# 

**Work Integrated Learning (WIL):   
WHS Risk Assessment and Profiling Tool for WIL Partner**

|  |  |  |  |
| --- | --- | --- | --- |
| **WIL Partner** | **Student or Student Group** | **Start Date** | **End Date** |
| **Company: Location:** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Factor** | **Inherent Risk Rating (High/medium/low)** | **Action Necessary** | **Action Completed** | **Residual Risk Rating (High/medium/low)** |
| **Work Factors** |  |  |  |  |
| **Travel and Transportation Factors** |  |  |  |  |
| **Location and/or Region Factors** |  |  |  |  |
| **General/Environmental Health Factors** |  |  |  |  |
| **Individual Student Factors** |  |  |  |  |
| **SCU Critical Risks** |  |  |  |  |

|  |
| --- |
| 1. **Residual Risk Assessment** |
| |  |  | | --- | --- | | Low | Risks are below the risk acceptance threshold and **do not require active management** (ie. controls are in place and effective). Requires ongoing monitoring by relevant Supervisor. | | Medium | Risks that lie on the risk acceptance threshold and **require active monitoring** by relevant Supervisor (by strengthening current controls in place). | | High | Risks that exceed the risk acceptance threshold and **require proactive management** (strengthening of current controls and consideration of further control measures).  **Approval** to start placement must be given by appropriate person eg. Head of Work Unit | |

|  |  |
| --- | --- |
| **Name of SCU Placement Coordinator assessing this form:**  **Work Unit:** | **For High Risk Approval ONLY** |
| **Name:**  **Position:**  **Signature:** |
| Based on the information provided, the WIL Partner has been assessed as:  ☐ Suitable for placement ☐ Unsuitable for placement  Signature: Date: | |

# WIL Partner Profiling Tool – Inherent Risk

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Factor | | | Rating Profile | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
| **Work Factors** | | | **High risk** |  | | Work with hazards that have potential to cause permanent injury or fatalities, including:   * Construction site with work at height or below ground, dust, moving machinery, electrical systems; * Operation of machinery with mechanical hazards such as high-speed rotating parts, crushing or entanglement risks; * Work with toxic/hazardous materials; * Work with known high-risk groups of clients or locations (drug users, homeless, violent patients); * Work with animal bedding or large or dangerous animals; * Activities requiring specific licences or qualification (e.g. diving, flying aircraft, crewing an aerial device); * Exposure to violent, aggressive and or traumatic behaviour/material (reviewing written and visual material, individual or group behaviour); * Increased risk of sexual assault and/or harassment; * Inappropriate student to supervisor ratio (dependent on activity); * Any works relating to the SCU Critical Risks.   Work involving significant hazards in small companies that do not have professional health and safety advice. | Seek confirmation from WIL Partner about expectations of student's prior competency in high-risk activities, and ensure student meets these.  Seek written confirmation that appropriate information, training and supervision will be provided by the WIL Partner throughout the placement. Ie. that an induction has taken place.  Communicate SCU expectations with WIL Partner via written placement agreement.  Ensure student is aware of the hazards and relevant controls eg. Personal Protective Equipment, of the placement as part of the induction briefing process. |
| **Medium risk** |  | | Working in proximity to the above high-risk factors (but not directly with them).  Work involving more practical elements with moderate potential for harm eg. use of machinery/plant/equipment that is appropriate guarded and maintained.  Low hazard work in small companies that do not have professional health and safety advice. | Ask the Placement Provider for confirmation in writing that the student will not be expected to participate in high-risk activities, and will be appropriately supervised and trained.  Ensure student is aware of the hazards of the placement as part of the briefing process. |
|  | | | **Low risk** |  | | Office work or other low hazard environments eg. classrooms, meeting rooms, offices and activities in larger, well-established organisations with a well-developed health and safety system eg. known hazards and controls in a register. | Ensure student is aware of the hazards and relevant controls of the placement via induction briefing process. |
| Factor | | | | Rating Profile | | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
|  | **Travel and Transportation Factors**  *Travel to and from the placement or accommodation, or travelling as part of placement activities* | | | | **High** | |  | | 200km or more travel required to reach placement.  Transport facilities known to be high risk (poor driver behaviour or low vehicle safety standards).  Demanding travel during placement including time constraints and long distances.  Student driving their own or using an unfamiliar vehicle overseas.  Poor quality road and route conditions eg. unsealed roads.  Extreme weather conditions eg. hail, flooding.  Remote and isolated travel to and from WIL Partner eg. travel where no phone reception is available and no nearby town or emergency services.  Driver inexperienced in remote driving. | Consider the student’s driving experience and access to suitable vehicles/transport options.  Check WIL Partner’s insurance.  WIL Partner to provide relevant transport related information where necessary.  Journey Plan Management and Risk Assessment document completed and approved.  Travel Services team available to provide advice.  Registration through SCU ISOS travel for assistance and relevant updates. |  |
| **Medium** | |  | | 2- 4 hours travel time inclusive of to and from WIL Partner and placement related activities.  Driving unfamiliar vehicles.  Night travel.  Long daily commuting requirements.  Student required to drive familiar vehicle in reasonable conditions. | Discuss travel arrangements with the student to ensure risks are considered. Consider the student’s experience.  Advise students to ensure, they have an appropriate driving licence and, if using their own vehicle, that it is roadworthy and they have relevant insurance coverage.  Where relevant check the WIL Partner’s insurance and driving policy. |
|  | **Low** | |  | | No significant travel, comfortable daily commute.  No driving associated with placement. | Ensure student is aware of any associated travel hazards and relevant controls via WIL Partner’s induction briefing process. |  |
| Factor | | | | Rating Profile | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
|  | | **Location and/or Region Factors** | | **High** | |  | Unavoidable working alone or remote working in proximity to significant risk (eg. individual placement arrangements, placement in remote towns).  WIL Partner operated from a personal residence.  High possibility of weapons located at WIL Partner site eg. Farm, personal residence etc.  Medical and rescue services not available quickly or locally.  Means of communication likely to be difficult or compromised.  Significant risk of civil disorder, crime or similar danger (e.g. placement in war zones, countries where the Department of Foreign Affairs and Trade advice against travel). | Consult guides on appropriate behaviour, clothing, etc.  Arrange briefing/information to be provided in conjunction with someone with local experience or knowledge of conditions (e.g. student on previous placement or a placement practitioner at a local university in the overseas country).  Emergency plan in place inclusive of emergency contact details and communication plan.  Travel Services team available to provide advice.  Registration through SCU ISOS travel for assistance.  Regular checks of Smartraveller restrictions and recommendations. |  |
| **Medium** | |  | Higher than normal risk of civil disorder eg. protests, crime or comparable danger.  Delays likely in communicating with others.  Placements abroad in areas identified as low to medium risk by the Department of Foreign Affairs and Trade. | Regular checks of Smartraveller restrictions and recommendations.  Registration through SCU ISOS travel for assistance and information regarding appropriate behaviour, clothing, etc.  Communication plan outlining agreed to contact throughout placement. |
| **Low** | |  | Placements in Australia with no significant local risk | Ensure student is aware of the hazards and relevant controls of the placement via induction briefing process. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Factor | Rating Profile | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
| **General/Environmental Health Factors**  *Risks associated with natural hazards (e.g. flooding, bushfires), health hazards and poor standards of health, safety and hygiene, cultural issues, security (accommodation).* | **High** |  | Regional/local health risks requiring mandatory and specific health protection measures e.g. vaccinations.  Very hot or strenuous working conditions (e.g. manual working outdoors in the sun).  Very cold working conditions (eg. mountain/snow location).  Extreme weather event eg. flooding, bushfires, tsunami.  Significant differences in cultural norms and laws (e.g. dress, attitudes to gender and LGBTIQ+ travellers) may put certain students at greater risk.  Unsafe drinking water.  Unsecure and/or uninhabitable accommodation facilities. | | Students to check health requirements and seek appropriate advice from medical practitioner prior to departure.  Students to seek travel guidance from reputable sources. The Smartraveller site also has some specific advice for persons with mobility needs.  Students to be provided with relevant instruction (Safe Work Procedures), supervision and appropriate personal protective equipment by WIL Partner.  Travel Services team available to provide advice. Registration through SCU ISOS travel for general and emergency assistance.  Accommodation arrangements to be reviewed by student prior to placement to ensure suitability.  Students to seek and follow government advice regarding health alerts and relevant labelling eg. near taps.  Use of relevant mobile applications eg. Hazards Near Me, Bureau of Meteorology, Live Traffic, Emergency Plus. |
| **Medium** |  | Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases, first aid kits.  Differences in cultural norms and laws in overseas locations (e.g. dress, attitudes to gender and LGBTIQ+ travellers) may put certain students at greater risk.  Standards of safety / hygiene can be poor. The placement may involve work that puts the student at increased risk of infection (e.g. tetanus, blood borne infections). | | As mentioned in the high risk. |
| **Low** |  | No significant environmental health risks. | | Ensure student is aware of the hazards and relevant controls of the placement via induction briefing process. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Factor | Rating Profile | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
| **Individual Student Factors** | **High** |  | | The student has known personal factors (e.g. mental or physical health conditions, neurodiversity, disability, linguistic, cultural, pregnancy or immuno-compromised) which may increase the risk of illness or incident during work-related activity even following adjustments.  Personal factors disrupt placement/study.  The student has significant personal factors that may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness. | Discuss activities that give rise to risk with the student to try to eliminate or reduce potential risks where possible. Take account of impact of other risk factors identified in the risk profiling table (e.g. location) when determining suitability of placement.  Confirm arrangements to reduce risk in the written communication with the WIL Partner.  Referral and access to Student Support Services eg. counselling.  Seek guidance from SCU Fitness to Study policy. |
| **Medium** |  | | The student has personal factors (e.g. mental or physical health conditions, disability, linguistic, cultural, pregnancy or immuno-compromised) which may require specific adjustments or support during the work placement, or in social interactions at work.  Personal factors usually don’t disrupt placement/study. | Engage with student, WIL Partner and health professional/other support professionals to agree reasonable adjustments.  Confirm arrangements to reduce risk in the written communication with the WIL Partner.  Where necessary, referral to Student Support Services eg. counselling.  Seek guidance from SCU Fitness to Study policy. |
| **Low** |  | | The student has no personal factors likely to cause episodes of illness or require specific support whilst on placement.  Student has relevant knowledge, understanding and skills for the type of work being undertaken. | Ensure student is aware of support services available via induction briefing process. |
| Factor | Rating Profile | | | Indications for Inherent Risk Profiling | *GUIDANCE:  Potential controls to implement depending on risks* |
| **SCU Critical Risks** | **High** | |  | Potential interaction with one or more identified SCU Critical Risk:   1. Diving 2. Boating 3. Working in or around water 4. Violence and Aggression 5. Vehicle operation 6. Aviation 7. Remote and Isolated Work 8. Wildlife 9. Hazardous Substances 10. Person – vehicle/machinery interaction 11. Falls 12. Biological Agents 13. Emergency Events 14. Confined space 15. Lack of oxygen 16. Electricity 17. Radiation 18. Pressurised gas/stored energy   + Psychosocial | Refer to SCU Critical Risk Framework. |