

APPENDIX 2: GENERIC ENVIRONMENT RISK ASSESSMENT

This appendix contains the Risk Assessment for Generic ‘Environment’ Risk Assessment. It uses the system identified in FSC’s Risk Assessment OCoP L1 to recognise hazards, assess risks and identify control measures.

Within the Control Measures (G**) is used to identify a ‘Generic’ control measure used throughout the FSC OCoP L2P risk assessments. (*) indicates other control measures.

Below is a list of Generic ‘Environment’ Risk Assessments and activities undertaken at them (including those identified as **Quality Badge activities**).

Built	<ul style="list-style-type: none"> Fieldwork in urban and suburban areas including retail, commercial, industrial and residential zones.
Coastal	<ul style="list-style-type: none"> Coastal work in the intertidal zone, e.g. sand dunes, salt marshes and shingle ridge Work at the base of fragile cliffs (i.e. hard hat areas) Fieldwork or Rambles at the top of coastal cliffs
Farm Environments	<ul style="list-style-type: none"> Farm visits or farming activities Zoos and petting zoos where contact with live animals can be anticipated Enclosed agricultural land
Freshwater	<ul style="list-style-type: none"> Work in rivers/streams where entering the water Fieldwork on the side of water bodies and in water margins e.g. ponds
Hill & Moorland and Mountain (non AALA) ⁽¹⁾	<ul style="list-style-type: none"> Field studies in remote and /or upland places
Municipal Parks, Gardens, and Open Spaces	<ul style="list-style-type: none"> Fieldwork in areas managed for public access including <ul style="list-style-type: none"> parks and open spaces with trees cemeteries open spaces in FSC Centre grounds
Woodlands	<ul style="list-style-type: none"> Fieldwork in woodland areas or large stands of trees

⁽¹⁾ The Adventure Activities Licensing Authority (AALA) defines licensable activities, as those taking place in terrain which is moorland or more than 600 metres above sea level; and from which it would take more than 30 minutes travelling time to reach any accessible road or refuge.

	Generic Environment Risk Assessment:	Built (e.g. urban and suburban areas including retail, commercial, industrial and residential zones.)
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Falls into / onto e.g. canals, rivers (Walking on towpaths, working next to canals/ rivers)	All	5	2	10	(G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Group should be briefed on specific hazards including cyclists. (*) Groups to stay on paths, and not go near the edge.	5	1	5
Traffic – road crossings	All	5	3	15	(G4) Tutors should be appropriately recruited, inducted and trained as required by FSC. (*) Tutors should use road crossings where available, if a road crossing is not available use appropriate road crossing procedures.	5	1	5
Traffic – e.g. construction traffic, delivery lorries, parked vehicles	All	5	3	15	(*) Meeting points should be clearly identified and away from construction entrances / delivery points. (*) Tutors should use pre identified pick up / drop off points	5	1	5
Hazards linked with Place: Construction and Roadworks e.g. scaffolding	All	5	3	15	(G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (*) Tutors should follow diversions when suggested / signed.	5	1	5

Hazards linked with Place: Group separation: e.g. fire alarms or emergencies in shopping centres	Students; Non-FSC Staff	3	2	6	(G26) FSC staff should ensure the group have been briefed on the procedure to be followed in the event of an emergency.	3	1	3
Hazards linked with Place: Group separation – travel on train / use of public transport	Students; Non-FSC Staff	1	4	4	(G26) FSC staff should ensure the group have been briefed on the procedure to be followed in the event of an emergency. (*) Groups should have a specific briefing based on the journey plan, about what to do if a stop is missed, or if they do not get on the train (including when underground). (*) Appropriate staffing ratios are to be used, with large groups split for travel. (*) Checks / head counts should be made at changes. (*) Groups should be split and enter train / vehicle at multiple doors	1	2	2
Hazards linked with Place: Trapping (Lifts / Escalators)	All	3	2	6	(G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (G11) Tutors should be aware of any individuals' medical, behaviour or disability needs prior to the course and plan for them. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*)Tutors should ensure an appropriate supervising adult is within each lift or follow the guidance from the building managers / owners.	3	1	3
Hazards linked with Place: theft e.g. phones / tablets	Students	2	3	6	(G9) Tutors should ensure that the site used is appropriate-for the activity and pace of the activity is appropriate for the Group. (G10) Tutors should make an appropriate pre-visit to the site (within an appropriate and reasonable time period, for that site) and must be familiar with the Site Working Information Card (SWIC) and background information. (*) Students should be given an appropriate briefing about the theft of portable technology e.g. phones / tablets to include using them in a suitable location, using them discreetly, carrying them in bags and not resisting if there is an incident.	2	1	2

FSC	Generic Environment Risk Assessment:	Coastal
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Bumps: e.g. objects from above, rocks from cliffs, stones	FSC employee; Students; Non-FSC Staff	5	3	15	Outcome (1) Inconvenience (2) Minor Injury (3) Injury / Illness (4) Major Injury (5) Fatality / Multiple Likelihood (1) Unlikely (2) Rarely (3) Infrequent (4) Sometimes (5) Often (*) FSC staff should advise the group to take care on moving about on loose rocks / pebble shores so as not to dislodge rocks and to be vigilant about falling rocks. (*) FSC staff must consider the weather and tide conditions prior to and during the visit. (*) FSC staff must consider the dune, marsh and cliff conditions prior to and at the time of visit, if working in these environments. (*) The group should be briefed not throw sand, pebbles etc. except under supervision by FSC staff during activities.	5	1	5
Falls: e.g. from boulders or cliffs, from coastal defence structures, groyne	FSC employee; Students; Non-FSC Staff	5	2	10	(G20) Tutors must not allow groups or individuals to climb unless following an FSC Activity Risk Assessment. (*) Clear paths up / down and along cliffs should be used, by FSC staff and the group. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed.	5	1	5
Hazards linked with Place: Water: e.g. drowning, flooding, waves	FSC employee; Students; Non-FSC Staff	5	3	15	FLOWING WATER e.g. estuaries and sea. (*) A site risk assessment MUST be completed. (*) Consideration could be given to the substrate, flow, width, depth, tides, group age and experience. (*) Tutors should follow the site risk assessment. (*) Tutors should be trained and signed off for the particular site. (*) Tutors should have access to appropriate rescue aids for the location i.e. throwline, tape or suitable reaching aid. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas	5	1	5

Hazards linked with Place: Tides:	FSC employee; Students; Non- FSC Staff	5	3	15	(*) FSC staff should be familiar with the tidal regimes of the site and the effect these have on the area. (*) FSC staff should be aware of the additional control measures necessary for shore survey work carried out on a rising tide.	4	2	8
Hazards linked with Place: Entrapment: e.g. drainage channels on salt marshes, mudflats, bogs	FSC employee; Students; Non- FSC Staff	5	2	10	(G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (*) FSC staff should be aware of any areas of quicksand, thixotropic sand or soft mud and manage the group appropriately.	5	1	5
Hazards linked with Place: Dangerous objects:	FSC employee; Students; Non- FSC Staff	5	2	10	(*) No-one should approach or handle unknown containers which may contain chemicals, or unknown objects which may be explosive ordinance.	2	1	2
Hazards linked with Place: Contact with sand: causing abrasion	FSC employee; Students; Non- FSC Staff	4	2	8	(*) The group should be briefed not throw sand, pebbles etc. except under supervision by FSC staff during activities. (*) Casualties who have had sand in their eyes and have required saline irrigation may require further assistance at A & E. Tutors should monitor the casualty and decide whether further medical treatment is required	4	1	4

	Generic Environment Risk Assessment:	Farm Environments
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Falls: e.g. from bales, walls, gates	FSC employee; Students; Non-FSC Staff	5	3	15	(G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups. (G16) Tutors should advise groups of potential hazards and any appropriate safety precautions. (G20) Tutors must not allow groups or individuals to climb unless following an FSC Activity Risk Assessment.	5	1	5
Hazardous substances: e.g. chemicals, slurry pits, gas tanks	FSC employee; Students; Non-FSC Staff	5	3	15	(G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed.	3	2	6
Traffic e.g. Heavy Machinery					(G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups. (G16) Tutors should advise groups of potential hazards and any appropriate safety precautions.			
Hazards linked with Place: Crushing: e.g. machinery and vehicles, bales, grain stores	FSC employee; Students; Non-FSC Staff	5	3	15	(G16) Tutors should advise groups of potential hazards and any appropriate safety precautions. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas.	5	1	5
Hazards linked with Place: Fire:		5	2	10	(G26) FSC staff should ensure the group have been briefed on the procedure to be followed in the event of an emergency.	5	1	5
Hazards linked with Place: Contact with Animals e.g. livestock especially cows with calves & bulls					(G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups. (G5) Tutors should be aware of information relating to outdoor diseases (OCOP L6.6P) and ensure groups are aware of any necessary hygiene precautions.			

	Generic Environment Risk Assessment:	Freshwater
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Hazardous substances: water e.g. speed and depth	Students	5	3	15	<p>Outcome (1) Inconvenience (2) Minor Injury (3) Injury / Illness (4) Major Injury (5) Fatality / Multiple</p> <p>Likelihood (1) Unlikely (2) Rarely (3) Infrequent (4) Sometimes (5) Often</p> <p>STILL WATER: e.g. Canals, and ponds. (*) Students may enter the water to mid-thigh height providing there is suitable access and egress AND the substrate is appropriate AND the water flow can be considered still. (*) Tutors should have access to appropriate rescue aids for the location i.e. throwline, tape or suitable reaching aid, unless the bank is within easy reach and the water is below knee height.</p> <p>FLOWING WATER e.g. rivers, (*) A site risk assessment MUST be completed. (*) Consideration could be given to the substrate, flow, width, depth, group age and experience. Tutors should follow the site risk assessment. (*) Tutors should be trained and signed off for the particular site. (*) Tutors should have access to appropriate rescue aids for the location i.e. throwline, tape or suitable reaching aid</p>	5	1	5
Access to working area: access and egress e.g. soft mud and banks	FSC employee; Students; Non-FSC Staff	2	4	8	(G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Everyone should avoid areas of soft mud when standing for any length of time e.g. To collect samples.	2	3	6
Working area: e.g. flooding	FSC employee	5	2	10	(G10) Tutors should make an appropriate pre-visit to the site (within an appropriate and reasonable time period, for that site) and must be familiar with the Site Working Information Card (SWIC) and background information. (G14) Tutors should use an up-to-date weather forecast and knowledge of the site and use this to advise Groups on the appropriate personal equipment needed for the session e.g. footwear, hydration etc (G28) Tutors must consider the weather conditions prior to and during the activity (*) An alternative site must be available when main site is flooded.	5	1	5

	Generic Environment Risk Assessment:	Hill & Moorland and Mountain
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Falls: e.g. from gates, cliffs, scree slopes	FSC employee; Students; Non-FSC Staff	5	3	15	(G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (G20) Tutors must not allow groups or individuals to climb unless following an FSC Activity Risk Assessment. (G21) Tutors must not allow groups to enter water, mines, caves or other structures unless following an FSC Activity or Environment Risk Assessment.	5	1	5
Environment: weather	FSC employee; Students; Non-FSC Staff	5	3	15	(G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (G4) Tutors should be appropriately recruited, inducted and trained as required by FSC.	5	2	6

	Generic Environment Risk Assessment:	Municipal Parks, Gardens, and Open Spaces (areas managed for public access e.g. recreation grounds, parks, cemeteries)
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
					Outcome (1) Inconvenience (2) Minor Injury (3) Injury / Illness (4) Major Injury (5) Fatality / Multiple Likelihood (1) Unlikely (2) Rarely (3) Infrequent (4) Sometimes (5) Often			
Trips e.g. gravestones, kerbs, uneven footpaths	FSC employee; Students; Non-FSC Staff	4	4	16	(G16) Tutors should advise groups of potential hazards and any appropriate safety precautions.	4	2	8
Falls into e.g. holes	FSC employee; Students; Non-FSC Staff	4	3	12	(G16) Tutors should advise groups of potential hazards and any appropriate safety precautions. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed.	4	1	4
Falls from e.g. play equipment	FSC employee; Students; Non-FSC Staff	4	4	16	(G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed.	4	2	8
Heavy things falling. E.g. Gravestones	FSC employee; Students; Non-FSC Staff	5	3	15	(G16) Tutors should advise groups of potential hazards and any appropriate safety precautions.	5	1	5
Hazardous Substances e.g. chemical spraying	FSC employee; Students; Non-FSC Staff	5	3	15	(*) Tutors should be aware of any maintenance work taking place and use an alternative location if required (G24) Tutors must follow procedures for Hazardous Substance and brief or demonstrate to groups the correct handling methods and specific hazards, before groups handle hazardous substances.	5	1	5

Traffic e.g. carpark, maintenance vehicles	FSC employee; Students; Non-FSC Staff	5	2	10	(G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed.	5	1	5
Hazards linked with place: Maintenance / Gardening Equipment e.g. Strimmers	FSC employee; Students; Non-FSC Staff	4	2	8	(G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (*) Groups should follow signs / diversions in place	4	1	4
Hazards linked with place: contact with public	FSC employee; Students; Non-FSC Staff	5	3	15	(G4) Tutors should be appropriately recruited, inducted and trained as required by FSC. (G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups	5	1	5
Hazards linked with place: Contact with animals e.g. deer / squirrels	FSC employee; Students; Non-FSC Staff	4	4	16	(G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (*) Tutors should be aware of seasonal changes in animal behaviour and plan appropriate activities / sites based on this. (G5) Tutors should be aware of information relating to outdoor diseases (OCOP L6.6P) and ensure groups are aware of any necessary hygiene precautions. (*) Groups should be briefed on appropriate behaviour when near animals e.g. not feeding or trying to pet squirrels. (G29) Tutors should stop the activity / move location if required.	4	2	8
Hazards linked with place: Contact with animals out of control e.g. Dogs	FSC employee; Students; Non-FSC Staff	4	2	8	(G15) Tutors should communicate the appropriate sections of the FSC Behaviour Standards to Groups. (G16) Tutors should advise groups of potential hazards and any appropriate safety precautions. (*) Group to be advised not to pet unknown dogs.	4	1	4
Hazards linked with place: Events	FSC employee; Students; Non-FSC Staff	1	4	4	(*) Tutors should ensure appropriate permission is provided prior to site use. (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required.	1	4	4

Access to site	FSC employee; Students; Non- FSC Staff	n/a	n/a	n/a	(*) Tutors should ensure appropriate permission is provided prior to site use. (*) Tutors should be aware of specific requirements or expectations of the site management and implement them accordingly (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (G26) FSC staff should ensure the group have been briefed on the procedure to be followed in the event of an emergency.	n/a	n/a	n/a
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FSC	Generic Environment Risk Assessment:	Woodland
	To be read in conjunction with	Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Hazards	Persons at Risk FSC Employee; Students; Non-FSC Staff; Public; All	Risk without controls			Control Measures	Risk with controls		
		Outcome	Likelihood	Total Risk rating		Outcome	Likelihood	Total Risk Rating with controls
Bumps: static and fixed objects e.g. branches and twigs	FSC employee; Students; Non-FSC Staff	4	2	8	(*) FSC staff should brief the group on specific hazards, such as low branches at eye height. (G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken.	4	1	4
Falls: objects falling from a height e.g. branches and trees	FSC employee; Students; Non-FSC Staff	5	2	10	(*) OCoP on trees must be followed, for woodlands property that the FSC is responsible for.	5	1	5
Environment: forest fires, snow on branches, high winds	FSC employee; Students; Non-FSC Staff	5	2	10	(*) FSC staff must consider the weather conditions, prior to and during the visit. (*) Alternative access and egress points should always be known by FSC staff for use in the event of a fire. (G13) Tutors should be aware of alternative access and egress routes and choose a "route through" or "part of" the environment that is appropriate to the Group, weather and activity being undertaken. (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required.	5	1	5