

## 2014 Risk Management Plan for The Sea to Snow Crossing

### HAZPAK Risk Assessment Tool

<b>A: Severity</b> (How severely could it hurt someone or how ill could it make someone?)	<b>B: Likelihood</b> (How likely is it to be that bad?)			
	<b>Very likely</b> Could happen any time	<b>Likely</b> Could happen some time	<b>Unlikely</b> Could happen, but very rarely	<b>Very unlikely</b> Could happen, but probably never will
<b>Cause permanent disability or death</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Long term illness or serious injury</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Medical attention and several days off work</b>	<b>2</b>	<b>3</b>	<b>4</b>	5
<b>First aid required</b>	<b>3</b>	<b>4</b>	5	6

\* The numbers show you how important it is to do something: **1** top priority: do something immediate    6 low priority: do something when possible

Hazards / Risk Identification Type / Cause	Priority	Risk Management Plan – Control measures <i>Eliminate, Substitute, Isolate or Minimise (by procedures or training), Personal Protective Equipment (PPE)</i>
Failure of fire warning and National Parks assistance	5	Minimise with Parks Route Plan submission to Narooma NP & Kosciusko NP's prior to journey & observe fire restrictions
Illness and injury from medical emergencies	3	Minimise by: training in first aid, verbal communication of hazards; supervision; Also minimize by taking: first aid kit; staff mobile phones, appropriate footwear.
Bites from poisonous snakes & spiders, mosquitoes, wasps, bees, ants, leeches etc...	3	
Injury from pre-existing medical conditions (diabetes, epilepsy, asthma, pre existing sporting injuries etc))	4	Minimise by being aware of medical conditions (from Medical and Consent Forms), participants carrying personal medication and first aid training to manage the conditions. Leaders to check with all participants regarding sporting injuries or injuries since training, participants and leaders to develop management plan for journey.
Injury from severe weather conditions eg bushfires, flood, gale force winds etc...	3	Minimise by monitoring weather/fire danger before and during journey and through communications with relevant land authorities/managers: Postpone start if severe conditions are forecast. Stay put or evacuate if necessary during expedition. Know escape/evacuation routes in case of fire, flood or other emergency. Note: National Park's are closed if fire danger is "Extreme"

Injury and illness from immersion in water especially fast flowing water	4	Provide verbal advice about water collection and treatment. Follow river crossing guidelines: no crossing if water above waist; unclip buckles of backpack. Do not cross if water above crotch of shortest person.
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Injury from controlled burning	3	Eliminate by providing route plan to National Parks.
Injury from cold exposure	3	Taking and wearing of PPE (correct clothing). Provide equipment lists prior to expedition. Safety training to cover expected behaviour and demonstrate appropriate equipment.
Injury from sun exposure	5	
Injury from inadequate water consumption (dehydration)	6	Minimise by training, regular rest stops and students to carry and drink at least two litres of water per day.
Injury from oyster shells, broken glass and other sharp objects – pocket knives	3	Minimise by verbal communications noting hazards, training and wearing of footwear at all times. All pocket knives must have a locking blade and blade size must be no bigger than 15cm.
Injury from unloading / loading / carrying / equipment	3	Minimise by verbal communications / demonstrate noting hazards and emphasising the importance of safety. Teach students about being conservative in areas of danger. Monitor & highlight danger areas, lead from front in areas of concern. Provide supervision & clear direction in hazardous areas. Ensure ratio of leader/guide to participants is 1:10 or better & the weather forecast is appropriate. Follow up student briefing and practice with emphasis on safety at any identified danger areas during the trip.
Injury from thrown / falling rocks	4	Minimise by verbal communications / demonstrations noting hazards and emphasising the importance of safety especially in areas with cliffs. Teach students about being conservative in areas of danger. Monitor & highlight danger areas, lead from front in areas of concern. Provide supervision & clear direction in hazardous areas. Ensure ratio of leader/guide to participants is 1:10 or better & the weather forecast is appropriate. Follow up student briefing and practice with emphasis on safety at any identified danger areas during the trip. Minimise by supervision and check group and individual equipment at training to ensure participants are appropriately equipped for conditions.
Injury due to falls especially cliffs	3	
Injury from lightning	4	
Injury from defective / inadequate group or personal equipment	4	
Injury from manual handling of back packs	3	Minimise by checking that back packs do not weigh more than ¼ participants body weight and by instruction in correct lifting technique.
Injury from: repetitive physical activity; prolonged physical exertion; whip-back of bushes; paddle blow to body; other water craft or bikes; uneven ground and becoming lost or seperated	3	Minimise by taking rest breaks and instruction in correct bushwalking and riding technique. Caution students about speed of travel and safety and staying within sight and sound of all others. Adjust pace and rest according to conditions. Instruct on correct spacing, traversing uneven ground, navigating with map and compass etc... Staff to travel with their group in any off-track situation. Situational leadership depending on terrain and hazards. Look for teachable moments to allow group to learn from decisions.

Injury from motor vehicles	3	Minimise by ensuring: passengers wear safety belts in motor vehicles; drivers do not DUI; drivers are appropriately licensed and trained; Group stays close together when crossing or on roads (eg bike riding) bike riders observe road rules and always have PPE eg:helmet
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injury from contact with camp fire flames/cooking stove flame, unsafe campsite selection	3	Minimise by verbal communications pointing out hazards, appropriate training (eg: how to use a stove; appropriate distances away from water for defecation; choosing a safe tent site; how to obtain potable water). Instruction, supervision and use of light weight and minimum impact camping techniques. Choose safe campsite locations with tree assessment to ensure that dead trees are not overhead
injury from contact with boiling water	3	Minimise by verbal communications pointing out hazards, appropriate training (eg: how to use a stove; appropriate distances away from water for defecation; choosing a safe tent site; how to obtain clean water).
Injury from falling tree branches	3	Instruction, supervision and use of light weight and minimum impact camping techniques. Choose safe campsite locations with tree assessment to ensure that dead trees are not overhead. Set up campsite to ensure good supervision by guides. Guides to meet with visitors to establish protocol and to request visitors to leave if necessary. Call for assistance and/or minibus for group departure is possible.
Ill health from poor personal hygiene	4	
Ill health from swallowing polluted water	4	
Injury from other persons at campsites	5	