

Purpose

To assess the level of risk arising from a reported hazard or incident or to pre-determine a level of risk for a particular task given the known risk factors in order to prioritise control options. This may be in the Training Room or Workplace.

Definitions

- ▶ **Hazard/Incident:** Anything (person, thing or situation) which has the potential to cause injury, harm to health or damage to equipment/property/reputation
- ▶ **Consequence:** The extent of the injury, harm to health or damage to equipment/property/reputation that can occur as a result
- ▶ **Likelihood:** The likely exposure to that Hazard/Incident
- ▶ **Risk:** The likelihood of a hazard causing injury, harm to health or damage to equipment/property/reputation. The risk has to take into account the probability/likelihood, and possible consequences and severity of injuries or harm to health, and or property equipment damage.
- ▶ **Organisation:** The Service where the Student is on placement **Preceptor:** Registered Nurse or Registered Enrolled Nurse employed by the organisation who has completed the Facilitator Training delivered by Key 2 Learning College
- ▶ **Student:** HLT54115 Diploma of Nursing student studying with Key 2 Learning College
- ▶ **Preceptor:** The person identified by the Organisation who has undergone the Preceptorship Workshop and is mentoring a student
- ▶ **Supervisor:** The person employed by the Organisation who is identified as the Preceptor's Supervisor
- ▶ **Manager:** The person employed by the organisation who is responsible for Supervising the Supervisor
- ▶ **Course Coordinator:** The person employed by Key 2 Learning College who is responsible for coordination of the course
- ▶ **K2L CEO:** The person employed by Key 2 Learning College in the role of **Chief Executive Officer**

Background

- ▶ Risk assessment is a fundamental and necessary part of any Workplace Health and Safety program, and an essential part of delivery of care services.
- ▶ Risk assessment means looking at the probability and consequences of injury or harm occurring to a person or organisation if exposed to a particular identified hazard, and even the probability and consequences of building or equipment damage or damage to reputation occurring from an identified or known hazard.

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- ▶ The ultimate aim of a risk assessment is to reduce the level of risk to an acceptable level. This may mean eliminating the hazard altogether. The elimination of the hazard is the best possible outcome of a risk assessment process, but in everyday situations it is not always possible to do this.
- ▶ There are several ways to accomplish a risk assessment depending upon the required objective. With experience many risk assessments can be performed informally and a decision about the preferred control options for a particular hazard can be made without reference to a formal risk assessment process.
- ▶ Whatever the reason for a risk assessment there are a number of steps that can be followed to assist in making a decision. A valuable part of this process is being able to prioritise risks in order of their relative importance.

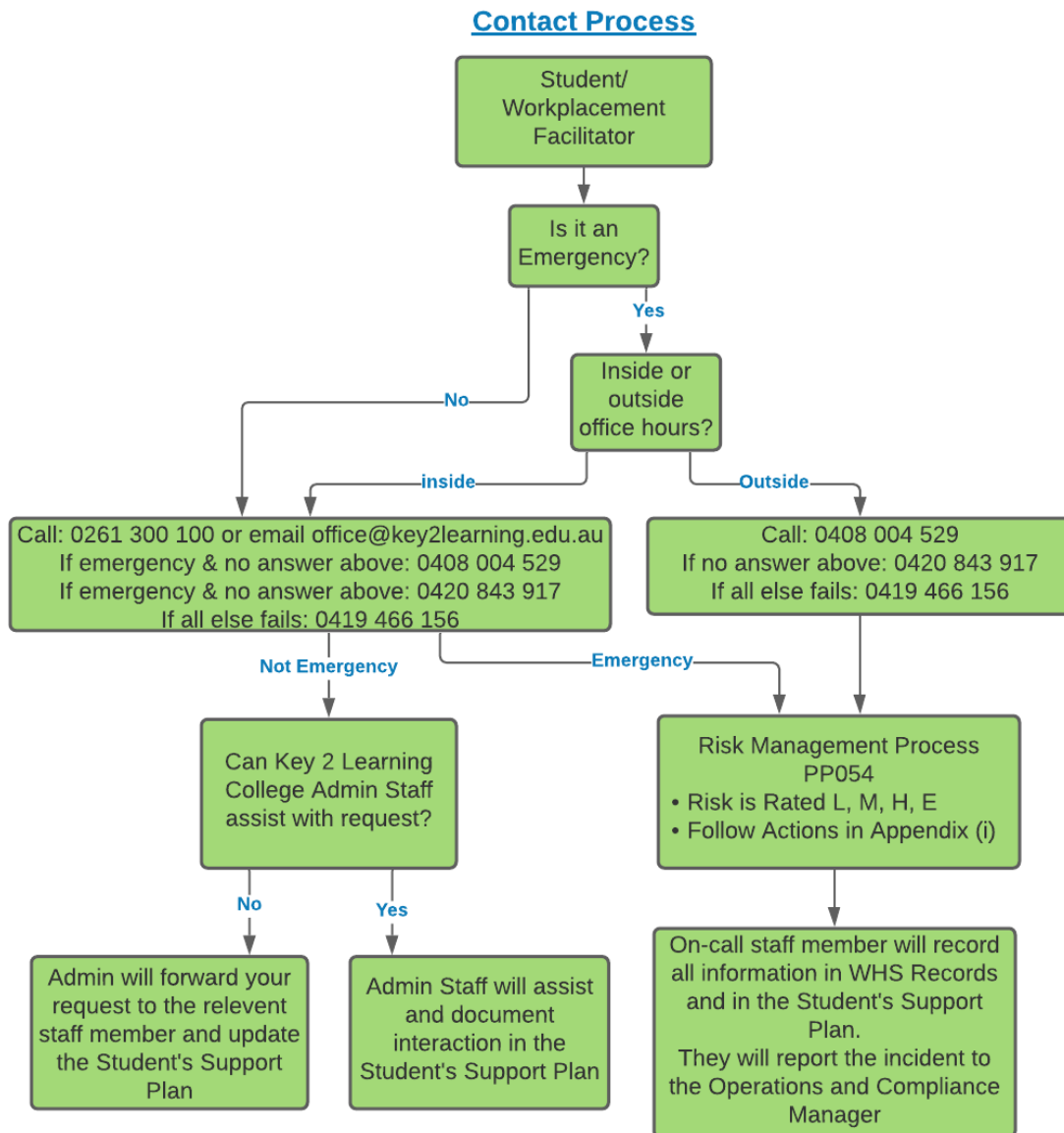
Procedure

- ▶ Risks can be assessed from:
 - informal and formal reporting processes in the workplace. Staff meetings, hazard reports, incident reports, Training Room Safety Checklist, accident trend analysis, disciplinary action/s;
 - PEP Risk Assessment Checklist – Appendix A
 - statutory requirements, such as compliance with regulations or standards;
 - past history of injury and or workers compensation claims; and
 - liaison with experienced personnel
- ▶ Key 2 Learning College has a practical risk assessment tool, which can assist in situations where an informal process may not be appropriate or where many hazards need to be prioritised in order to determine the relative level of importance. This tool (the Risk Rating Matrix) can be used in any situation to assist the user in prioritising issues that arise at the workplace. The tool can also be used after control options have been introduced in order to determine if there has been a reduction in the overall risk rating.
- ▶ Much of the risk assessment process is subjective (based on persons own beliefs and experience), and can therefore only be a guide to relative risk in or for the workplace.
- ▶ The Risk Assessment Tool is designed to be easily used by any personnel but particularly by Managers, supervisors, preceptors and students.
- ▶ Hazard Report Forms require a pre- and post-formal risk assessment processes to be completed to show that the risk has been assessed. If the formal process is not followed then sufficient justification for the selection of control options must be advised on the form. It is recommended that a risk assessment process be adopted for these forms, as this will assist in building up a register of risk across all areas of Key 2 Learning College activity which can be of use in future projects.
- ▶ It is the responsibility of management to ensure that reporting systems are implemented and reviewed in all situations.

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- ▶ It is the responsibility of management to encourage documentation and early reporting of risks.
- ▶ It is the responsibility of the management through consultation with Diploma of Nursing Advisory committee to review and analyse identified risks
- ▶ It is the responsibility of the managers to review and evaluate all controls that are put into place.
- ▶ It is the Student’s and Facilitators responsibility to report all risk whether injury has occurred or not.
- ▶ Student and Faciltor to follow the Contact Flow Chart for issues or incidents in the work place



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Risk Assessment (using Appendix ii: Risk Rating Matrix)

- ▶ Assess how often does this hazard cause harm or how often is it likely to happen?
 - Assess the probability or likelihood of this event from a scale of A to E.
 - “A” represents an almost certain occurrence (ie. exposure to the hazard several times a day) and “E” represents a rare occurrence (ie. exposure to the hazard once per year)
- ▶ What is the worst possible injury or damage that could occur if this hazard or risk continues (without any further intervention), the consequences?
 - Look at the nature of the injury/outcome or the damage and assess the degree of severity from 1 to 5 (see Appendix i for examples of 1 to 5)
 - 1 is insignificant and 5 is catastrophic/extreme (see Appendix i for examples of 1 through 5)
- ▶ Using the Risk Matrix follow each chosen number across and down until they meet at a designated letter (L-Low, Medium, High, E- Extreme) and record appropriately
- ▶ Refer to the priority ranking for action column at the bottom of the page for guidance on how soon intervention should occur.

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Appendix i
Examples of Actions against

Risk Matrix Rating	Actions	An Example
Extreme	<ol style="list-style-type: none"> 1. Facilitator to intervene and complete procedure appropriately 2. Student to be removed from direct service delivery area 3. The Supervisor to be contacted immediately and internal organisation Policy and Procedure to be followed 4. Student/ Facilitator to complete Hazard / Incident Form (for both Key 2 Learning College and the Organisation) 5. Course Coordinator, Key 2 Learning College to be notified immediately by telephone of incident and actions by organisation 6. Course Coordinator, Key 2 Learning College (or delegate) to participate in counselling of student as soon as is practical 7. Course Coordinator, Key 2 Learning College to contact CEO, Key 2 Learning College and inform of Incident 	<p>Example 1 Student not following appropriate procedure for administration of medication and placing patient, Facilitator and/or organisation at risk</p> <p>Rationale Risk of catastrophic outcome for patient/client</p> <p>Example 2 Student breaches confidentiality to media outlet about organisation or patient/client</p> <p>Rationale Incident has potential to cause significant risk to Reputation of Organisation and potential for significant loss of income</p>
High	<ol style="list-style-type: none"> 1. Facilitator to intervene and complete procedure appropriately 2. Student to be removed from direct service delivery area 3. Supervisor contacted immediately and internal organisation Policy and Procedure to be followed 4. Student/ Facilitator to complete Hazard / Incident Form (for both Key 2 Learning College and the Organisation) 5. Course Coordinator, Key 2 Learning College to be notified immediately by phone 6. Course Coordinator, Key 2 Learning College (or delegate) to participate in counselling of Student/student as soon as is practical 	<p>Example 1 Student breaching Privacy and Confidentiality about patient to a third party; placing patient, organisation and Facilitator at risk</p> <p>Rationale Risk of damage to reputation for organisation and/or patient/client</p>

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	7. CEO, Key 2 Learning College to be contacted and informed	
Medium	<ol style="list-style-type: none"> 1. Facilitator to intervene and Student to be removed from direct service delivery area and offered counselling 2. Student / Facilitator to complete Hazard / Incident Form (for both Key 2 Learning College and the Organisation) 3. Facilitator to notify Supervisor within appropriate time frame using appropriate mechanism 4. Course Coordinator, Key 2 Learning College to be notified as soon as is practical by email or telephone 5. Course Coordinator, Key 2 Learning College to provide counselling with Student and feedback to organisation 6. CEO, Key 2 Learning College contacted and informed 	<p>Example 1 Student breaking professional boundaries by divulging significant personal and/or sensitive information to patient</p> <p>Rationale Risk of breaching personal professional boundaries leading to conflict of interest</p> <p>Example 2 Student makes allegation of bullying against Facilitator or other staff member</p> <p>Rationale Risk to reputation of Facilitator and organisation (and Student) OR Risk of harm to Student</p>
Low	<ol style="list-style-type: none"> 1. Facilitator to ring Course Coordinator, Key 2 Learning College on the day of the incident 2. Course Coordinator, Key 2 Learning College to contact Student and discuss reason for lateness to shift and corrective action 3. Course Coordinator, Key Learning to make time with Facilitator and provide feedback regarding reason for lateness to shift and corrective action 4. CEO, Key 2 Learning College contacted and informed 	<p>Example 1 Student arriving late for nominated shift</p> <p>Rationale Risk of neglect of professional responsibilities (despite Supernumerary status)</p>

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Key 2 Learning College Work Health and Safety Policy and Procedure (P012)
 Key 2 Learning College Hazard and Incident Report (F009)
 Training Room Checklist (F010) – See attached
 Work place Health and Safety Act (2011)

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Risk Matrix

Important Note:

- ▶ **The Risk Assessment Tool is to be used as a rough guide only to evaluate priorities and responses. Some hazardous circumstances will dictate immediate response and action. Any more obvious and immediately dangerous situations should be viewed outside the scope of the Risk Assessment Tool.**

Risk Control

- ▶ When a risk assessment has been completed, a "preferred" hierarchy or order of control options should be adopted. This hierarchy is a legislated requirement and requires employers to put controls in place that will give more permanent solutions to issues.
- ▶ Note: The cost of putting hazard controls in place is only one consideration; cost alone cannot be used as the sole exclusion for not reducing the risk of injury. Control options must, as ascertained by legislation, be reasonable and practicable in light of current best practice and knowledge of the hazard being controlled.
- ▶ The hierarchy of risk controls that must be applied are as follows:
 - Elimination- design the risk out of the workplace or eliminate it completely
 - Substitution- use safer alternative method or substance
 - Isolation- using barrier between persons and hazard
 - Control by engineering- modify equipment, use mechanical devices
 - Control by application of safe work procedures (administrative control)

A combination of controls may be used to reduce the risk to an acceptable level or until a more permanent solution can be achieved. This may occur due to budgetary restrictions.

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Risk assessment is a process whereby any identified hazard is assessed as to its level of risk – to ourselves, to others and to property. This level of risk then determines how we can manage that risk to ensure the safety of everyone. It is important that we can put these risks into context and assess the level of risk so that they can be managed effectively and in a timely manner.

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Risk Matrix:

Likelihood	Consequence of Hazard/Incident				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
A = Several times/day	L	M	H	E	E
B = Once/day	L	M	H	H	E
C = Once/week	L	M	M	H	H
D = Once/month	L	L	M	M	H
E = Once/year	L	L	L	M	M

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TRAINING ROOM SAFETY CHECKLIST FORM

F010

Training Room:		Date Commenced:	
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Please date and complete this safety checklist prior to training commencing each day, by answering Y/N to the 8 questions. Please initial at the bottom of each column as you complete the safety checklist.

Checklist

DATE															
1. Is the lighting adequate for the training to be undertaken?															
2. Is all equipment in good working order?															
3. Is the flooring clean?															
4. Are all electrical cords appropriately stowed?															
5. Are all electrical cords in good order?															
6. Are all exits clear and free of clutter?															
7. Are all tables and chairs in good repair?															
8. Is the room temperature appropriate for learning?															
If you are happy the training room is safe, please sign your initial here															

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If any issues are identified, detail date, action and outcome. If you need more space or to add another issue, complete a new Training Room Safety Checklist

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APPENDIX A - PEP Risk Assessment Check List

Dip of Nursing students must have access to a workplace where students can practice and develop their skills to meet the required 400 hours work placement.

Facilities must meet the legislated Accreditation Standards and meet all state and federal requirements as required by the NMBA.

The checklist below must be completed prior to students from Key 2 Learning College undertaking work placement at the nominated facility.

Type of Placement:	Aged Care Community Mental Health Sub-acute/Acute
Facility Name:	Date checked:
Facility Manager:	
Facility Registration:	
Checked by Key 2 Learning – name of RN Trainer/Assessor:	

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Students will have access to:	YES	NO
Access to orientation process prior to the commencement of PEP		
Accessed information on COVID-19 information		
Safe equipment including appropriate PPE such as masks, gloves		
Access to Facility policies and procedures		
The student will have a Facilitator or Team leader appropriately prepared for the role and to provide support for the student on their placement		
Arrange and obtain client consent for Students to assess, care for and treat consenting clients		
Organisation guidelines for abuse or neglect		
Equipment necessary to provide the services specified in the relevant units of competency		
Have facilities for the students such as: <ul style="list-style-type: none"> • Tea room • Toilets • Parking • Study/library area • Debriefing facilities 		

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