

Hazard Identification Sheet For Acton Depot

Note: This is NOT a Risk Assessment.

Teachers should follow DCFS guidelines and compile their own risk assessment forms.

Any official organised visits to any establishment in any industry carriers with it certain risk factors derived from hazards in the location to be visited. Even the journey to and from the venue has its risks that require careful well thought out safe systems of work, safe working practices or safe guidance rules that ensure these risks are removed or minimised as far as reasonably practicable. The same must apply to the site/location of the visit.

This guide has been designed to give you specific hazard identification to enable you to complete your own RA for your visit to the London Transport Museum Depot at Acton Town. Any other specific questions should be directed to the Museum's Health and Safety Manager, via the Museum's Operations and Resourcing Team on 020 7379 6344.

General movement around the Depot and movement during historic vehicle visit:

Hazard identified	Risk and to whom
Approach road and concrete area	Danger of being hit by moving vehicles, slip, trip and fall injuries. All visitors and staff.
Depot education centre	Slip, trip and fall injuries. Various elements from trailing wires/cables to floor stored museum objects. All visitors and staff.
Depot doors at various locations	Danger of getting fingers caught in the hinge or when shut. Being hit by a heavy fire door closing. All visitors and staff.

Schools Visits Service, London Transport Museum, Covent Garden Piazza, London WC2E 7BB

Tel: 020 7565 7298

Email: bookings@ltmuseum.co.uk

Web: ltmuseum.co.uk

Depot floors, open areas and walkways	Slip, trip and fall injuries. All visitors and staff.
Depot platforms	Slip, trip and fall injuries. All visitors and staff.
Depot stairways	Slip, fall, injury. All visitors and staff.
Vehicles on display	Slip, fall, injury. Could be knocked into causing cuts, bumps, bruises etc. Could fall from also causing the above. All visitors and staff.
Museum objects on display	Trap fingers, drop on feet, cuts, rips to clothing. Objects in the collection may be heavy and have sharp edges. All visitors and staff.

Your KS3 Inspire Engineering Day will include the following:

Find Out For Yourself Communication Activity

- Groups will interview a STEM Ambassador who currently works for TfL, Siemens or Telent. They will interview about their career entails, the pathway to their career and the reasons behind their career choice. There will also be time for them to ask other related questions.
- After the groups have collected their information they will present their findings back to their peers.

Discover the Depot Guide Tour around the Museum

- Students will be led around the collection to be introduced to key objects and vehicles that highlight engineering problem solving and creativity.
- They will be led by a facilitator at all times and given specific instructions when getting close to or engaging with objects and vehicles.

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- The tour is completely inside.

Note: You will either take part in the 'Braking Eggsperiment' activity or the 'Sustainable Cities' activity.

Braking Eggsperiment

Energy Transformation Activity

- Students will work in teams to construct a rail system which can transport, slow down and stop a train carriage without dislodging and/or breaking its egg passenger.
- Their solutions must take advantage of the principles of kinetic energy, momentum, gravity and friction, while taking into account factors such as safety, customer comfort and accuracy.
- Groups will attach sections of metal and plastic model railway track to a light-weight back board. The back board is attached to a folding display system erected on a row of tables at waist height. The track is attached to the back board with very strong magnets. Trains are made from a model train chassis, with a body made of foam rubber. Trains may leave the track and fall onto the table or floor.

Sustainable Cities

Team Working Environment Challenge

- Students will work in teams to make a cityscape more sustainable and environmentally friendly.
- Their solutions must take into account impact on air quality, economics, infrastructure, resident approval, business approval.
- Individuals in each group will take on particular roles and then co-ordinate making, planning and action stages. During the action stages they will use materials such as scissors, paper, pens and tape to make structures. They will also paper and pencils to create posters.