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## 1. Purpose

The purpose of this policy and procedure is to ensure that risk identification and prevention is a core component of service delivery. It provides a framework for proactive, rather than reactive, risk management focusing on students both in IHNA and professional placement venues. That is, staff are encouraged to prevent adverse outcomes, as far as is reasonably practicable, by performing timely risk assessments. Effective risk management maximises opportunities for improvement and eliminates or minimises the risk of losses or harm as far as is reasonably practicable.

To be read in close conjunction with **Academic participation and progress policy, assessment policy and Deferral/leave of absence/withdrawal/discontinuation policy.**

Risks are identified by considering what can happen and then why, where, when and how it can occur. Risk assessment is the document that is proposed by IHNA to consider institutional or financial risks.

## 2. Responsibility

The implementation of the Risk assessment and risk minimisation policy is the responsibility of the Training manager.

## 3. Definitions

References

Title	Document Identifier	Location	Custodian	Retention Period

## 4. Risk Identification and Prevention Procedure:

### IHNA strategies

#### 1. Communicate and consult

Communicate and consult with all internal and external stakeholders as appropriate at each stage of the risk assessment process. Follow up records (e.g. attendance records, assessment records, evaluation forms) to assess the risk status of the student.

#### 2. Context of risk

Establishing the context of the risk (e.g. attendance, theory component, and professional experience placement) provides the scope for the rest of the risk management process.

#### 3. Identify risk

The Institute seeks to identify risks prospectively before they present challenges, however, where this has not been possible, risks may be identified retrospectively, through review of completed work or tasks by the students or from evaluation forms and complaints.

It is important to identify all risks at this stage as risks not identified are excluded from being further analysed and managed.



Risks might include, but are not limited to:

- An adverse event during the student progress in a course
- A threat to Institute, staff and other students
- Negative publicity
- A breach of security
- Fraudulent behaviour
- A breach of legal or contractual responsibility

Other risks in professional experience placement.

In the clinical/professional experience component of the course a student is considered at risk if one or more of the following occurs:

- Inappropriate manual handling potentially causing injury.
- Exposure to blood and body fluids.
- Unsafe work practices.
- When client/consumer or staff confidentiality is breached:
- When a student behaves in an unprofessional manner:
- When a student is absent from placement for more than 24 hours without notifying the placement agency and IHNA:
- When students leave their allocated ward without the prior consent of the agency's staff or clinical teacher:
- When the health care agency asks for the student's removal;
- When a student's behaviour jeopardises or compromises client, staff or another student's safety, including physical, psychological or emotional safety:

#### **4. Risk analysis**

This requires developing an understanding of risk. Consideration should be given to the sources of risk, including their positive and negative consequences.

Measures to assist this include:

- Identification of risks
- Establish the current management and actions that have been used to control known risks (what are we already doing about the risk).
- Determine the consequences of the current risk (extreme, high, moderate, low, negligible)
- Determine the likelihood of the current risk occurring (almost certain, likely, occasional, unlikely or rare)

#### **5. Risk evaluation**

Informs decision making about whether a risk can be eliminated or minimized by taking all reasonably practicable steps by comparing the levels of risk determined.



Consideration should include whether:

- The level of risk is so low that specific strategy can be advised to the student for betterment
- The risk is such that there is no strategy is available
- The cost of strategy is unreasonably disproportionate compared to the benefit
- The opportunities presented to students outweigh the threats.

Risk that is regarded as unable to be eliminated or reduced by all reasonably practicable means must be actively managed, monitored and reviewed.

#### **6. Treat risks**

Considers and implements options for eliminating or reducing (managing) and controlling risks. Options for managing risks are:

#### **7. Monitoring and review**

This is an essential component of the framework and creates a cycle of action and reflection and ongoing monitoring of risks and the effectiveness of risk treatment plans. Few risks remain static and regular review is essential to ensure that the management plan remains relevant.

#### **8. Roles and responsibilities**

Training manager: Should work in close collaboration with the course coordinators, educators, clinical nurse supervisors and preceptors (where ever applicable) to identify risks concerned with student at the earliest. Random feedback from students should be sought in informal way as an augmentation to the formal written feedbacks.

#### **All staff:**

- Actively participate in the assessment, elimination, minimization and prevention of risks in the workplace as far as is reasonably practicable.
- Timely and accurate reporting of all incidents and near misses.
- Critically review study and work practices to identify opportunities for ongoing improvement.
- Demonstrate a commitment to own ongoing learning and development.