

## SSERC Risk Assessment (revised version March 2018)

(based on HSE's INDG 163 'Risk assessment - A brief guide to controlling risks in the workplace')

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| Activity assessed       | Eye dissection |
|-------------------------|----------------|
| Date of assessment      | 09/09/22       |
| Date of review (Step 5) | 09/09/23       |
| School                  | SSERC          |
| Department              | Biology        |

| Step 1   | Step 2   | Step 3  | Step 4   |          |      |
|--|--|---|----------|----------|------|
| List Significant hazards here:   | -  | What are you already doing?   | Actions  |          |      |
|  | how?   | What further action is needed?  | by whom? | Due date | Done |
| Learner emotional distress<br>or physical faintness<br>Learners might feel<br>emotional distress or unease | Learners   | No pupils should be required to take part in or observe any dissection procedure if they do not wish to do so.<br>Learners should be informed of the educational value of the dissection, linking this to the curriculum and beyond. If learners are  |          |          |      |
| working with animal<br>material. Working with<br>animal material might also<br>cause learners to faint.    |  | uncomfortable, alternatively learning options should be made<br>available.<br>Plan for the possibility of a learner who experiences physical<br>faintness or queasiness but ensure access to the school<br>nurse/support staff is possible during the period and how contact will<br>be made. |          |          |      |
| Skin graze or cut using a scalpel  | Learners   | The use of scissors rather than surgical scalpels will reduce the incidence of accidental cuts.<br>Disposable gloves can provide a barrier but may impair dexterity.<br>If cut, hands should be thoroughly washed and the cut covered with  |          |          |      |
| Infection from animal material   | Anybody involved in<br>working with dissection<br>material | a waterproof dressing.<br>Materials from animals fit for human consumption (obtained from<br>abattoirs, butchers or fishmongers) may be used for the purpose of<br>dissection or experimentation.   |          |          |      |

| Step 1   | Step 2                               | Step 3   | Step 4   |          |      |
|--|--------------------------------------|--|----------|----------|------|
| List Significant hazards here:   | Who might be harmed and              | What are you already doing?  | Actions  |          |      |
|  | how?                                 | What further action is needed?   | by whom? | Due date | Done |
| This is an insignificant<br>hazard because only<br>materials fit for human<br>consumption should be used<br>for school dissection. |                                      | Gamekeepers can provide materials from wild game that are fit for<br>human consumption, e.g. deer eyes.<br>Materials from animals fit for human consumption that are intended<br>for pet food manufacture obtained from abattoirs may also be used.              |          |          |      |
| Growth of pathogens on<br>instruments used for animal<br>material dissection   | Learners, technicians or<br>teachers | Instruments used for animal materials must be cleaned using hot<br>water and detergent. Avoid the use of disinfectants, e.g. chlorine-<br>based or Virkon, which can corrode instruments.<br>Autoclaving before re-use is the preferred method of sterilization. |          |          |      |

**Description of activity:** Dissection of an eye from an animal (fit for human consumption). This might include pig, sheep, cow, deer, for example.

## **Additional comments:**

Used animal material should be disposed of through normal refuse system to landfill as long as the quantity does not exceed 20kg/week. Schools should keep a record of the nature and quantity of the material and date of disposal. Materials for disposal should be double bagged in opaque polythene. Care should be taken to ensure that the bag is placed within a suitable lidded bin to prevent access to the materials by birds/animals.