
APPENDIX 3: GENERIC NON-AALA ACTIVITY RISK ASSESSMENT

This appendix contains the Risk Assessment for Generic 'Activities – Non-AALA' 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 'Activities Non-AALA' Risk Assessments (including those identified as **Quality Badge activities**).

- Art and Craft (including bird/bat box making)
- **Bushcraft Activities** including Shelter Building, Fires, Knives, Kelly Kettles, Trangias, Wild Food
- Evening / Low light activities (e.g. walks, bats, badgers, stars, moths, mammals)
- Lab work (including biology practical's, soil analysis)
- **Low Ropes Courses (internal delivery)**
- Nature Rambles / Walks ⁽¹⁾
- Orienteering ⁽¹⁾
- **Practical Conservation work**
- Team Games
- Trapping / Handling live organisms e.g. Mammals / Reptiles / Amphibians
- Trapping / Handling live organisms e.g. moths
- **Overnight / Wild Camping including camping as part of D of E expeditions** ⁽¹⁾

These activities are undertaken at a small number of Learning Locations. If required, risk assessments can be obtained directly from the Learning Location.

- **Artificial Wall Climbing**
- On Road Cycling ⁽¹⁾
- **D of E expeditions** ⁽¹⁾
- Fossil Hunting
- **High Ropes Courses (internal delivery)**
- **Zip Wires**

⁽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. See OCoP L2.4P and L6.4P.

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| FSC | Generic non-AALA Activity Risk Assessment: | Art & Craft (including bird box making & pumpkin carving) |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Slips e.g. spills | All | 4 | 3 | 12 | (*) Limit quantities of liquids available for use. (*) Clear spills immediately to keep the floor in dry, safe condition | 3 | 2 | 6 |
| Trips e.g. glue gun cable | All | 3 | 2 | 6 | (*) Tutors to ensure appropriate control of cables and to avoid use of extension leads | 3 | 1 | 3 |
| Cuts e.g. scissors / sharp blades | All | 4 | 4 | 16 | (*) Use safety / child friendly scissors or safety (retractable) blades where possible. (*) Provide appropriate instruction in safe use. (*) Provide scissors with the following guidelines: Preschool: Safety scissors under parental / adult (1:1) supervision, Primary: only safety scissors Secondary: Tutors to use appropriate judgement - safety scissors, or alternative if required. A level / Adult - any scissors. (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. (*) keep tools sharp to avoid excess pressure, use a cutting board or mat when using craft knives. (*) Only use craft knives by older children under supervision and with metal safety rulers. (*) Use rotary trimmers, not guillotines | 4 | 1 | 4 |
| Bumps e.g. colliding with planks | | 2 | 3 | 6 | (*) Materials to be cut into short lengths, or put into smaller containers before the activity starts. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. | 2 | 1 | 4 |
| Impact, Bruises & abrasions e.g. using hand tools | All | 4 | 3 | 12 | (*) Use correct hand tools for age group (*) One member of staff should supervise no more than 2 students when using a saw, and three students when using a hammer. (*) Provide appropriate instruction in safe use. (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. (*) Central store of equipment should be set up during the activity. | 4 | 1 | 4 |

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| Stabbing injuries e.g. making holes in paper / card, nails | All | 4 | 3 | 12 | (* Use bluetak or similar to support underside of paper / card, or use cutting mat (*) Nails to be held with card or 'nail tool' when hammering | 4 | 1 | 4 |
| Splinters e.g. from timber | Students, Non-FSC staff | 2 | 4 | 8 | (* Use planed timber, if not available gloves to be worn. | 2 | 2 | 4 |
| Hazardous Substances e.g. paint, glue, clay | All | 3 | 2 | 6 | (G24) Tutors must follow procedures for Hazardous Substance (OCOP B6) and brief or demonstrate to groups the correct handling methods and specific hazards, before groups handle hazardous substances. (*) Use low hazard substitutes where possible e.g. non toxic, solvent free, washable, water based. (*) Provide appropriate instruction in safe use and hygiene. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Food not brought in or consumed in work areas where chemicals are used. | 3 | 1 | 3 |
| Burns e.g. glue gun | All | 4 | 3 | 12 | (* Use low-melt (instead of hot-melt) glue guns if possible with stand (*) Hot melt to be used only by older children under supervision. (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCOPs | 4 | 2 | 8 |
| Allergy to natural craft materials e.g. bird seed | All | 5 | 2 | 10 | (* Provide nut free bird seed where possible. Where not possible, ensure highly visible information, verbally inform participants and check, medical info provided | 5 | 1 | 5 |

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| FSC | Generic non-AALA Activity Risk Assessment: | Bushcraft (including Shelter Building, Lighting Fires & FireSteels, Cooking, Kelly kettles, Trangias, Use of bushcraft knives, Eating wild plants) |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Shelter Building 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 | | | | | | | | |
| Cuts, scrapes & bumps: e.g. Breaking wood, objects in eyes | Students | 4 | 2 | 8 | (*)If appropriate tutors should show groups an appropriate method to break wood. (*) Tutors should emphasise the importance of safe movement within and around the shelter. | 4 | 1 | 4 |
| Manual Handling | Students | 4 | 2 | 8 | (G27) Tutors should brief the students on manual handling techniques | 4 | 1 | 4 |
| Crushing: collapse of shelters | Students | 4 | 2 | 8 | (*) Tutors should advise groups on the location that shelters are to be built. (*) Tutors should continually assess the stability of the shelter structure. (*)Tutors should brief groups on how to dismantle shelters. | 3 | 1 | 3 |
| Lighting Fires, Trangias and Kelly Kettle | | | | | | | | |
| Slips & Trips | All | 4 | 2 | 8 | (*) Students should be briefed on appropriate conduct & movement round the site. | 4 | 1 | 4 |
| Extreme Temperature: e.g. burn | FSC Employee, Students, Non-FSC Staff | 4 | 4 | 16 | (*) Students should be briefed on correct methods of lighting fires / stoves. (*) Boundary zones should be identified, 'no go' areas identified & access to these should be discussed with students (cooking circle & danger zone). (*) Tutors should have items to deal with burns within easy reach: e.g. water bottles (*) Warn students to keep flammable objects away from naked flames. | 4 | 1 | 4 |
| Extreme Temperatures: e.g. fire spreading, | FSC Employee, Students, Non-FSC Staff | 5 | 3 | 15 | (*) Tutor to choose appropriate level area to light fire/stove. Choosing gravelly, stony or mineral soil surface reduces fire spread risk. Clear fire area of leaf litter and dry material before lighting. (*) Fire must not be left unattended. (*) Do not light fires in high wind conditions. (*) Fires and stoves to only be lit outside of tents. | 5 | 1 | 5 |

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| Extreme Temperatures: e.g. steam from putting out fire, fire not totally extinguished | FSC Employee, Students, Non-FSC Staff | 4 | 2 | 8 | (*) Tutor to ensure fire is extinguished at end of each session. (*) Suitable means of extinguishing fire should be available e.g. fire blanket. (*) Group to take care when putting out fire: e.g. Students briefed if appropriate, standing to the side of fire, waiting until fire has only embers left if possible. | 4 | 1 | 4 |
| Explosions: e.g. rocks / bricks at hot temperatures | FSC Employee, Students, Non-FSC Staff | 5 | 3 | 15 | (*) Rocks / bricks must not be used in direct contact with fire as a means of containment. | 5 | 1 | 5 |
| Cooking on a fire / Trangia / Kelly Kettle | | | | | | | | |
| Extreme Temperature: e.g. burn - touching hot cooking pots, hot food | FSC Employee, Students, Non-FSC Staff | 4 | 4 | 16 | (*) Advise tying hair, scarves and clothing back. (*) When cooking sit well back from fire (*) Careful consideration of who handles hot cooking utensils. (*) Use of a glove or grips when handling hot utensils e.g. kettle or ensure fully cooled before handling. (*) Warn participants that food/liquids will be hot. (*) Use of a tripod or similar base to provide stability for pots on the fire. (*) Students briefed to blow on food and not eat straight from fire if necessary - also test food gently with fingers before putting in mouth. | 4 | 2 | 8 |
| Infections: e.g. food not cooked properly or prepared with unclean hands | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (*) Use food with low risk of infection eg popcorn, marshmallows, bread mix. (*) Appropriate handwashing facilities should be available e.g. water and soap. (*) Food to be broken open, if appropriate, before eating. (*) When cooking on stick remove bark and cook on green stick. | 5 | 1 | 5 |
| Kelly Kettle | | | | | | | | |
| Scalds- hot water "erupting" from kettle if cork left in | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Students briefed to use the equipment appropriately (*) Tutor should ensure that cork is removed as soon as a fire is lit inside the dish. (*) Do not allow users to block the opening with any other object. (*) Kettle walls should not be filled right to the top with water. (*) Care also from bubbling water from top spout when water is boiling. (*) Do not leave kettle without staff supervision. | 4 | 1 | 4 |
| Burns/Scalds - from pouring the kettle | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Only staff to pour from the kettle, use the handle and chain to assist pouring. (*) Protective glove should be available if necessary. | 4 | 1 | 4 |
| Burns- fire "spilling" out of base plate when lifting kettle for pouring | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Verbal warning that this may happen; group to move to a safe distance away (*) Be prepared to extinguish fire on the floor if necessary. (*) Consider using a glove. | 4 | 1 | 4 |

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| Burns- from touching the hot Kettle/dish after fire has been extinguished | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Leave Kelly Kettle and fire dish to cool for a period of time before touching. (*) Protective glove should be available if necessary. | 4 | 1 | 4 |
| Trangia | | | | | | | | |
| Burns - hot metal | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Give careful instruction on how to set up the trangia & use of handle (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. | 4 | 2 | 8 |
| Hazardous Substances - Methylated spirits | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G24) Tutors must follow procedures for Hazardous Substance (OCOP B6) and brief or demonstrate to groups the correct handling methods and specific hazards, before groups handle hazardous substances. (*) Instructor to be custodian of fuel if necessary. (*) Fuel to be carried in plastic bag in separate rucksack pocket to anything else. | | | |
| Use of Bushcraft knives | | | | | | | | |
| Knife user accidentally cutting self or others | FSC Employee, Students, Non-FSC Staff | 4 | 2 | 8 | (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements and relevant OCoPs. (*) Tutor to have worked with the group prior to the bushcraft knife activity, and to judge their suitability to do this activity and their particular briefing needs. (*) Max group size 12 young people - could be slightly more if working with family groups where parents are assisting/ supervising own children. (*) In preparing for the activity tutor give due regard to: the techniques involved in the specific cutting task, location of participants in the cutting task area, a stable and flat cutting surface, the suitability of the knives for the task and for the participants, tutor's own training and information needs. (*) Tutor give clear briefing on general bushcraft knife safety, and on how to use the knife safely for the specific task, prior to participants working with the knives. (*) Bushcraft knives to be issued and collected in by the tutor and only used during tutor-supervised activity time. (*) Bushcraft knives to be used only when sat, kneeling, (or in particular circumstances with small groups, stood around a workbench with adequate separation between participants). | 4 | 1 | 4 |
| Knife being used for intentional harm to self or others | All | 5 | 1 | 5 | (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. (*) Tutor vigilant for inappropriate behaviour with knives during supervised sessions and alert managers to any concerns. (G11)Tutors should be aware of any individuals' medical, behaviour or disability needs prior to the course and plan for them. | 5 | 1 | 5 |


| Eating Wild Plants | | | | | | | | | |
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| Poisoning through mis-identification | FSC Employee, Students, Non-FSC Staff | 5 | 1 | 5 | (*) Tutors learn to identify the plants to be eaten through appropriate training, reference resources, and experience. (*) Tutors make is clear to the group that some plants are poisonous and correct identification is important. (*) Tutors lead the foraging for edible plants as a supervised activity, and closely supervise the initial eating of an edible plant, until satisfied that group members can identify the edible plant competently. | 5 | 1 | 5 | |
| Illness through eating vegetation contaminated by another substance e.g. animal faeces. | FSC Employee, Students, Non-FSC Staff | 3 | 2 | 6 | (*) Tutors will select foraging areas with contamination risk in mind, and monitor where the group are foraging from and advise as appropriate. | 3 | 1 | 3 | |
| Allergic reactions e.g. hayfever, skin reactions, food allergies | FSC Employee, Students, Non-FSC Staff | 3 | 1 | 3 | (G11)Tutors should be aware of any individuals medical, behaviour or disability needs prior to the course and plan for them. | 3 | 1 | 3 | |

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| FSC | Generic non-AALA Activity Risk Assessment: | Evening / Low light activities (e.g. walks, bats, badgers, stars, moths, mammals) |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Slips & Trips e.g. rocks, mud | Students, Non-FSC Staff | 2 | 3 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas. | 2 | 2 | 4 |
| Bumps e.g. branches, trees, other people | FSC Employee, Students, Non-FSC Staff | 3 | 2 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (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. | 2 | 2 | 4 |
| Cuts & Scrapes e.g. vegetation, barbed wire | FSC Employee, Students, Non-FSC Staff | 2 | 4 | 8 | (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. | 2 | 3 | 6 |
| Falls e.g. slopes, ditches, | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (G30) Tutors should set appropriate boundaries for activities / out of bounds areas. (*) Tutor should make day time visit to the site/ walk the route in the day time. | 5 | 1 | 5 |
| Traffic e.g. roads, road crossing | 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. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) High Visibility vests may be used by staff / group. | 5 | 1 | 5 |
| Environment e.g. Rain, cold | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. | 4 | 1 | 4 |
| Environment e.g. low light, dark, panic | Students | 5 | 2 | 10 | (G19) Tutors should ensure that organised after dusk activities or fieldwork are appropriately lit (G16) Tutors should advise groups of potential hazards and any appropriate safety precautions. | 5 | 1 | 5 |
| Getting lost | Students, Non-FSC Staff | 3 | 2 | 6 | (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. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G19) Tutors should ensure that organised after dusk activities or fieldwork are appropriately lit. (*) Tutor to use line in a safe way. | 2 | 2 | 4 |


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| FSC | Generic non-AALA Activity Risk Assessment: | Lab work (e.g. biology practical's & soil analysis) |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Cuts e.g. from glassware & sharps | FSC Employee, Students, Non-FSC Staff | 3 | 3 | 9 | (*) Easy access to first aid (*) Wear gloves if appropriate for handling, moving and washing glassware. (*) Have sharps containers for broken glass. | 3 | 1 | 3 |
| Hazardous substances e.g. chemical spills, incorrect disposal | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G24) Tutors must follow procedures for Hazardous Substance (OCOP B6) and brief or demonstrate to groups the correct handling methods and specific hazards, before groups handle hazardous substances. (*) Easy access to spill kits (*) All spills and disposal are dealt with in accordance to manufactures instructions and in COSHH procedures. | 4 | 2 | 8 |
| Hazardous substances e.g. Taking chemical traces out of the lab - illness from contamination | All | 3 | 3 | 9 | (*) A possibility to remove traces of chemicals outside of the lab. To reduce this lab coats and gloves worn in the lab do not leave the lab and all users wash hands upon exit. | 3 | 2 | 6 |
| Burns & scalds - e.g. Hot Blocks, PCR Cyclers, Ovens, crucibles | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Pupils and visiting staff are instructed in the safe appropriate use of heating equipment. (*) Equipment is used with appropriate ranges for experiments. (*) Use appropriate glassware or crucibles | 4 | 2 | 8 |
| Bunsen burners | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (*) Only used under supervision, unless competency has been demonstrated and recorded | 5 | 1 | 5 |
| Electrical Hazard: e.g. Soil ovens, microwaves, Tullgren funnels | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. | 5 | 1 | 5 |
| infection | FSC Employee, Students, Non-FSC Staff | 3 | 3 | 9 | (*) First aid kits accessible (*) Cover wounds and wash hands before and after working on lab experiments and where appropriate, wear gloves, if infection suspected, seek medical advice | 3 | 1 | 3 |


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|  | Generic non-AALA Activity Risk Assessment: | Low Ropes |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment OCoP L5.4- Inspection and Maintenance of ropes courses, SWIC 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 |
| Slips e.g. wet wood / damp conditions | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*)Particular care when wood is damp. (*) Additional spotting and verbal advice where appropriate. | 3 | 3 | 9 |
| Cuts/splinters e.g. course obstacles, metal splinters from wire-finger injury | Students, Non-FSC Staff | 2 | 3 | 6 | (*)Students advised on which sections of course to be careful. (*)Advise not to hold onto metal cable, which may be sharp. | 2 | 2 | 4 |
| Cuts e.g. sharp slates on ground | | 2 | 2 | 4 | (*)Tutor check of area around course at beginning of session & removal of sharp objects/rocks. (*)Tutor to brief group on not running around even away from the course especially on steep sections. (*) Tutor to monitor ground covering (e.g. bark chip) and report if additional material required. | 2 | 1 | 2 |
| Falling from moderate height e.g. from obstacles onto ground/onto equipment/onto peers. | FSC Employee, Students, Non-FSC Staff | 4 | 4 | 16 | (*) Group advised on suitable footwear. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*)Students instructed to be sensible - not to run on course. (*) Participants must be briefed on appropriate spotting and encouraged to spot effectively. (*) Additional spotting and verbal advice where appropriate or for specific activity. (*)Regulating the number of students on a given activity according to age/size. (*) Helmets to be worn if required for site / activity. | 4 | 2 | 8 |
| Environment: Branches falling, Tree deadfall | All | 5 | 3 | 15 | (G1) Tutors must be aware of and follow the FSC Operating Code of Practice (OCoPs) and Learning Location procedures. (*) Staff to be generally aware of the condition of the trees at the start of sessions, visually check for hanging wood above and around each element particularly after high winds or storms. | 5 | 1 | 5 |


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| Weather: e.g. Lightning and storms | All | 5 | 3 | 15 | (*) FSC Staff will not use the course during lightning storm. (*) If caught out during a lightning storm, then group must cease the activities immediately and seek appropriate shelter away from the structures. | 5 | 1 | 5 |
| Entrapment e.g. fingers in pulley, feet in cargo net, fingers between rope and trees | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Ensure that loose items of clothing or jewellery are removed or tucked in. (*) Brief students on hazards associated with each activity | 3 | 3 | 9 |
| Night time: management of group in poor light conditions | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (G19) Tutors should ensure that organised after dusk activities or fieldwork are appropriately lit (*) Extra consideration needed of appropriate controls for groups ability, behaviour and amount of lighting e.g. number on each activity, number in group. (*) Head torches can be issued. | 3 | 3 | 9 |
| Faulty equipment | All | 4 | 4 | 16 | (G1) Tutors must be aware of and follow the FSC Operating Code of Practice (OCOPs) and Learning Location procedures. (*) Procedures in OCoP L5.4 should be followed. | 4 | 1 | 4 |
| Danger of structural collapse | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (G1) Tutors must be aware of and follow the FSC Operating Code of Practice (OCOPs) and Learning Location procedures. (*) Procedures in OCoP L5.4 should be followed. (*)Regulating the number of students on a given activity according to age/size. (*) Helmets to be worn if required for site / activity. | 5 | 1 | 5 |

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|  | Generic non-AALA Activity Risk Assessment: | Nature Rambles / Walks |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Contact with footwear: causing abrasion e.g. blisters | Students, Non-FSC Staff | 2 | 4 | 8 | (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. (*)Tutors must make students aware of the possibility of blisters and that early treatment is better. | 2 | 3 | 6 |
| Individual capacity: health problems e.g. hypoglycaemia dehydration, general fitness | Students, Non-FSC Staff | 4 | 3 | 12 | (G11)Tutors should be aware of any individuals' medical, behaviour or disability needs prior to the course and plan for them. (G9) Tutors should ensure that the site used is appropriate-for the activity and pace of the activity is appropriate for the Group. (*)Students should be advised on suitable amounts of food and drink to carry and Tutors must ensure enough stops to allow students to eat and drink. (*) Students should be advised on the possibility of lower temperatures if walking in the dark. | 2 | 2 | 4 |
| Requiring special training; e.g. group going off route | FSC Employee | 5 | 3 | 15 | (G22) Tutors should have access to, and be competent to use, maps and / or navigation equipment as appropriate. (*)Tutors should be familiar with the route and terrain. | 5 | 1 | 5 |
| Requiring special training: e.g. students getting lost | Students | 5 | 3 | 15 | (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 |

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|  | Generic non-AALA Activity Risk Assessment: | Orienteering (non-AALA) |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Slips & Trips e.g. sprains | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | 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 (*) Students advised on suitable footwear. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. | 3 | 2 | 6 |
| Bumps e.g. branches, trees, other people | Students | 4 | 3 | 12 | (*) FSC staff should be aware of the location and terrain that the activity is held in. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. | 3 | 2 | 6 |
| Falls e.g. pond | Students, Non-FSC Staff | 2 | 3 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. | 2 | 2 | 4 |
| Getting Lost e.g. leaving Learning Location grounds | Students, Non-FSC Staff | 5 | 2 | 10 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. (*) Students to stay in groups and not go off alone | 5 | 1 | 5 |
| Traffic e.g. car park | Students, Non-FSC Staff | 4 | 2 | 8 | (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. | 4 | 1 | 4 |
| Weather e.g. high wind, rain | | 5 | 2 | 10 | (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (G8) FSC Learning Locations should make appropriate provision, for wet weather clothing and / or sun protection for Groups. | 5 | 1 | 5 |
| Individual capacity: require special training in navigation skills | FSC Employee, Students, Non-FSC Staff | 5 | 4 | 20 | (G9) Tutors should ensure that the site used is appropriate for the activity and pace of the activity is appropriate for the Group. (*) Training and / or assessment of student's navigation skills must be undertaken; this should be appropriate for the course set. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. | 5 | 1 | 5 |
| Individual capacity: health issues | Students | 5 | 3 | 15 | (*) Students must be reminded to take inhalers or medication if they require them. (*) FSC staff should include a warm-up activity if the orienteering is to be run as a race event. | 5 | 1 | 5 |

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|  | Generic non-AALA Activity Risk Assessment: | Practical Conservation e.g. gardening, coppicing, weeding, digging |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Slips & trips e.g. wet ground, uneven ground | FSC Employee, Students, Non-FSC Staff | 5 | 4 | 20 | (*) Group advised on suitable footwear. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Tutor to remind everyone to be careful and look where they are carrying out their activity. (*) Remove excess brash to see task location. | 4 | 2 | 8 |
| Trips e.g. equipment | FSC Employee, Students, Non-FSC Staff | 4 | 4 | 16 | (G7) Tutors should ensure all equipment is kept appropriately during activities, fieldwork and whilst in storage and have a system to check and remove broken or damaged fieldwork equipment from group use. | 4 | 1 | 4 |
| Cuts e.g. litter, vegetation, chicken wire | FSC Employee, Students, Non-FSC Staff | 3 | 4 | 12 | (*) Wear gloves when appropriate for the task (*) Check work area and remove any litter prior to and during task (e.g. cans, broken glass) (*) Adequate people must be employed to move chicken wire and hold it in place to avoid it springing back. | 3 | 2 | 6 |
| Cuts e.g. Use of Secateurs, tree saws, loppers, rakes | FSC Employee, Students, Non-FSC Staff | 4 | 4 | 16 | (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCOPs. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Group should be advised on appropriate clothing e.g. long sleeves, trousers & footwear. (*) Tutor should demonstrate correct use of equipment. | 4 | 1 | 4 |
| Blisters, abrasions, puncture wounds e.g. Contact with hand tools, nails | FSC Employee, Students, Non-FSC Staff | 5 | 5 | 25 | (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCOPs. (*) Tutor should demonstrate correct use of equipment. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Group should be advised on appropriate clothing e.g. long sleeves, trousers & footwear. | 5 | 1 | 5 |
| Impact: e.g. from saplings whipping in face | FSC Employee, Students, Non-FSC Staff | 3 | 4 | 12 | (*) Group to be warned of hazard from kickback and allow sufficient space between workers. (G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCOPs. | 3 | 2 | 6 |

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| Crushing: e.g. using crowbar, spade, lump hammer, falling tree / branch | FSC Employee, Students, Non-FSC Staff | 3 | 4 | 12 | G2) Tutors should follow the FSC Technical Equipment Policy and / or FSC Equipment Method Statements (OCOP L5.3) and relevant OCoPs. (*) Tutor should demonstrate correct use of equipment. (*)Tutors should demonstrate and give verbal briefings on cutting method, direction of fall and danger zones. (*) Appropriate warning signs to be used to inform public / other people. | 1 | 1 | 1 |
| Disease/illness | All | 3 | 4 | 12 | (G5) Tutors should be aware of information relating to outdoor diseases (OCOP L6.6P) and ensure groups are aware of any necessary hygiene precautions. | 3 | 1 | 3 |
| Manual Handling e.g. moving tools, brash | All | 3 | 4 | 12 | (G6) Tutors should brief or demonstrate to the Group the correct method of carrying and using suitable equipment, and ensure items to be handled are of appropriate size for the group. (G27) Tutors should brief the students on manual handling techniques | 3 | 1 | 3 |
| Repetitive moments | All | 3 | 4 | 12 | (*)Take frequent breaks when undertaking repetitive tasks or alternate with other lighter tasks to reduce the risk of strains. | 3 | 2 | 6 |
| Individual capability e.g. Exhaustion | All | 3 | 4 | 12 | (*) Group to be encouraged to take regular breaks, especially if they need to warm up or cool down. (G9) Tutors should ensure that the site used is appropriate-for the activity and pace of the activity is appropriate for the Group. | 3 | 2 | 6 |

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| FSC | Generic non-AALA Activity Risk Assessment: | Team Games |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Slips e.g. uneven ground, running | FSC Employee, Non-FSC staff, Students,, | 4 | 3 | 12 | (*) Group advised on suitable footwear. (*) FSC staff should be aware of the location and terrain that the activity is held in. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. | 3 | 2 | 6 |
| Bumps e.g. branches, trees, other people | Students | 4 | 3 | 12 | (*) FSC staff should be aware of the location and terrain that the activity is held in. (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) Helmets to be worn if required for site / activity. | 3 | 2 | 6 |
| Impact: with moving objects e.g. balls and other students | All | 4 | 3 | 12 | (*) During active games, students should be warned of the danger of collision with other students. (*) All active games must be played in a suitably large area. (*) Students should be encouraged to throw items such as balls in a sensible manner and not to deliberately aim for other students' eyes. (*) Suitable staff:student ratios must be used. | 4 | 2 | 8 |
| Falls: falling from a height e.g. trust falls, lifting games etc. | FSC Employee, Non-FSC staff, Students,, | 5 | 2 | 10 | (*) Participants must be briefed on appropriate spotting and encouraged to spot effectively. (*) Helmets to be worn if required for site / activity. | 4 | 2 | 8 |
| Falls e.g. pond | Students, Non-FSC Staff | 2 | 3 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. | 2 | 2 | 4 |
| Manual Handling e.g. equipment, people | All | 3 | 4 | 12 | (G6) Tutors should brief or demonstrate to the Group the correct method of carrying and using suitable equipment, and ensure items to be handled are of appropriate size for the group. (G27) Tutors should brief the students on manual handling techniques (*) All games should be designed and adapted for the physical ability of the students. | 3 | 1 | 3 |
| Entanglement: with ropes | FSC Employee, Students, | 2 | 2 | 4 | (*) Students should be briefed on the correct usage of equipment. (*) If ropes are fixed by two ends (other than for a night-line activity) to static objects then the risk assessment for low ropes courses (OCOP L5.4) must be followed. | 1 | 2 | 2 |


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| Unsupervised equipment usage | Students | 5 | 3 | 15 | (*) All equipment with significant hazards to unsupervised students must be kept in areas where students will not have access. | 5 | 1 | 5 |
| Getting Lost e.g. leaving Learning Location grounds | Students, Non-FSC Staff | 5 | 2 | 10 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. (*) Students to stay in groups and not go off alone | 5 | 1 | 5 |
| Traffic e.g. car park | Students, Non-FSC Staff | 4 | 2 | 8 | (G30) Tutors should set appropriate boundaries for activities / out of bounds areas (*) Tutors to brief the group using a map of the activity area. | 4 | 1 | 4 |
| Weather e.g. high wind, rain | | 5 | 2 | 10 | (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (G8) FSC Learning Locations should make appropriate provision, for wet weather clothing and / or sun protection for Groups. | 5 | 1 | 5 |
| Individual capacity: health issues | Students | 5 | 3 | 15 | (*) Students must be reminded to take inhalers or medication if they require them. (*) FSC staff should include a warm-up activity if the orienteering is to be run as a race event. | 5 | 1 | 5 |

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| FSC | Generic non-AALA Activity Risk Assessment: | Trapping / Handling live organisms e.g. mammals / reptiles / amphibians |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| | | | | | 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 | | | |
| Setting up traps | FSC Employee , Students, Non-FSC Staff | 5 | 4 | 20 | Traps should be set up with appropriate reference to: (*) Manufacturer's instructions. (*) OCoP L5.3 Method Statements. (*) OCoP L2.3P Evening / low light activities. (*) OCoP B2 Electrical Safety. (*) OCoP B6 COSHH. (*) OCoP W7 Manual Handling. (*) OCoP W4 Lone Working. (*) OCoP B10 Working at Height. (*) OCoP B11 Machinery and Equipment. (G4) Tutors should be appropriately recruited, inducted and trained as required by FSC. | 5 | 1 | 5 |
| Slips & Trips e.g. rocks, mud | Students, Non-FSC Staff | 2 | 3 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas. (*) Group advised on suitable footwear. | 2 | 2 | 4 |
| Physical injuries: by animal | FSC Employee | 3 | 2 | 6 | (*) Licence holder should directly supervise the handling of animals. (*) Tutors should ensure correct handling techniques are used and gloves are used if necessary. (*) Tutors should ensure bags and / or boxes are available to contain mammals. | 3 | 1 | 3 |
| Unpredictable animal behaviour | FSC Employee , Students, Non-FSC Staff | 3 | 2 | 6 | (*) Licence holder should directly supervise the handling of animals. (*) Tutors should ensure correct handling techniques are used and gloves are used if necessary. | 3 | 1 | 3 |
| Infection / Illness | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (G5) Tutors should be aware of information relating to outdoor diseases (OCoP L6.6P) and ensure groups are aware of any necessary hygiene precautions. | 5 | 1 | 5 |
| Animal Waste | FSC Employee | 4 | 3 | 12 | (*) Bags / boxes to be cleaned separately from other items (*) waste to be disposed of appropriately | 4 | 1 | 4 |
| Health problems: Allergies to nuts, animals | FSC Employee , Students, Non-FSC Staff | 5 | 2 | 10 | (*) FSC staff should normally ensure food for mammals does not contain nuts. | 5 | 1 | 5 |

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| FSC | Generic non-AALA Activity Risk Assessment: | Trapping / Handling live organisms e.g. moths |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Generic Environment Risk Assessment, SWIC 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 |
| Setting up/ using traps | FSC Employee | 5 | 4 | 20 | Traps should be set up with appropriate reference to: (*) Manufacturer's instructions. (*) OCoP L5.3 Method Statements. (*) OCoP L2.3P Evening / low light activities. (*) OCoP B2 Electrical Safety. (*) OCoP B6 COSHH. (*) OCoP W7 Manual Handling. (*) OCoP W4 Lone Working. (*) OCoP B10 Working at Height. (*) OCoP B11 Machinery and Equipment. (G4) Tutors should be appropriately recruited, inducted and trained as required by FSC. | 5 | 1 | 5 |
| Slips & Trips e.g. rocks, mud | Students, Non-FSC Staff | 2 | 3 | 6 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (G30) Tutors should set appropriate boundaries for activities / out of bounds areas. (*) Group advised on suitable footwear. (*) Ensure cabling is appropriately marked | 2 | 2 | 4 |
| Cuts e.g. sharp / abrasive parts, broken equipment, exploding lamps. | FSC Employee | 3 | 4 | 12 | (G12) Tutors should ensure that any necessary Personal Protective Equipment (PPE) is available to the Group. (*) Maintain a safe working especially during periods of rain area and exclude members of the public through appropriate use of signs/cordons. | 2 | 1 | 2 |
| Burns e.g. contact with bulb | FSC Employee, | 3 | 4 | 12 | (*) Turn trap off (and isolate where necessary) before touching hot components. (G12) Tutors should ensure that any necessary Personal Protective Equipment (PPE) is available to the Group. (*) Do not look directly at the lamps, safety sunglasses can be worn for additional protection. | 2 | 1 | 2 |
| Hazardous substances e.g. natural, plant sap, dog faeces, and organisms | FSC Employee, Students, Non-FSC Staff | 3 | 4 | 12 | (*) Moth traps will occasionally attract stinging insects such as bees, wasps and hornets. (G11) Tutors should be aware of any individuals' medical, behaviour or disability needs prior to the course and plan for them. (G24) Tutors must follow procedures for Hazardous Substance (OCoP B6) and brief or demonstrate to groups the correct handling methods and specific hazards, before groups handle hazardous substances. | 1 | 1 | 1 |
| Hazards substances linked to moth trap e.g. airborne particles & mercury vapour | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Check all components are used correctly, following manufacturer's instructions. (*) Follow COSHH procedures for storage, use, spills and disposal. (*) Wear appropriate PPE for task, including eye and respiratory protection where appropriate | 3 | 1 | 3 |
| Hazardous substances e.g. preserving fluids, fuel | FSC Employee, Students, Non-FSC Staff | 4 | 3 | 12 | (*) Avoid using killing and preserving fluids whenever possible. (*) Follow COSHH procedures for storage, use, spills and disposal. | 3 | 1 | 3 |

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|  | Generic non-AALA Activity Risk Assessment: | Overnight / Wild Camping including camping on DofE expedition groups |
| | To be read in conjunction with | Generic "Out of Classroom" Risk Assessment, Activity Risk Assessment e.g. hill walking, Generic Environment Risk Assessment, SWIC 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 |
| | | | | | 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 - Site location | FSC Employee, Students, Non-FSC Staff | 5 | 1 | 5 | (G9) Tutors should ensure that the site used is appropriate for the activity and pace of the activity is appropriate for the Group. (*)Ensure participants have suitable light source for leaving tent in the night. | 3 | 2 | 6 |
| Trips - Guy ropes | All | 3 | 5 | 15 | (*) Warn students and encourage them to have a clear pathway from their door that lines don't intercept public walk ways | 3 | 3 | 9 |
| Hazardous Substances e.g. Toilet facilities, infection / illness, drinking water contamination, personal hygiene | FSC Employee, Students, Non-FSC Staff | 3 | 4 | 12 | (G5) Tutors should be aware of information relating to outdoor diseases (OCOP L6.6P) and ensure groups are aware of any necessary hygiene precautions. (*) Water sources to be taken into account when planning the route. (*) Brief students on how and where to collect drinking water and appropriate safety precautions e.g. boiling water or purification. (*) If no running water available, make sure students have washed their hands with antibacterial gel before eating. (*) Ensure participants know where to go to the toilet and what to do with human waste. | 3 | 2 | 6 |
| Environment e.g. Steep drops, mine workings, caves, scree, roads etc. in locality of camp | FSC Employee, Students, Non-FSC Staff | 5 | 5 | 5 | (*) Tutors should hold an appropriate qualification for the camping location. (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. (*) Ensure the camp site is in a safe location and the ground is appropriate. | 4 | 2 | 8 |

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| Environment e.g. remoteness of location, distance from help compounding other risks | FSC Employee, Students, Non-FSC Staff | 5 | 3 | 15 | (*) Tutors should hold an appropriate qualification for the camping location. (*) The camp location should be chosen to either have a phone signal, or be within 30mins of bus / settlement / telephone. (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. (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 |
| Environment e.g. storms | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (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. (G3) Tutors must ensure there is an alternative plan (Plan 'B') in existence and be able to implement it when required. (*) Camp to be in sheltered location. (*) Back up vehicle to be available. | 5 | 1 | 5 |
| Fire e.g. tents | FSC Employee, Students, Non-FSC Staff | 5 | 2 | 10 | (G25) Tutors must ensure all members of their Groups are appropriately supervised and / or briefed. (*) No naked flames, or sources of ignition to be used in tents. (*) Follow Bushcraft Risk Assessment (OCOP L2.3P) for cooking / fires | 5 | 1 | 5 |
| Individual Capability e.g. unsuitable equipment | Students, Non-FSC Staff | 4 | 4 | 16 | (*) Check equipment prior to departure. (*) Carry out practice tent pitching as part of briefing or planning. (*) Spare equipment to be available (e.g. tents, stoves, sleeping mats, bags) | 4 | 1 | 4 |
| Individual capability e.g. disorientation, first camping experience, Health | Students, Non-FSC Staff | 4 | 4 | 16 | (*) Students must be reminded to take inhalers or medication if they require them. (*) Tutor to be available at all times, and can be woken if needed. (*) Students to stay together except for collecting water & toilet visits, appropriate ratios / supervision to be advised based on site. | 4 | 1 | 4 |
| Safe guarding of children e.g. inappropriate behaviour | FSC Employee, Students, Non-FSC Staff | 4 | 2 | 8 | (*) If needed separate out male and female sleeping areas, and consider the appropriate distance/location for staff tents. (*) Tent sharing should be single sex. (*) Stipulate that participants only go in their tent. (*) Group made aware of arrangements at point of booking and prior to expedition departure. | 4 | 1 | 4 |