of the following apply:

- normally uses DSE for continuous or near continuous spells of an hour or more at a time on a daily basis
- the job requires fast transfer of information between user and DSE
- needs significant training and / or specialist skills in the use of DSE to do the job
- performance requirements of the system, demand high levels of attention and concentration
- need special training or skills to use the DSE

4.2.2 Operator

An operator is a self-employed person who habitually uses display screen equipment as a significant part of their normal work.

4.3 Workstation

The workstation includes the:

- display screen, keyboard, mouse, disk drives, printer or any other input/output device
- desk (or other work surface), work chair, document holder, footrest, and any other item peripheral to the DSE equipment
- immediate work environment around the DSE
5. **Legal Requirements**

The Regulations set out key requirements in respect to DSE work that include:

- workstation analysis and risk assessment
- DSE workstations that meet the minimum requirements as set out in the Schedule of the Regulations and specified in appendix 2
- Users’ daily work routine and planning DSE work to allow breaks and change in activity
- provision of an appropriate eye and eyesight test for users if they request it and where indicated the provision of corrective appliances where required *solely and specifically* for DSE use
- information and training for managers and staff

6. **Roles and responsibilities**

6.1 **Head of Departments, Supervisors and Managers**

Heads of Departments (HoD), supervisors and managers responsibilities include ensuring that:

- DSE users are identified – see appendix 3
- DSE assessments are undertaken for each DSE user – including home workstations
- DSE workstations meet the minimum requirements - see appendix 2
- DSE users take regular breaks and a change of activity from computer tasks;
- DSE users are aware of the risks associated with DSE, through adequate and suitable health and safety training;
- appropriate financial resource is available to support eyesight tests and where required spectacles if solely for DSE use - see section 7.5
- appropriate recommendations made by the person supervising the assessment and/or Occupational Health are implemented;
- DSE assessments are effectively monitored.
6.2 DSE users:

DSE users’ responsibilities include ensuring that:

- they undertake the relevant DSE awareness training on commencement and refresher training when required
- they carry out and complete the DSE assessment form and forward this to their manager/DSO;
- where indicated discuss the outcome of the assessment with the manager/DSO and make any recommended changes;
- they comply with the safe system of work put in place by their manager for their protection e.g., taking activity breaks
- they notify their manager of any significant changes to their DSE;
- health problems, where DSE work could be a contributory or aggravating factor, are immediately reported to their manager and where necessary Occupational Health (OH).

6.3 The Occupational Health and Safety Service (OHSS):

The OHSS responsibilities include ensuring that:

- there is provision for a confidential OH assessment and advice for individuals with possible DSE aggravated health issues;
- any OH recommendations are given to individuals and their managers following such an assessment.
- appropriate training programmes are available

6.4 The Purchasing Office

Procurement responsibilities are to:

- ensure equipment purchased complies with DSE Regulations.

6.5 Human Resources

Human Resources responsibilities are to:

- provide advice and guidance to staff and managers on redeployment by following the Sickness Absence Policy for any member of staff found to have confirmed and significant upper limb disorder (ULD) that results in them being unable to continue in their job role.
- provide employment advice in situations where an employee’s symptoms have a severe ability to impact on their work.
7. **Procedure and Guidance**

The University will fulfil its obligations through:

- identifying users
- the assessment of workstations, using a risk assessment approach ensuring the provision of suitable work equipment
- arrangements for users to take regular breaks from DSE activities
- the provision of information and awareness training for managers and users, through training, website information and leaflets
- the provision of eye and eyesight tests for users, and the provision of spectacles where these are required specifically for DSE work.

7.1 **Identifying users**

- If an employee uses DSE more or less continuously on most days then they should be regarded as a user – see appendix 3

7.2 **Assess the user’s workstation**

- Workstation assessment should be carried out by the individual with the assistance of their manager and/or the Departmental Safety Officer (DSO) where necessary, using the Workstation assessment form appendix 4. This should be part of the induction process for new recruits.
- The results will be reviewed by their manager and/or the DSO and any highlighted problems discussed and resolved where possible.

The assessment should be kept in the individual’s personnel file and reviewed:

- there are major changes made to equipment, furniture or software
- workstations are relocated
- there is a change in workload or tasks
- the health of the user changes
- there is reason to believe it is no longer valid
7.3 Ensure all work stations meet the minimum requirements

Workstations equipment must comply with specific minimum requirements laid down in the DSE Regulations specified in appendix 2.

A ‘no’ answer to any of the questions in the checklist appendix 3 relating to the display screen equipment is likely to indicate poor compliance with the minimum standards and should be rectified to the extent that:

- it is appropriate to the employee’s health, safety and welfare
- the characteristics / requirements of the tasks make a compliance possible.

7.4 Breaks and changes in activity

As far as possible jobs at display screens should be designed to consist of a mix of screen based and non screen based work to prevent fatigue and vary visual demands. The need for breaks depends on the nature and intensity of the work.

General guidance is:

- breaks / changes in posture should be taken before the onset of fatigue
- short, frequent breaks are better than long infrequent breaks
- breaks and changes in activity should allow users to vary their posture and have different visual demands. These may occur naturally during the day e.g., telephone calls, photocopying etc.
- ideally users should have some discretion as to when to take breaks but managers should ensure that they understand the need and have the ability to do so. Where this is not possible deliberate breaks and pauses must be introduced.

During DSE break times, employees may find it beneficial to undertake the DSE exercises given in the ‘Pause Gymnastic’ leaflet, links available: http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd005p/index.html

7.5 Provide eye and eyesight tests

If an employee (excluding contract and self-employed) requests an eye and eyesight test, the manager should:

- confirm the employee is a DSE user – see appendix 3
- Advise the employee to make arrangements for the test by a registered ophthalmologist (optometrist) or medical practitioner with a suitable qualification.

The Eye Test Form in appendix 5 must be used for this purpose links available: http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd005p/index.html

- Following the eye test, the completed Eye Test Form signed by the manager/DSO and optometrist should be forwarded to Occupational Health for reimbursement and a copy retained in the employee’s personnel file.
7.6 DSE training and information

All users will be provided with:

- information to raise awareness of the potential hazards and risks associated with DSE work
- how to work safely with DSE
- the measures the University has put in place to comply with the Regulations.

To achieve this all staff will be asked to:

- as part of the Departmental induction process, read and apply the Working Safely with Display Screen Equipment (DSE) Desktop general guidance HSD116P and where applicable the Working Safely with Display Screen Equipment (DSE) Laptops HSD161P, links available: http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd005p/index.html

Laptop computers

These are normally exempt from the Regulations if not in prolonged use; however, if used on a regular basis by a designated user as part of their normal work then the regulations do apply. As the Regulations state that the keyboard and screen must be separate, modifications will be required to laptops that are in prolonged use.

Options include to:

- place the laptop on a specially made platform and use a separate keyboard and mouse
- use the laptop with a separate monitor
- use the laptop with a docking station

Home workstations

If these are used on a regular basis for University business they must be assessed irrespective of who provided the workstation. An initial written assessment by the user under the guidance of a trained assessor should be recorded. Where concerns are raised a more detailed assessment should be made by a trained assessor. If the workstation needs corrective measures then the cost of this will be at the discretion of the manager and if not approved then the employee should not use their home workstation for work.

Postgraduate students

- Where the University provides a computer/workstation for use by a postgraduate student, there is a duty of care to ensure this is suitable for the task involved.
- Where the University provides facilities for use by Postgraduate students e.g., in computer labs, the library etc, then these should be of an adequate standard i.e., with suitably adjustable chairs, space to work and pictographic/instructional guidelines for adjusting a workstation environment to the individual's needs.
- The provision of eyesight tests does not apply to post graduate students
Undergraduate students

Undergraduate students are not covered under the DSE regulations, however where the University provides facilities for use by students e.g. in computer labs, the library etc then these should be of an adequate standard i.e., with suitable adjustable chairs, space to work and pictographic/instructional guidelines for adjusting a workstation environment to the optimum standard and the individuals’ needs.

For further information and advice attend one of the Computing Service Upper Limb Disorder Drop in Sessions.

Reference source


Seating at Work HSG57 HSE Books 2002.
Hazards and potential risks of DSE work

There are some hazards and potential adverse health effects associated with DSE work listed below. The combination of factors makes it difficult to enforce rules e.g., the number of hours use per day.

Where problems do occur they are generally associated with the way the DSE is used. Applying ergonomic principles of the design, selection and installation of DSE as well as the design of the workplace and organisation of the task should help minimise the risk of any adverse health effects.

Musculo-skeletal disorders of the neck, back and upper limbs

A wide range of disorders of the nerves, tendons, muscles and supporting structures of the musculo-skeletal system can result in different symptoms such as:

- fatigue
- discomfort
- pain and throbbing
- local swelling
- pins and needles
- numbness

Diagnosis is often difficult and there is inconsistency in the terms used to describe the symptoms. Usually with precautions such as regular breaks and correct posture people recover but in some cases they can become persistent and disabling. The development is usually cumulative, and contributed by both physical and psychological hazards such as:

- prolonged awkward or static posture
- inadequate rest breaks or changes in posture
- high repetition rates
- excessive force
- poor work organisation / psychosocial factors

Eye and eyesight effects

Use of display screen equipment does not cause disease or permanent damage to the eyes but can cause eye fatigue and discomfort. Due to the visual demand it can make people aware of an eyesight problem that they may not have been previously aware of.

Eye problems may be caused by such factors as:

- reflections, glare and flicker on the screen
- poor position of the monitor
- inadequate lighting
- concentrating in a static position for too long
- a dry atmosphere which may cause problems for contact lens wearer
- bifocal wearers, who may adopt an awkward head position when viewing the screen
Headaches

May result from:

- stress from the pace of work
- anxiety
- poor posture
- room temperature

Fatigue and stress

May result from stresses associated with work tasks such as:

- increased pressure to meet deadlines
- lack of control over work
- workplace distractions
- inadequacies of the computer system

Other health concerns

Epilepsy

Epilepsy is not known to have been induced by DSE. Even photosensitive epileptics can work safely with display screens. If specific advice is required about a member of staff refer to Occupational Health for advice.

Facial dermatitis

Facial dermatitis has been reported by DSE users but this is rare. The symptoms e.g., reddened skin or rashes, may be due to workplace environment factors such as low humidity.

Exposure to radiation

The levels of radiation emitted from display screens are well below those set out in international recommendations and no special protective measures are required to protect the user.

Pregnancy

Research shows no link between birth defects or miscarriages and working with DSE. Pregnant users should be reassured about any concerns that they may have.

As the pregnant worker progresses through pregnancy the DSE assessment should be appropriately reviewed to consider and accommodate the body’s structural changes.
APPENDIX 2

Minimum requirement for workstations

The minimum requirements for workstations specified by the Health and Safety (Display Screen Equipment) Regulations 1992 are only applicable to components which are applicable to the workstation concerned, and if meeting them will secure the user’s health safety and welfare.

1 Equipment

1.1 General comment

- The use of the equipment must not be a source of risk for users.

1.2 Display screen

- the characters on the screen should be well defined, of adequate size and spacing between the characters and lines
- the image should be stable with no flickering or other forms of instability
- the brightness and contrast should be easily adjustable by the user and to ambient conditions
- the screen should be easy to swivel and tilt to suit the needs of the user
- the screen should be free of reflective glare or reflections that cause discomfort to the user

1.3 Keyboard

The keyboard should:

- be tiltable and separate from the screen allowing sufficient space in front of the keyboard to rest hands when not keying (not laptops or notebooks)
- have matt surface to avoid reflective glare
- be easy to use
- have adequate, legible and contrasting symbols on keys.

1.4 Work desk or work surface

The work desk or surface should:

- have a sufficiently large, low reflective surface and allow a flexible arrangement of equipment and adequate space
- have sufficient space in front of the keyboard for the user to rest the hands when not keying
- adequate space for the user to find a comfortable position and change of posture
- accommodate a document holder if used, so that it is stable. The document holder should be positioned so as to minimise the need for uncomfortable head and eye movement
1.5 **Work chair**

The work chair should:
- be stable and allow the user easy freedom of movement and a comfortable position
- be height adjustable
- accommodate height and tilt adjustability of the seat back

A foot rest should be available to any user who needs one.

2. **Environment**

2.1 **Space requirements**

- the workstation shall be dimensioned so as to provide sufficient space for the user to change position and vary movements

2.2 **Lighting**

- the lighting should be satisfactory with appropriate contrast between screen and background;
- glare and reflections on the screen should be prevented by coordinating workstation layout with the positioning of the artificial light sources

2.3 **Reflections and glare**

- Workstations should be positioned to avoid direct glare and distracting reflections on the screen from sources of light such as:
  - windows
  - transparent or translucent walls
  - brightly coloured fixtures or walls

- windows should be fitted with a suitable system of adjustable covering to attenuate the daylight that falls on the workstation e.g., blinds

2.4 **Noise**

- Noise emitted by equipment belonging to any workstation shall be taken into account when a workstation is being equipped to prevent distraction of attention or disturbance of speech.

2.5 **Heat**

- Equipment belonging to any workstation must not produce excessive heat such to cause discomfort to the user or operator

2.6 **Radiation**

- all radiation with the exception of the visible part of the electromagnetic spectrum (visible light) shall be reduced to negligible levels from the point of view of the protection of the user’s health and safety. In fact so little radiation is emitted for conventional cathode-ray tube (CRT) designs of DSE that no special action is necessary to meet this requirement. LCD flat-panel screens do not emit any electromagnetic radiation, except visible light
2.7 **Humidity**

- an adequate level of humidity shall be established and maintained

3. **Interface between computer and user**

In designing, selecting, commissioning and modifying software and in designing tasks using display screen equipment, the employer shall take into account the following principles:

- software must be suitable for the task
- software must be easy to use and where appropriate adaptable to the level of knowledge of experience of the user – no quantitative or qualitative checking facility may be used without the knowledge of the users
- systems must provide feedback to users on the performance of those systems
- systems must display information in a format and at a pace which are adapted to users
- the principle of software ergonomics must be applied in particular to human data processing
Identification of display screen equipment (DSE) users

If someone uses DSE more or less continuously on most days then they should be regarded as a user.

If use is less continuous or frequent and there is uncertainty as to whether someone should be regarded as a user, refer to the criteria below.

<table>
<thead>
<tr>
<th>If <strong>most or all</strong> of the following criteria apply the individual concerned should be regarded as a user</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normally uses DSE for continuous or near continuous spells of an hour or more at a time on a daily basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast transfer of information between the individual and the screen is an important requirement of the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The performance requirements of the system demand high levels of attention and concentration by the individual e.g., where the consequences of error may be critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant training and / or particular skills in the use of DSE are needed to use the job</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

**Definite users would include:**

- *Word processing worker* - employed on full-time document creation and the amendment, often five hours in total on the DSE work itself.
- *Secretary* - using a PC for word processing, reports, memo, letters from manuscript and dictation combined with email
- *Data input of operator* - employed full-time on continuous processing invoices
- *Graphic designer* - works on multimedia applications intensive scrutiny of images are high-resolution. Using multiple input devices
- *Librarian* – carrying out intensive text input and checking on databases or combining data already on the system with new material. DSE work either intensive throughout the day on most days or intermittent but still forming around half of the total working day.

**Non users would include:**

- *Some senior managers* – using DSE for occasional monitoring of information or generation of statistics for presentation at meetings. Does not depend on DSE for most of their work, has secretarial/PA support.
- *Receptionist* – where work is mainly concerned with customer/public interaction, with possible use of DSE for limited purposes e.g., obtaining detail of minimal information.
Display Screen Equipment (DSE) ‘User’ Workstation Assessment Checklist

Please read the leaflets on safe use of the DSE prior to completing the Workstation Assessment Checklist. See Desktop general guidance HSD116P and where applicable the Working Safely with Display Screen Equipment (DSE) Laptops HSD161P. See: http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd005p/index.html.

Where the user works regularly at different workstations a separate assessment should be completed.

<table>
<thead>
<tr>
<th>Name of DSE user</th>
<th>Job title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location / workstation</td>
<td></td>
</tr>
<tr>
<td>Checklist completed by:</td>
<td>Date of assessment</td>
</tr>
</tbody>
</table>

Complete the rest of the checklist and then return to this page and complete the sections below

<table>
<thead>
<tr>
<th>Action taken during the assessment to reduce risks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further action to be taken to reduce risk</th>
<th>By whom</th>
<th>By when</th>
<th>Date completed</th>
</tr>
</thead>
</table>
Please tick Yes or No as appropriate for each question and discuss any remedial action with your supervisor and/or DSO is.

<table>
<thead>
<tr>
<th>Risk factors</th>
<th>Tick answer</th>
<th>If ‘no’- some things to consider</th>
<th>Action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the chair in good condition and stable?</td>
<td>Yes</td>
<td>Is it a suitable chair or if faulty check whether it is still under guarantee - chairs are mostly guaranteed for 5 years.</td>
<td></td>
</tr>
<tr>
<td>Is the seat height adjustable?</td>
<td>Yes</td>
<td>Hard castors are suitable for carpet. Soft / rubberised castors or &quot;glides&quot; are recommended for vinyl / hard floors.</td>
<td></td>
</tr>
<tr>
<td>Is the back height adjustable and tiltable?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the castors suitable for the type of flooring?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Display Screen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the screen swivel and tilt?</td>
<td>Yes</td>
<td>Is it damaged or unsuitable?</td>
<td></td>
</tr>
<tr>
<td>Are the brightness and contrast adjustable?</td>
<td>Yes</td>
<td>Adjust them for comfortable viewing – they may need adjusting during the day as ambient lighting conditions change.</td>
<td></td>
</tr>
<tr>
<td>Is the display screen image clear and free from flicker?</td>
<td>Yes</td>
<td>Sometimes different screen colours e.g. lighter text on a darker background can help Sometimes other electrical equipment (e.g. fans) close by may cause interference. Flat screens are not usually subject to flicker. Contact IT support to see if screen needs replacing.</td>
<td></td>
</tr>
<tr>
<td>Is the display screen clean?</td>
<td>Yes</td>
<td>Cleaning materials should be made available e.g. order via normal departmental purchasing route</td>
<td></td>
</tr>
<tr>
<td>Is the screen free from disturbing reflections?</td>
<td>Yes</td>
<td>Move the screen to avoid the reflection. Screen the light source e.g. window blinds. Colour schemes with dark text on a light background are less susceptible to reflections.</td>
<td></td>
</tr>
<tr>
<td><strong>Keyboard and mouse</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are keyboard symbols legible?</td>
<td>Yes</td>
<td>Replace keyboard.</td>
<td></td>
</tr>
<tr>
<td>Is the keyboard free from reflection and glare?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk factors</td>
<td>Tick answer</td>
<td>If ‘no’- some things to consider</td>
<td>Action needed</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Is the keyboard separate from the screen?</td>
<td>Yes</td>
<td>Laptops and notebooks are not recommended for prolonged use – try to use a desktop PC. If laptop or notebook use is unavoidable, consider a separate mouse/keyboard for the laptop and support for the laptop/screen.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Can the screen be pushed back to make more room for the keyboard, hands and wrists?</td>
<td></td>
</tr>
<tr>
<td>Can the user find a comfortable keying position?</td>
<td>Yes</td>
<td>Check that the user's hands are not bent up or down and that they don't hit the keys too hard or overstretch their fingers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>If the user finds their mouse uncomfortable request suitable alternative</td>
<td></td>
</tr>
<tr>
<td>Does the user have a good keyboard technique?</td>
<td>Yes</td>
<td>Check that the mouse is clean and if used the mat is suitable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Advisable for the mouse to be positioned next to the keyboard and close to the user to avoid overstretching the arm.</td>
<td></td>
</tr>
<tr>
<td>Is the mouse or other input device right for the job?</td>
<td>Yes</td>
<td>Ensure user comfortable with the forearm supported on the desk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Could some items be moved to create more room e.g. printer, system unit, reference material?</td>
<td></td>
</tr>
<tr>
<td>Is there adequate space in front of keyboard to rest the wrists when not keying?</td>
<td>Yes</td>
<td>Would different storage facilities create more room? Flat screens take up far less room than the CRT screens. Is a larger work surface needed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>The space under the desk should be kept clear and not used for storage.</td>
<td></td>
</tr>
<tr>
<td>Are the user’s wrists and forearms supported?</td>
<td>Yes</td>
<td>Should it be replaced with a matt surface?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work surface</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there adequate space on the work surface to accommodate and allow a flexible arrangement of the equipment?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is space under the desk adequate?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the space allow the user to change position?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the work surface matt and non reflective?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk factors</td>
<td>Tick answer</td>
<td>If ‘no’ - some things to consider</td>
<td>Action needed</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
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<td>-----------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Is the area free from sharp corners / edges, trailing cables?</td>
<td>Yes</td>
<td>Could sharp corners be re-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fashioned or removed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Does the desk have a cable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>management system that could be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can the cables be better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>arranged?</td>
<td></td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the noise level acceptable and without excessive distraction in the</td>
<td>Yes</td>
<td>Could they be relocated or</td>
<td></td>
</tr>
<tr>
<td>work area?</td>
<td></td>
<td>avoided?</td>
<td></td>
</tr>
<tr>
<td>Is the noise at a level that doesn’t interfere with the ability to hear</td>
<td>No</td>
<td>Can the source of the noise</td>
<td></td>
</tr>
<tr>
<td>normal speech or effect concentration?</td>
<td></td>
<td>be repositioned?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can equipment noise be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reduced e.g. by servicing /</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>replacing / insulation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>If not, could sound insulating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>screening / partitions be used</td>
<td></td>
</tr>
<tr>
<td>Are the lighting levels suitable?</td>
<td>Yes</td>
<td>Ask EM for help with trying</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>alternative bulbs / light</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fittings</td>
<td></td>
</tr>
<tr>
<td>Is the environment free from glare e.g. light shining in the user’s eyes?</td>
<td>No</td>
<td>Can the user move to avoid the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>light source?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can the light source be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>screened e.g., blinds</td>
<td></td>
</tr>
<tr>
<td>Apart from unavoidable exceptions e.g., heat waves, are the temperature</td>
<td>Yes</td>
<td>If dry atmosphere – plants</td>
<td></td>
</tr>
<tr>
<td>and humidity levels acceptable?</td>
<td></td>
<td>may help, or if severe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>discomfort a humidifier</td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the software appropriate and easy to use?</td>
<td>Yes</td>
<td>Has the user had appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is better software available?</td>
<td></td>
</tr>
<tr>
<td>Is the software adequate for the job?</td>
<td>No</td>
<td>Discuss with manager and / or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT helpdesk advice?</td>
<td></td>
</tr>
<tr>
<td>Is the system’s speed adequate?</td>
<td>Yes</td>
<td>Does the system need upgrading?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask IT for advice</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the head positioned upwards and with the eyes looking forward most of</td>
<td>Yes</td>
<td>What are they looking at?</td>
<td></td>
</tr>
<tr>
<td>the time?</td>
<td></td>
<td>Would a document holder help?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does the screen need raising /</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>lowering / moving in front of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>user?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>If looking at the keyboard –</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>would learning to touch type</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>help?</td>
<td></td>
</tr>
<tr>
<td>Are the shoulders relaxed and not hunched?</td>
<td>Yes</td>
<td>Is the seat too low?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are the chair armrests too high?</td>
<td></td>
</tr>
<tr>
<td>Risk factors</td>
<td>Tick answer</td>
<td>If ‘no’- some things to consider</td>
<td>Action needed</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Are the upper arms held close to the body?</td>
<td>Yes</td>
<td>Can the items they are using be moved closer? Is the user holding their hand on the mouse when not using it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Is something preventing them getting close enough to the desk?</td>
<td></td>
</tr>
<tr>
<td>Are frequently used items in easy reach and over stretching to reach them avoided?</td>
<td>Yes</td>
<td>Can the user sit with their upper arms relaxed by their sides, and forearms and wrists horizontal? Try adjusting the seat height. Try altering the keyboard angle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td>Try a footrest</td>
</tr>
<tr>
<td>Are the forearms and wrists in a neutral position?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Is the user holding their hand on the mouse when not using it?</td>
<td>Try adjusting the seat height. Try altering the keyboard angle.</td>
</tr>
<tr>
<td>With the chair at the correct height are the feet supported?</td>
<td>Yes</td>
<td>Try a footrest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the mouse held comfortably in the correct position and not too tightly?</td>
<td>Yes</td>
<td>Is the user holding a mouse shaped for the right hand in their left hand? Is the mouse too small? Could the user try relaxing their grip on the mouse? Is the mouse clean, functioning properly, and on an appropriate surface?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Is the mouse too small? Could the user try relaxing their grip on the mouse? Is the mouse clean, functioning properly, and on an appropriate surface?</td>
<td></td>
</tr>
<tr>
<td>Is the lower back supported?</td>
<td>Yes</td>
<td>Is the backrest adjusted so that it supports the curve in the lower back? Are they are leaning forwards to get closer to the screen, or to reach things? Are they sitting away from the backrest because the seat is too deep to sit back? If they sat back in the chair would the armrests stop them getting close enough to the desk?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Are they are leaning forwards to get closer to the screen, or to reach things? Are they sitting away from the backrest because the seat is too deep to sit back? If they sat back in the chair would the armrests stop them getting close enough to the desk?</td>
<td></td>
</tr>
<tr>
<td>Are they free from uncomfortable pressure on the underside of the thighs?</td>
<td>Yes</td>
<td>Is there sufficient padding on the chair? Is the chair too deep? Could the seat pan be tilted downwards slightly? Is a footrest necessary?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Is there sufficient padding on the chair? Is the chair too deep? Could the seat pan be tilted downwards slightly? Is a footrest necessary?</td>
<td></td>
</tr>
<tr>
<td>Work organisation</td>
<td></td>
<td>Varying work tasks, taking short frequent breaks e.g. to get up and walk about. Ensure lunch breaks are taken (away from the workstation).</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Risk factors</th>
<th>Tick answer</th>
<th>If ‘no’- some things to consider</th>
<th>Action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Does the user feel able to cope with the demands of their work?</td>
<td>Has the workload increased? Has the work changed – do they have the appropriate skills / training? Do they have little control over their work / work methods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other considerations</td>
<td>Is the viewing distance to the screen acceptable?</td>
<td>Adjust the distance of the screen. A flat screen can be helpful in creating a greater viewing distance. It may be helpful to alter the text size.</td>
<td></td>
</tr>
<tr>
<td>Are they free from any other problems that could be related to their DSE work not covered by the assessment?</td>
<td>Do they need help from Occupational Health?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional questions to ask the user:** *(Please circle)*

- Is the user familiar with the University's DSE policy and accompanying guidance leaflets? **Yes**  **No**
- Does the user have any difficulties with the work itself e.g., pace, workload task or content? **Yes**  **No**
- Does the user believe that their work with DSE is causing any discomfort, aches or pain? **Yes**  **No**
- Is there anything not covered in the assessment that the user would like to mention? **Yes**  **No**

DSE User signature ____________________________ Date ____________________________

Manager’s signature ____________________________ Date ____________________________
Display Screen Equipment (DSE) Eye Test Form

This form should be used when an employee (excluding agency staff, student and self-employed) requests an eyesight test in relation to their work with display screen equipment.

**Part A** - should be completed by the supervisor or departmental safety officer (DSO). Please refer to the University DSE policy for the definition of a DSE user, links available: http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd005p/index.html

**Part B** - should be completed by the optometrist following the eyesight test.

**Part C** - should be completed by the employee and forwarded to occupational health for reimbursement as applicable.

**Part A – Supervisor / Departmental Safety Officer authorisation for eye test**

To be completed by the employee’s supervisor / manager / DSO prior to attending for an eye test by a registered ophthalmologist (optometrist).

**Name of the employee:** .................................................................................................................................

I confirm that the above named employee of the University of Cambridge meets the criteria of a DSE user and is entitled to the offer of an eye test by a registered ophthalmologist (optometrist).

**Signed:** .................................................................................................................. **Date:** .............................................................

**Print Name:** .................................................................................................................................

**Position:** .................................................................................................................................

**Department:** .................................................................................................................................

**Contact telephone number:** ........................................................................................................

**Contact email address:** ................................................................................................................

Once Part A is complete, the form should be given to the employee to take with them to their eye test appointment.
Part B - To be completed by the optometrist

Name of the employee: ........................................................................................................................................

I confirm that the above employee of the University of Cambridge is due an eye examination and that the results of the eyesight test are that the employee:

Please indicate as appropriate

1. Does not require spectacles .................................................................

2. Does not require an updated prescription on this occasion..........................

3. Requires new or updated spectacles for distance and/or reading but not for specific use with the VDU.................................................................

4. Requires new spectacles for specific use with the VDU ................................

NB: A maximum cost of £30 will be reimbursed towards this cost of a pair of single vision lenses for sole VDU use or against multifocals (bifocals or varifocals) lenses if appropriate.

Signed: ........................................................................ Date: ..........................................................

Print Name: ........................................................................

Practice Stamp: ............................................................

Part C - To be completed by the employee

Surname ........................................................................ Title: Mr /Mrs / Miss / Ms / Dr / Prof / Other

First names ........................................................................ Date of Birth

Email address ........................................................................ Contact number

Department: ........................................................................ Dept code

Payroll Ref No (8 digits): .................................................. Last 4 digits of bank account details
(verification process) held by payroll (verification process)

I confirm that (please tick the appropriate statement):

• My optometrist has completed part one above and I am seeking reimbursement towards the cost of my eye examination .................................................................................................................................

• My optometrist has ticked completed q4 above and I am seeking reimbursement towards the cost of my spectacles.........................................................................................................................

The maximum amount refunded is £21 for an eye test and £30 for glasses.

Any costs above these amounts will be covered by the employee. Reimbursement will only be authorised if the correct forms and receipts have been signed and submitted to the Occupational Health, Fenner’s Gresham Road, Cambridge CB1 2ES

• I have completed the form and attached a copy of my receipt detailing the costs incurred. ........

• My supervisor / DSO has confirmed I am a DSE (VDU) user and meet the criteria for reimbursement towards the above costs – Part A ..............................................................................................................

Signed: ........................................................................ Date: ..........................................................

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