

MARKING GUIDE

HEALTH AND SAFETY COMPLIANCE

Developing a Safe Space for our Youth

Level 4, Credits 5

Assessment Code: YTD Risk Management

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASKS: Complete a theory assessment about health and safety compliance requirements for youth workers in New Zealand.

Task 1 – Plan health and safety compliance for a provided scenario – a generic, low-medium risk activity for young people – using the student’s organisation’s process/procedure and checklist.

Task 2 – Answer questions about, and fill out RAMS form for, an outdoor activity – a higher risk outdoor activity with responsibility for young people – using either the provided scenario or a similar activity appropriate for student’s own context.

1. To gain competency in this assessment Tasks 1 and 2 must be completed correctly and fully as required by the marking criteria.
2. The assessment must be your own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 2 Assessment 2.5		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 1: Create and maintain a safe environment when working with young people.	LO 2.5 Develop a safety and risk management plan for a youth development. (5 credits)	Assessment 2.5 Plan health and safety compliance for a provided scenario – a generic, low-medium risk activity for young people – using the student’s organisation’s process/procedure and checklist. Answer questions about, and fill out a RAMS form for, an outdoor activity – a higher risk outdoor activity with responsibility for young people – using either the provided scenario or a similar activity appropriate for student’s own context. LO2.5 5 credits

Task 1 – Develop an activity plan for a trip

The topic on Safe Activity Planning in the online course describes a process for planning activities in a safe and thoughtful manner. Imagine you are going to plan a similar activity to the one in the online course (an overnight stay at a marae), but for a group of young people you or your organisation regularly works with.

Complete the Activity Plan below to explain how you would approach planning at each step to protect the health and safety of the participants, yourself and anyone else who may be impacted by the activity. Include anything your organisation would expect you to do related to procedures, processes, policy and paperwork.

Notes:

- If a scenario similar to the one provided in the online course (an overnight stay at a local marae) is unrealistic for where you work, please talk with your tutor to select a medium risk youth activity which would make sense for your context.
- If you regularly plan low-medium risk activities with young people as part of your job, you may choose to describe safe activity planning for one of these. Also, you may use the process required by your organisation if it differs to the Activity Plan below.

Task 1 Activity Plan

Activity and participants

Briefly describe the activity.

All steps of safe activity planning are described with examples as outlined in the Activity Plan; or equivalent, if student answer uses their organisation's own safe activity planning process.

Briefly describe who the participants are, including young people and any staff, carers or other adults:

- size of group, young people, staff
- demographics – ages, genders, abilities, etc.

Risks, controls and requirements identified in the Activity Plan are what could be reasonably expected for the suggested activity and participants (for an overnight stay at a local marae or a similar activity or experience).

Assess risks and identify controls

For the next part of your activity plan you will need to brainstorm and assess some possible risks, and identify any controls you can put in place to minimise these risks.

When you are imagining the risks, consider the following:

- Participants – physical disabilities, mental health concerns, or any other specific risks related to the participants of your activity.
- Likelihood – how likely is the risk? (from 1 = very unlikely, to 5 = very likely)
- Severity – how dangerous or serious would it be if it did happen? Could serious injury occur?

In the table below you will need to make a list of seven significant safety risks for the activity you described. These could be risks with a high likelihood, and/or risks that have serious consequences or injuries.

For each safety risk, you must identify the safety controls that should be in place to eliminate or manage the risk.

Here is an example:

#	Identify the risk – state the likelihood and potential consequences	Identify the control measure – what you or the organisation can do to prevent or minimise the risk
1	Use of a gas bottle causing injury – 2 (unlikely), serious consequences, could include burn injuries	Safety checks, housing for the canister, provide instructions for how to secure it, keep it away from the main activity area, use safe transport, limit who can use the gas, use clear signage, have regular training or supervision.

To help you brainstorm ideas for the table on the next page, here is a list of **common safety risks**:

- exposure to electrical hazards, fire hazards or hazardous substance/chemicals
- accidents due to knocking into something, getting hit by moving or falling objects or unsecure loads
- person gets caught in, on, or between structures, vehicles or equipment that can cause injury
- person slips, trips or falls due to things like cables, mess/objects on floor, uneven or slippery surfaces, people working up on ladders
- poor quality venue – for example, people have to stand or are positioned in awkward ways, have to twist or bend too much, or there are too many people in a small space
- poor visibility, bad lighting or ventilation
- not getting sufficient training on how to use unfamiliar or new equipment, tools, PPE, tasks
- poor quality equipment or materials, or not using the correct tools and equipment for safely carrying out the task
- person strains a muscle due to lifting heavy or difficult loads, too much physical activity, bending and twisting, repetitive task, standing in awkward positions
- handling biological materials like food, animals, waste or plant materials
- risks related to the natural environment, waterways, slippery ground or trip hazards, exposure to the elements in bad weather
- stress or emotional distress, verbal abuse or violence from others
- risks to participants from any vehicles used.

#	Identify the risk – highly likely and/or serious consequence	Identify the control measure – what you or the organisation can do to prevent or minimise the risk
1	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.
6	Click or tap here to enter text.	Click or tap here to enter text.
7	Click or tap here to enter text.	Click or tap here to enter text.

Refer to the example provided above describing the risks and controls related to use of a gas bottle for an example of how the student should fill in the chart above. The student can use any of the examples of common safety risks listed above, or their own examples, and then describe controls that are either administrative controls (paperwork, processes, training, education, clear communication between

participants, staff and volunteers, ensuring adequate ratios of staff/adults to youth participants etc.) or engineering controls (ensuring that equipment is well-maintained and up-to-date, checking access ways, checking for good ventilation of indoor spaces, removing trip hazards from the ground, restricting the use of dangerous chemicals or equipment, checking that desks and chairs are ergonomically aligned, etc.)

Put controls in place and check controls

Select **three** of the controls from the list above. Explain how these controls should be implemented and when and how they should be checked. If your organisation already has a process you can explain what the process and expectations are.

Row number of control from table above	How I or the organisation would put the control in place for this activity	How and when we would check the control (for a specific activity or as part of a general compliance check)
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

Please ask a relevant person at your organisation to read what you have written for this task. This may be a supervisor, manager or health and safety representative. The person should be experienced in medium risk activity planning at the organisation and understand the organisation's compliance or best practice requirements for protecting health and safety in relation to planning activities for youth.

Please provide the following information:

- name and position
- contact details (should the assessor need to contact them)
- statement from them that they have read what you wrote for the Task 1 Activity Plan and they agree the risk, controls and processes you identify would meet organisational compliance requirements for the activity you describe.

Click or tap here to enter text.

For the overall completion of the Activity Plan for Task 1, please refer to the topic 'Safe Activity Planning' in the online course for further sample answers. Students can modify the scenario and process described in the online course (about staying at a local marae overnight) to meet the requirements for a similar activity in their own youth work context.

Task 1 is a competency-based assessment task. To be assessed as competent, the student's answer must describe appropriate steps for safe activity planning of a low-medium risk activity for youth work in Aotearoa New Zealand, in compliance with HSWA and organisational requirements.

Students may wish to describe low-medium risk activity they have already planned for youth they work with. Students may also modify the Task 1 Activity Plan requirements, as necessary, to bring them into line with their own organisation's planning process and requirements.

Task 2 – Plan a high-risk youth development activity

Question 1

For this task you will need to plan a high-risk activity. A scenario is provided for you to write about:

Waterfall visit

You are taking a small group of young people from your organisation for a day hike through a local bush area in the Waitakere Ranges to see a waterfall where you will most likely go for a swim. Unfortunately, there has been heavy rain in the past few days, so the stream that feeds the waterfall is likely to be higher than usual. The young people in your group are all excited to go swimming but there are two participants who are not confident swimmers. One of your colleagues has also explained that the track to and from the waterfall includes rocky and muddy areas that are slippery after rainfall.

Answer the questions:

Question	Answer
What are three things in this activity that would be 'high risk'? And for each, briefly explain the risk.	Click or tap here to enter text.
As the youth worker, what could you or your organisation do to eliminate or manage these three high risks?	Click or tap here to enter text.
What are the procedures, policy and/or paperwork your organisation would expect you to use with this activity?	Click or tap here to enter text.

A. What are **three** things in this activity that would be 'high risk'? And for each, briefly explain the risk.

Response identifies aspects of the activity that would classify as high risk. Essentially defined as either a risk that is very likely to occur (even if the injury or health impact would be less serious) or a risk of injury or consequences that would be very serious (even if the likelihood of it occurring is low). Examples below are just a few of possible options – high risk of:

- Drowning: any body of water, no matter how shallow, presents a drowning risk, especially if the swimming ability of the young people is unknown.
- Injury or drowning in unsafe water: a natural swimming hole has uneven ground, rocks with vegetation that may be a slip hazard, and hazards in the water like slippery vegetation, sharp or broken logs and twigs, or biting insects. It may be difficult to see where these hazards are and where the water is deep or shallow. The area around the swimming hole and waterfall may be at risk from falling objects like rocks or branches. If someone tries to climb the waterfall and slips, or jumps into the water from a height, they do not know how deep the water is or what hazards maybe hidden under the surface.
- Exposure to weather while without shelter in the bush: in New Zealand bad weather can close in quickly. Heavy rain or wind can make it difficult to see where you are going. Wet tracks may be muddy or slippery, making walking more difficult, especially on uneven ground. There may be trip hazards on the ground or objects blocking the path that are difficult to see in bad weather or low light (if bush is dense). Rain and wind can be wet and cold and there may not be good shelter available to stay warm and dry. In very hot weather walking can be physically tiring and cause thirst or even dehydration, especially when not under tree cover. Hiking in bad weather can be difficult for people without experience.
- Injury on the hike from uneven ground, tree roots, falling objects, etc. Risks of slips, trips, falls, falling overhead objects, or objects on the ground can cause injury, especially if stones or broken tree roots are sharp enough to cut the skin. The risk is also higher than normal due to the location. Access for emergency services may be more difficult or getting someone to a vehicle may take longer. Access

roads and communication with emergency services may be harder in areas without sealed roading or stable phone service.

- Getting lost off the trail and emergency services not being able to find the group: in some areas the tracks may not be as frequently upgraded or clearly marked as in others. Signs and markers can also get removed, damaged or hidden after weather events. Slips or boggy areas on the track may cause hikers to look for alternative trails. In unfamiliar terrain it is easy to get lost. Out in the bush it may be difficult to communicate or work out where you are.
- Medical emergency out in the bush (away from other people and communication): for example, for someone with a medical condition like diabetes or epilepsy (risk of seizures), as with an injury or other emergency, communication or vehicle access may be difficult.
- Activities like hiking or swimming with potentially inexperienced young people: risk is always higher when people do unfamiliar activities or are in unfamiliar locations. They may not know what is normal or how to react in certain situations like an emergency or bad weather moving in. They may not know how to use tools or equipment correctly or safely. They may not be in the best condition for a physical activity and overestimate their ability. They may find it difficult to keep up or become tired on the return journey. They may be a higher risk of injury, muscle strain or fatigue.

Three high risk aspects of the activity are identified and explained

- B. As the youth worker, what could you or your organisation do to eliminate or manage these **three** high risks?

Response should include what the organisation or the youth worker needs to do in response to these risks. The first option should always be elimination. Where elimination is not 'reasonably practicable' the strategy should be how to best manage the risk so that even if an incident does occur the consequences are as minor as possible. Examples below are just a few of the possible options.

- To control for exposure to the elements, the youth worker should send a list of things each young person needs to bring with them. This could include light wet weather coats, layers, thick socks, long trousers, sunscreen, hat, etc. This of course needs to be kept light because the young people will have to wear or carry all their gear. Before the group heads out, everyone should check that they have everything. They should also check the weather forecast and if necessary, postpone the activity if the weather is predicted to be bad.
- To manage risk of injury from hiking on an uneven trail with potential ground hazards everyone must wear proper footwear for hiking that is also weatherproof and designed to support the foot and ankle. The wrong shoes can cause blisters or damage to feet, especially for those not used to walking in the bush.
- To manage the risk of getting lost or an emergency situation, the youth worker must inform the organisation and the local authorities about where, when and whom. They must complete all the necessary paperwork and double check that everyone who must be informed of the details has been informed. They should check information on any medical conditions with the participants and/or guardians. Youth with special needs or conditions must be prepared for an emergency situation and either have their emergency kit with them or with the youth worker. Staff should be informed of what signs to look out for and what to do if an incident happens. The youth worker should check first aid and emergency kits are complete and ready to function. For example, make sure the torch has working batteries.

Controls or mitigation measures for the three high risks are identified.

- C. What are the procedures, policy and/or paperwork your organisation would expect you to use with this activity?

Response should list whichever procedures, policy or paperwork the youth worker must follow or complete for an activity like this. This is likely to include things like getting consent forms from guardians, communications with guardians, managers and local authorities, etc. It may also include information and instructions given to the young people, or the checklists and RAMS form the youth worker must complete. It would also include any pre- or post-activity reporting requirements. It could also include vehicle safety checks or paperwork.

Procedures, policy and/or paperwork requirements for a high-risk activity like the one in the scenario are identified.

Risk management described is realistic for the scenario and would be in compliance under HSWA.

Question 2

In the next part of this task, below, you can continue to write about the activity described above OR you can write about a high-risk activity you are more familiar with.

To complete this section, you will need to plan and describe the health and safety compliance for an outdoor activity that has at least some high-risk aspects to it.

You may like to plan an activity you or a colleague want to use at a future date. Or you may submit an activity that you have already completed in the past, so long as you include the completed and signed-off (or approved) RAMS form.

Note: You are **not** expected to carry out the activity as part of the assessment. You only need to show that you can plan a high-risk activity that meets compliance and organisational requirements.

What to do:

1. Plan an outdoor activity for a group of young people your organisation works with. The activity should make sense for your organisation and the young people you work with.
2. Describe the overall activity and your group. Submit your description of the activity you are planning.

Please include:

- who the participants are (demographic information, not personal information)
- what will happen during the activity
- where it will occur
- how you will travel to the activity
- who has responsibility for which aspects of the activity
- anything else that would be necessary for an assessor to understand the context for the information in the RAMS form.

Minimum **half-page** description of an **outdoor** activity with youth in Aotearoa New Zealand that includes **high-risk** aspects; the description should cover the bullet points listed under Point 2 in the instructions

Note: Keep the description brief; approximately a half-page should be sufficient.

3. Complete and submit a copy of the RAMS form (or equivalent) and other paperwork required by your organisation. Use the form(s) and the process you would be expected to use at your organisation.

If information in the form is not allowed to be shared outside of the organisation, your immediate manager may supply a statement saying they sighted completed form(s) for the activity described here and that the paperwork was correctly complete according to organisational requirements.

You must include the contact details for the manager who makes the statement, so the assessor may contact them if necessary.

Evidence of **completed compliance paperwork** for the activity described:

a copy of the completed (and approved/signed-off) RAMS form or equivalent;

or

statement from student's manager that they sighted the completed paperwork and that it met organisational requirements; and the manager's contact details for the purpose of the assessor contacting the manager

4. Answer these questions:

A. Assume that this activity goes well, according to plan, and there are no incidents. What follow-up would your organisation require you to do?

Student response should include a description of the activity. The description should be of an activity:

- for a group of young people in Aotearoa New Zealand
- that is outdoors (off-site or at the facility, for example, an outdoor activity centre)
- that has high-risk aspects to the activity; risks very likely to occur and/or risk of injury or consequences of an occurrence would be very serious
- includes details of all the bullet points listed under Point 2.

Student response should include a copy of a completed RAMS form (or equivalent).

- The paperwork should be for the activity described.
- Other paperwork related to the activity may also be submitted if it is an organisational requirement related to health and safety.
- If the student's organisation requires sign-off or approval to complete the form they should include this **or** a statement from the appropriate supervisor or manager that they would sign-off or approve the paperwork if this were a real activity plan.
- If a copy of the RAMS form or other paperwork cannot be submitted due to organisational policy or privacy concerns, an alternative is possible.
- The student's manager can supply a written statement that they have sighted the completed paperwork for the activity and that it was completed correctly in accordance with organisational requirements.
- The manager's contact details must be included with the statement, so an assessor may contact them if necessary.
- should identify any follow-up organisational requirements such as post activity reporting, communications or follow-up actions

answer provided a list of any follow-up organisational requirements in the event of the activity described going well/safely

B. Select one possible emergency situation for this activity. Explain how you would respond in this situation both at the time of the emergency and as follow-up once the incident has been resolved.

Response should include a description of a potential emergency situation and the youth worker's response both during the emergency and after it has been resolved.

The nature of the emergency will depend on the activity and its participants. Likely emergency situations could include injuries, accidents or events like natural disasters. For example, if the activity is horse riding the emergency could be a young person falling from a horse and being injured or knocked unconscious. If the activity involves a vehicle it could be a road accident. Or if the activity involves heights or difficult terrain the emergency could be falling or injury, especially in locations without road access. If the activity is on water it could involve drowning or kayak being overturned, etc.

The activity for this task should be one that makes sense for the organisation and young people the student works with. Students may plan a hypothetical activity, or they may describe and submit paperwork for an activity they had already planned. For some students, planning for high-risk outdoor activities with youth may be a part of

their practice. They do not need to invent an activity. They may show evidence of prior health and safety planning for a high-risk activity.

one potential emergency for the activity was identified and a description of what the youth worker would do during the emergency and after it was resolved was provided in the answer