

# The Texas A&M University-San Antonio Risk Assessment Matrix

Exposure To Be Reviewed (CAMP/Event Name): \_\_\_\_\_

**Instructions:** **Step 1**-List all event activities and be as inclusive as possible. **Step 2**-Completely identify risks associated with each activity. **Step 3**- Use the matrix below to assess your activities. Tally the seriousness and probability scores for evaluation. **Step 4**- Brainstorm methods to manage risks. Reduce the probability of something going wrong. **Step 5**- Submit Risk Management and Insurance Matrix Form with a Risk Assessment Form to the Risk & Safety Support Specialist for A&M-SA for further review by email to [rita.arredondo@tamusa.edu](mailto:rita.arredondo@tamusa.edu).

**\*Please feel free to contact the Risk & Compliance Coordinator at (210) 784-2028 for assistance in the risk assessment process and completion of this tool**

\* Possible risks include: medical emergencies, food poisoning/allergic reactions, damage to member reputation, accidents, injuries, and/or death

\*\*Methods to manage risk may include: arranging for security, traveling with an advisor, rotating drivers, proper facility inspections, waiver forms etc

Examples are found at the end of the document.

Seriousness	Probability			
	A	B	C	D
I	Red	Red	Red	Yellow
II	Red	Red	Yellow	Yellow
III	Red	Yellow	Yellow	Blue
IV	Yellow	Yellow	Blue	Blue

## Seriousness

- 1- May Result in Death
- 2- May cause severe injury, major property damage, significant financial loss, and/or result in negative publicity for the member institution or group.
- 3- May cause minor injury, illness, property damage, financial loss and/or result in negative publicity for the member institution or group.
- 4- Hazard presents a minimal threat to safety, health and well-being of participants.

If any activity score is within the red or yellow, System Risk Management highly recommends you forward the Matrix to their attention for further discussion. Although insurance procurement may not be the answer, discussions should occur regarding self-retention so all parties are aware of the risks associated with the activity.

## Probability

- A- Likely to occur immediately or in a short period of time; expected to occur frequently
- B- Probably will come in time. With enough time and activity; it is likely to occur over the life of the event
- C- May occur in time. Probability of occurrence is lower and there is an equal chance of it occurring vs. not.
- D- Unlikely to occur at any point during the event

Item #	List of Activities to Occur	Associated Risks*	Seriousness	Probability	Method to Manage Risks**
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

<b>Item #</b>	<b>List of Activities to Occur</b>	<b>Associated Risks*</b>	<b>Seriousness</b>	<b>Probability</b>	<b>Method to Manage Risks**</b>
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

# Examples

Item #	List of Activities to Occur	Associated Risks*	Seriousness	Probability	Method to Manage Risks**
1	Ex: Recreation—may play with balls, ping pong, etc.	May fall, but the activities we are choosing are not strenuous, and we don't plan to spend much time outside, although some recreational activities may be outside. We assume we will not be outside long enough for heat exhaustion or sunburn.	3-4	C-D	We will choose less strenuous activities. We will limit time outside because of the heat. Students will be supervised, and we will try to catch any dangerous horseplay.
2	Ex: Academic activities—library, power point, class demonstrations, taking notes, watching videos	No anticipated risks—this is what our students do in the classroom. Walking up the stairs to the classroom is probably the riskiest activity.	4	D	Will remind them not to run up and down the stairs when going to classrooms. Will not allow running in the classroom.
3	Ex: Eating lunches and snack	Food poisoning, choking	4	D	We don't anticipate this will happen. Camp staffers are CPR certified. We plan to buy all food and not make anything in our own kitchens that we will serve to students, with the exception of the jello brain mold. Students will not be required to eat the jello brain mold.
4	Ex: Learning dance routine	Trips, falls,	2-3	B-C	Teaching the campers the basic level of dance for each category to reduce injury and not participating in any routines that would be classified above basic/beginner. Additionally, if a student is injured, we will enact our first aid protocol to further assist the injured participant.