Faculty of Science

Workplace Learning Quick Guide

Managing student safety during workplace learning

The purpose of this document is to provide a framework for staff in the Faculty of Science to assess and manage risks to safety for students undertaking workplace learning. This document does not replace the Universities existing policies on risk and occupational health and safety. This guide has been developed on the basis that students undertaking workplace learning have the right to do so in a safe environment; as if they were employed in that environment. Where policies and guidelines don't exist the action should be to implement strategies that support a safe environment for students. This document will not address every potential scenario and if you are unsure about the best course of action you should consult relevant staff at CSU as indicated in this guide.

FRAMEWORK ELEMENTS

This diagram identifies the key areas that need to be considered when managing student safety.

RISK ASSESSMENT AND MANAGEMENT

Risk assessment for WPL involves identifying hazards that students might encounter during their experience and evaluating the likelihood that injury will occur as a result of the hazard and potential consequences should a student be injured.

The University risk management policy states that

8.1   Charles Sturt University's *Risk appetite* or risk tolerance is the degree to which the University is prepared to accept risk.

8.4   The University's risk appetite will often be different at an activity level from that at a whole-of institution level. The University's whole-of-institution appetite for risk in the following risk categories is:

> (a) **Health, Safety and Environment**
> The University's appetite for risks related to health, safety and environment is **very low.**
> Charles Sturt University puts the wellbeing of people and the environment above all other considerations.

The Faculty of Science technical team has developed resources for risk assessment of on-campus teaching that are useful to apply to facilitate an assessment of the risks associated with WPL although at this stage they don't refer to WPL. This is a link to the relevant forms such as a risk assessment form and standard operating procedures.

http://www.csu.edu.au/faculty/science/technical/procedures-forms/risk-management

A process for identifying hazards

- Document the learning activities required to meet the objectives of the workplace learning placement

    - *Make sure you know what you are asking students to do during their WPL and what activities are not needed and could be avoided. If it doesn't need to be done then the safest thing is not to do it.*

- Identify the range of settings where students might undertake their workplace learning and the diversity

    - *Knowing the setting will help you identify the potential hazards. The more diverse the settings the more important it is to look at the details of safety in that setting.*

- Are any of these types of hazards likely to be present in the workplace?

    - Manual handling
    - Use and operation of equipment
    - Handling animals
    - Handling sharp or dangerous objects
    - Slips, falls and trips
    - Threats from violence or stress
    - Exposure to chemicals and carcinogens
    - Exposure to infectious diseases
    - Noise
    - Solar exposure

The following are examples of hazards listed in the Faculty of Science teaching risk assessment.

Physical and Environmental [1]
- ☐ Extremes of temperature
- ☐ Noise
- ☐ Vibration
- ☐ Lighting
- ☐ Radiation [2]
- ☐ Dust
- ☐ Pressure
- ☐ Ventilation

Mechanical
- ☐ Plant and equipment [3]
- ☐ Slips, trips and falls
- ☐ Ergonomic
- ☐ Manual handling

Chemical [13]
- ☐ Hazardous substances [4]
- ☐ Flammable substances [5, 6]
- ☐ Dangerous goods [7]
- ☐ Pesticides
- ☐ Chemical storage / waste disposal

Electrical [8]
- ☐ Fixed equipment
- ☐ Portable equipment
- ☐ Extension cord sets
- ☐ Portable power generators and conductive wet environments

Biological [9, 10]
- ☐ Products of human origin
- ☐ Infectious agents
- ☐ Teratogenic or mutagenic agents
- ☐ Genetically modified organisms
- ☐ Micro-organisms [14]

Psychological and Social
- ☐ Stress
- ☐ Violence and aggression
- ☐ Drugs and alcohol
- ☐ Isolation

Other
- ☐ Travel off campus [11]
- ☐ Animals [12]

Plant and equipment includes operating any equipment or machinery, including workshop machinery and tools capable of inflicting serious injury, such as but not restricted to, chainsaws, firearms, lathes and power saws.

Thinking Prompts. *For each Hazards/Risk think about:*

Could people be injured or made sick by things such as:	What could go wrong?
- Noise - Light - Radiation, X-Rays - High or low temperatures - Electricity - Contact with blood and/or body substances - Moving or falling things (or people) - Flammable or explosive materials - Things under tension or pressure (compressed gas (O_2 cylinders) or liquid; springs - Any other energy sources or stresses	- What if equipment is misused? - What might people do that they shouldn't - How could someone be killed? - How could people be injured? - What may make people ill? - Inadequate ventilation - Isolation - Accidental spill - Equipment malfunction
Can workplace practices cause injury or sickness?	**How might these injuries happen to people?**
- Are there heavy or awkward lifting jobs? - Can people work in a comfortable posture? - If the work is repetitive, can people take breaks? - Are people properly trained? - Do people follow correct work practices? - Is there poor housekeeping? - Look out for clutter, torn or slippery flooring - Sharp objects sticking out - Obstacles	- Broken bones - Eye damage - Hearing problems - Strains or sprains - Cuts or abrasions - Bruises - Burns - Lung problems - Poisoning - Inhalation - Ingestion - Eye contamination - Skin exposure

- Record the hazards, ideally on a risk assessment sheet such as these

http://www.csu.edu.au/faculty/science/technical/procedures-forms/risk-management

Risk evaluation: Use the risk assessment matrix

Step 1: Determine the likelihood that students will be exposed to the hazard and how frequently

Step 2: Determine the likelihood that injury will occur

This will be a factor of exposure to the hazard and the actions the workplace learning site has taken to ensure student safety. All settings may not have the same likelihood of a student experiencing an injury and every student may not be at the same risk. .

Step 3 Determine the possible consequences of an injury to the student, the placement site and the university

Step 4 Use the matrix to determine the level of risk. This will assist with prioritizing which issues need to be addressed first.

Risk Score Matrix (Workcover Hazpak) (from Faculty of Science technical services)

SEVERITY **How severely could it hurt someone** **or** **how ill could it make someone?**	*LIKELIHOOD* **How likely is it to be that bad?**			
	++ **Very likely** Could happen at any time	**+** **Likely** Could happen sometime	**-** **Unlikely** Could happen, but very rarely	**- -** **Very unlikely** Could happen, but probably never will
☠ **Kill or cause permanent disability or ill health**	1	1	2	3
!!! **Long term illness or serious injury**	1	2	3	4
!! **Medical attention and several days off work**	2	3	4	5
! **First aid needed**	3	4	5	6

Actions the WPL coordinator should take to manage risk and student safety

1. Begin a safety management program for your discipline
2. Assess Risk/Benefit of undertaking any hazardous activity
   Possible benefits might be
   - *the educational value of the experience to the student's future work practice,*
   - *the chance for the student to learn to manage risks in a controlled environment under supervision*

   What are the risks in this case and the level of risk from the risk matrix?
   - *injury*
   - *risks to the relationship with partners*

   Balancing risk and benefit – is it cost effective?
   - *is the risk worth the educational benefit*
   - *are the controls required too onerous or expensive compared to the educational benefit*

3. Identify measures to control risk and manage safety such as:
   - Safety induction on safety in WPL
   - Relevant training for all students likely to be exposed to hazards and where hazards present a high risk
   - Advice on handling infectious substances, immunisation advice and vaccination programs
   - Personal protective equipment,
   - Monitoring and reporting of incidents
   - Preparing standard operating procedures (template forms are available at http://www.csu.edu.au/faculty/science/technical/procedures-forms/risk-management)

   - First aid training

Specific examples might be:
   - Running a safety induction session each year to advise students on factors that might affect their safety during their placement and their obligations and rights under the Occupational Health and Safety Act
   - Running a training session where Farmsafe attends
   - Coordinating attendance for students at Chemical Safety Courses
   - Writing a standard operating procedure for the use of ATV's.
   - Students complete a module on manual handling and the principles of No Lift
   - Organising for students who will be exposed to radiation to have monitoring badges
   - Coordinating with the CSU Health promotion officer to advise students on immunization requirements

Consider which of these will be part of the standard safety procedures and induction for students. The hierarchy of controls below is useful to work through how the hazard may be addressed. The table below is used by technical services and relates well to a work environment where a hazard is identified and needs an immediate response.

Priority (taken from the risk score matrix)	Hierarchy of Control	
1 = Urgent		
• Act now		
• Notify supervisor immediately	Elimination	(Remove the hazard)
• □Supervisor to notify OHS	Substitution	(Equipment / materials)
2 = High Priority	Isolate	(Reduce Exposure)
• Act Now		
• Notify supervisor today	Redesign	(Work methods)
• Supervisor to notify OHS	Administration	(Work Practice - Training,
3 = Medium Priority		signage, supervision etc)
• Action required this week		
4 = Low Priority	Personal protection	(e.g. Gloves, glasses,
• Hazard may not need immediate attention		respirator, coverall etc)
5/6 = Monitor Risk		
• If hazard increases in risk, take action		

Who should plan and implement the controls?

In some cases there are programs offered through the Divisions that can be accessed to address safety.

- Student services has a service related to the promotion of health for students http://www.csu.edu.au/division/studserv/my-support/health-services/home which has advice about immunization and a contact for the student health promotions officer

- First Aid http://www.csu.edu.au/division/studserv/my-life/support/training/first-aid

The University has identified particularly hazardous activities and has in place processes and committees to manage these.

If the activity includes radioactive substances, UV radiation, ionising radiation, laser radiation. Radiation Safety Committee (RSC) approval may apply. In the case of workplace learning this includes student exposure to xrays in the workplace and exposure to sunlight (see point 15). The Faculty of Science technical services webpage has a risk assessment page for solar UV exposure.

The Biosafety committee monitors issues to do with student exposure to infections agents. http://www.csu.edu.au/acad_sec/committees/biosafety/docs/bioman.pdf

The *'Driving Hours'* Policy does not specifically mention students attending placement. However, it does contain guidelines for good driving practice that could be provided to students to reduce their risk associated with travelling to and from placement. http://www.csu.edu.au/adminman/hum/FLE01.rtf

Use of chemicals, dangerous goods and hazardous substances (such as those under pressure) requires more detail. The Chemical/Hazardous Substances Risk Assessment form must be completed if students are handling chemicals http://www.csu.edu.au/faculty/science/technical/chemicals

Some hazards may be common across a number of workplace learning programs. Managing these might be best handled through a collaborative and consultative approach. At this stage the best approach is to identify what you need to do and see if anyone else has already addressed the issue. Where no one else has the same problem then a risk control strategy will need to be developed. In WPL the activities undertaken by placement partners will be an important factor to consider in determining the types of controls needed.

4. Notify and consult other staff at CSU to determine/confirm the appropriate response to any identified risks. The aim with consultation is to ensure you aren't left feeling like you have to manage the challenges on your own.
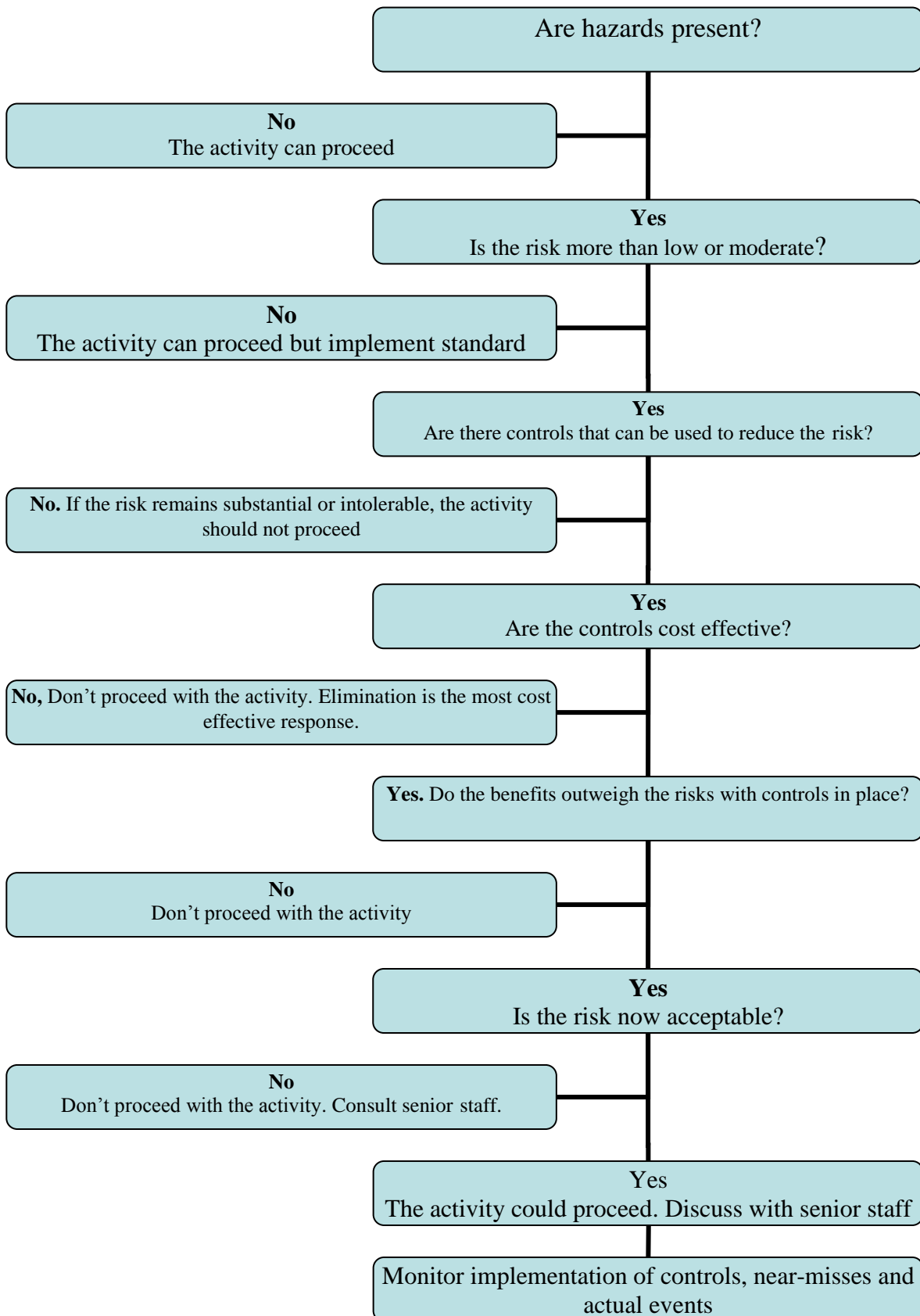
   The decision to either eliminate the risk, by removing the hazard, or retaining the activity with controls in place will be shaped by the degree of risk appetite we are prepared to accept to continue the activity. This will need to be a judgment made through an informed decision making process and consultation.

The table below might be more useful when planning strategies to manage risk

Guide to risk notification and consultation

Level of risk	Action to manage risk	Notification and consultation
Low risk 5/6	Educational benefits outweigh risks. Monitor and implement routine risk control strategies such as induction and training.	Workplace learning staff to monitor and manage. Notify Head of School of actions and incidents.
Moderate risk 3/4	Risks and benefits may be balanced. Requires a specific risk management approach with implementation of risk control. It is less of a priority to address this activity if part of the WPL program and may be addressed as part of a program of risk control.	Head of School and Sub Dean Professional Placements are notified of risk assessment and informed about the controls that have been implemented.
Substantial risk 2	Risk is likely to outweigh educational benefit, implementation of risk controls and may be recommendation to avoid activity. It is a high priority to address this activity if part of the WPL program	Head of school/Sub Dean Professional Placement/Dean to be consulted about risk management. Seek advice from O,H & S officer and CSU legal office.
Intolerable risk 1	Risk will more than likely outweigh any benefits. Avoid activity. It is an urgent priority to address this activity if part of the WPL program.	Head of School/Sub Dean Professional Placement/Dean must be consulted about risk management. Must seek advice from O,H & S officer and CSU legal office.

A risk reduction/control algorithm can be helpful to think through an appropriate course of action when a particularly hazardous activity has been identified.

Are hazards present?

No
The activity can proceed

Yes
Is the risk more than low or moderate?

No
The activity can proceed but implement standard

Yes
Are there controls that can be used to reduce the risk?

No. If the risk remains substantial or intolerable, the activity should not proceed

Yes
Are the controls cost effective?

No, Don't proceed with the activity. Elimination is the most cost effective response.

Yes. Do the benefits outweigh the risks with controls in place?

No
Don't proceed with the activity

Yes
Is the risk now acceptable?

No
Don't proceed with the activity. Consult senior staff.

Yes
The activity could proceed. Discuss with senior staff

Monitor implementation of controls, near-misses and actual events

Maintaining partnerships

The management of student safety in WPL is the responsibility of the University but also relies on the risk management activities of the WPL sites. Safety is a collaborative activity.

- Establish a mechanism to communicate expectations to placement sites and students and provide resources to help them meet these expectations
    - *Expectations for workplace learning sites might be*
        - *Students receive a safety induction to the workplace*
        - *Students are advised of hazards in the workplace*
        - *Students are assessed on their preparedness to undertake hazardous activities*
        - *Students are provided with workplace specific training, if relevant, to manage safety*
        - *Students are instructed to not undertake any activities that they are not trained to perform*
        - *Students have access to protective equipment*
        - *Student are supported to observe and report on unsafe situations and any incidents that occur*
        - *The site completes a safety assessment for the university*
    - *Expectations for students*
        - *They attend or complete safety induction sessions*
        - *They complete any provided training*
        - *They obtain any recommended personal protective equipment*
        - *They advise the university and the workplace of any health conditions that may affect their health and safety during the placement*
        - *They undertake any recommended immunisation programs.*
        - *They do not undertake any activities they do not feel trained for, or that they feel places them at risk of injury.*
        - *They observe and report any hazards and incidents that occur during their workplace learning to the workplace and to the university*
- Implement a system to assess and approve workplace learning sites to confirm that they meet CSU expectations of safety management.
    - *The template survey to assess hazards can also be used to assess that the site is implementing acceptable safety practices*
- Have a plan for what to do if you identify a placement site is not providing a safe environment for students, either through an incident or near miss. This plan might involve determining the class of risk to the student and how urgently a response is needed to reduce the risk. For urgent, high risk issues it may involve removing the student from the situation or putting limits on their activity. For lower risk or less urgent scenarios action might involve raising the issue with the partner and negotiating ways that the safety issues might be addressed. This is easier if you have specified expectations in advance and they have agreed to these when agreeing to take a student. If the issues can't be addressed to our satisfaction the best outcome may be to remove the site from our list of placements. With the new placement database system conversations such as these should be recorded against the placement site to facilitate future decisions about safety in relation to that site.

WHAT TO DO IF AN INCIDENT OCCURS

If a WPL site contacts you about injury to a student

- Advise site to seek appropriate medical help for the student. If the injury to the student is an emergency the advice is to call 000.
- Ask the student if they need assistance notifying a relative. If the student is unable to make contact with next of kin or gives you permission, contact their next of kin via student admin.
- Ask the site to complete the CSU accident/incident form and return it to the university
- Submit the accident/incident form to
  - o The Head of School
  - o Human resources – occupational, health and safety
  - o Send a copy to student admin to put on the student file.
- Follow up with the student after the event to identify any further need for assistance
- Identify the need for modification to your risk management plan

If the student is injured on-campus

Medical Emergency Procedure - All Campuses

1. Advise others
2. Dial 0' for outside line then 000'
3. Ask for ambulance/ fire/ police, which ever is needed.
4. Alert security for your campus they will direct the ambulance/fire brigade/ police to you

Albury/Thurgoona Internal Number Phone:16888/19888	Bathurst Internal Number Phone:84999	Dubbo/Orange Internal Number Phone:57522	Wagga Wagga Internal Number Phone:32288

Stay with person or in the area until emergency service arrives.

NOTE:
If a student is taken into hospital via ambulance and they do not have a health care card, are in a private medical fund or have ambulance cover they will incur a charge and this can be quite substantial. It is highly recommended that all students have ambulance cover while at university. International students are covered by their medical cover. Please review the following link regarding frequently asked questions: Ambulance Cover fee's

(http://www.csu.edu.au/division/studserv/my-support/health-services/emergency-medical)

If first aid only is required on campus contact first aid officers on the relevant campuses

http://www.csu.edu.au/division/hr/working-life/health-well-being/first-aid.htm

RECORDING AND MONITORING

- Keep a risk register that documents the hazards you have identified and actions you have implemented to manage these.
- Monitor incidents to build a profile of any patterns of risk
- Revise and update your risk register as required.

INSURANCE

CSU holds insurance that covers students in the form of professional indemnity and public liability insurance and a separate personal accident insurance policy. The Division of Finance administers insurance and has a list of FAQ's that address insurance related to WPL http://www.csu.edu.au/division/finserv/faqs/faq-insurance#Question1 There is always lots of uncertainty about insurance so it is important to be familiar with this information. The question of insurance cover should not prevent you ensuring students have access to appropriate medical care, particularly in an emergency.

WHERE TO GET MORE INFORMATION

CSU policies and insurance information

CSU Faculty of Science – technical services
http://www.csu.edu.au/faculty/science/technical/home

CSU risk management policy
http://www.csu.edu.au/division/plandev/internal_audit/policy.htm

CSU Occupational health and safety website
http://www.csu.edu.au/division/hr/working-life/health-well-being/health-and-well-being.htm

CSU Division of Finance – liability insurance
http://www.csu.edu.au/division/finserv/faqs/faq-insurance

CSU Student services – student accident insurance
http://www.csu.edu.au/division/studserv/my-life/support/insurance

CSU Faculty of Science risk assessment and standard operating procedures forms
http://www.csu.edu.au/faculty/science/technical/procedures-forms/risk-management

CSU radiation safety committee
http://www.csu.edu.au/acad_sec/committees/radiation/index.html

CSU Biosafety Committee
http://www.csu.edu.au/acad_sec/committees/biosafety/docs/bioman.pdf

CSU driving hours guidelines
http://www.csu.edu.au/__data/assets/pdf_file/0010/188524/Driving-hours-guideline.pdf

CSU chemical safety
http://www.csu.edu.au/faculty/science/technical/chemicals

Occupational, Health and Safety Information

Safe Work Australia

http://safeworkaustralia.gov.au/Pages/default.aspx

Work cover NSW

http://www.workcover.nsw.gov.au/Pages/default.aspx

Worksafe Victoria

http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe

Please note students undertaking WPL are not covered by Workers' Compensation. These links are provided as useful resources with regard to ensure safety in workplaces.

Farmsafe

http://www.farmsafe.org.au/index.php?article=content/home

Immunisation and personal protection

Immunise Australia Program

http://www.immunise.health.gov.au/

NSW Health Occupational Assessment, Screening & Vaccination against Specified Infectious Diseases

http://www.health.nsw.gov.au/publichealth/immunisation/ohs/

Q fever information

http://www.health.nsw.gov.au/factsheets/infectious/qfever.html

CHECKLIST FOR WPL SAFETY MANAGEMENT

Have I:

☐ Established a risk register of hazardous activities relevant to my workplace learning program

☐ Performed a risk assessment for all the activities students might do.

☐ Identified the priority areas for risk management in relation to my program

☐ Distributed and collected surveys from workplace learning sites assessing their risk management practices related to student safety on WPL

☐ Established a process for approving and recording which WPL sites as judged as suitable for student placement with regard to safety

☐ Established routine risk controls related to safety
    ☐ Safety induction for students
    ☐ Relevant training for all students likely to be exposed to hazards based on likely exposure
    ☐ Relevant immunisation advice and programs
    ☐ Personal protective equipment,

☐ Identified any practices related to WPL that must be avoided because the risk cannot be adequately controlled
    ☐ Established a process to Monitor, respond to, and report incidents affecting student safety.