



Generic Activity Risk Assessment: Conservation Activities - Coppicing

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Hazard linked with place / activity - Crushing: e.g. from falling tree or branches						4 x 4	16											4	Tutors should consider providing hard hats if working with trees above head height. Tutors should demonstrate and give verbal briefings on cutting method, direction of fall and danger zones.
Hazard linked with place / activity - Impact: e.g. from saplings whipping in face						3 x 4	12											6	Students to be warned of hazard and danger zones.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment


Generic Activity Risk Assessment: Fire lighting / Cooking on a fire

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Environment - Extreme Temperatures: eg fire spreading, fire not totally extinguished					5 x 3	15												5	FSC staff to ensure fire is extinguished at end of each session. Means of extinguishing fire should be available - this must be suitable for fire size eg bucket of water for small fires. 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.
Environment - Extreme Temperatures: eg steam from putting out fire, steam from					4 x 2	8												4	All person 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. In an emergency only FSC staff to put out fire.
Environment - Extreme Temperatures: eg burns from food					3 x 2	6												3	Students briefed to blow on food and not eat straight from fire if nessesary - also test food gently with fingers before putting in mouth.
Environment - Extreme Temperature: eg burn - touching hot cooking pots, burning parts of fire					4 x 4	16												8	Students should be briefed on appropriate conduct. Students should be briefed on correct methods of lighting fires. Boundary zones and access to these should be discussed with students. When cooking sit well back from fire eg use a long cooking stick. Tutors should have items to deal with burns within easy reach: e.g. water bottles
Hazards linked with place / activity - Infections: eg food not cooked properly or prepared with unclean hands					5 x 2	10												5	Use food with low risk of infection eg popcorn, marshmallows, bread mix. Antiseptic solution or water and soap to be available for use. Food to be broken open, if appropriate, before eating. When cooking on stick remove bark and cook on green stick.
Explosions: eg rocks and bricks at hot temperatures					5 x 3	15												5	Rocks and bricks must not be used in direct contact with fire as a means of containment.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment


Date Updated: Jan 2010

Generic activity Risk Assessment: Free Time

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h1>Control Measures</h1>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Slips & Trips: e.g. unsuitable footwear, slippery surfaces, sloping surfaces, changes in levels, obstacles across walking areas						4 x 3	12											8	Students to be advised of appropriate footwear and code of conduct in and around buildings. Centres should ensure they comply with the FSC OCoPs and the FSC Annual Risk Assessment Procedures.
Bumps / Cuts & Scrapes: e.g. poor lighting, broken objects, low level ceiling, other students						4 x 3	12											8	Centres should ensure they comply with the FSC OCoPs and the FSC Annual Risk Assessment Procedures.
Falls: e.g. objects falling from a height, from bunk-beds						5 x 3	15											5	All above head height recreation equipment should be secure and fit for purpose. e.g. basket ball hoops.
Individual capability - Getting lost						5 x 2	10											5	Students should be set boundaries and the duration of free time. Students should be shown a method of contacting an FSC member of staff.
Environment																			A centre or site risk assessment must be completed.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Mammal Surveys

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>		
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating	
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often			
								Outcome					Likelihood							
Hazards linked with place / activity - Physical injuries: by animal						3 x 2	6												3	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 plastic bags and / or boxes are available to contain mammals.
Individual Capability - Health problems: Allergies to nuts, animals						5 x 2	10												4	FSC staff should normally ensure food for mammals does not contain nuts.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Minibus Travel Responsibility of the Tutor

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Slips & Trips: e.g. luggage, steps into minibus						4 x 3	12											8	Luggage and fieldwork equipment should be stored appropriately. A step may need to be provided for people with limited mobility to get into the minibus.
Bumps: e.g. roof on entering / exiting the minibus, fieldwork equipment on entry						4 x 3	12											4	Participants should be warned of roof on entering / exiting the minibus. Participants should not get on and off the minibus carrying sharp / bulky items.
Falls - Objects falling from a height: e.g. luggage from racks						4 x 3	12											4	Overhead luggage nets / racks should only be used for light and preferably soft items.
Traffic - Transport: general						5 x 4	20											5	FSC Vehicles Risk Assessment workbook must be completed (including toilet and rest stops). OCoP IM15 must be followed.
Traffic - breakdown or accident						5 x 2	10											5	An emergency plan should be in place to keep the group safe in case of accident or breakdown.
Access to working area - Access / Egress from minibus						5 x 2	10											5	Minibus should be parked at suitable location to allow safe exit and entry.
Individual Capability - Require special information: code of conduct						5 x 2	10											5	A list of passengers should be available in the vehicle.. Seat belts should be worn at all times when vehicle is in operation. Passengers should be briefed on a code of conduct.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Orienteering

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										Control Measures	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
					Outcome					Likelihood									
Individual capacity: require special training in navigation skills						5 x 4	20											5	Course choice must be appropriate to the students. Training and / or assessment of student's navigation skills must be undertaken; this should be suitable to the course set. Students must receive an appropriate level of supervision e.g. inexperienced or young students could be with an adult or in a visible or audible location while carrying out the activity. FSC staff should be fully aware of the location and terrain that the activity is held in.
Individual capacity: health issues						5 x 3	15											5	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.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Conservation Tasks: Path building

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Falls: of tools further down slope						3 x 4	12											6	Tutors should ensure tools are stored appropriately when not in use. Tutors should brief or demonstrate to groups how to use and store tools. Tutors should ensure FSC Method statements are followed.
Hazards linked with place / activity - Crushing: e.g. when using crowbar or spade - using a lump hammer						3 x 4	12											1	Steel toe-capped boots should be used if using a crowbar. Tutors should demonstrate method of using crowbar / lump hammer / spade.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Shelter Building

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Cuts and scrapes: e.g. Breaking wood, objects in eyes						4 x 2	8											3	Tutors should consider if it is appropriate to break wood during shelter construction; if so, then tutors should show groups an appropriate method to break wood. Tutors should emphasise the importance of safe movement within and around the shelter.
Hazards linked with activity / place - Crushing: collapse of shelters						4 x 2	8											3	Tutors should continually assess the stability of the shelter structure. Tutors should brief groups on how to dismantle shelters. Tutors should advise groups on the location that shelters are to be built.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Soil Analysis

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										Control Measures	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Environment - Extreme hot: e.g. Oven use, crucibles						4 x 3	12											8	Tutors should advise groups on the hazards while working in lab environment
Hazards linked with place / activity - Electrical Hazard: e.g. Soil ovens, microwaves, Tullgren funnels						5 x 2	10											5	Centres should ensure all portable electrical devices have been electrically tested annually and visually check before use. Centres should ensure all static ovens are installed by a qualified electrician and sufficient working space must be available for the activities carried out.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Team Games

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Falls: falling from a height e.g. trust falls, lifting games etc.						5 x 2	10											8	Techniques such as spotting must be used during lifting games. Use of helmets must be considered during games such as trust falls.
Hazards linked with place / activity - Entanglement: with ropes						2 x 2	4											2	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 must be followed.
Hazard linked with place / activity - Impact: with moving objects e.g. balls and other students						4 x 3	12											8	During active games, students should be warned of the danger of collision with other students, if appropriate. 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 ratios must be used.
Individual Capability - Mobility: physical ability and strength						4 x 3	12											2	All games should be designed and adapted for the physical ability of the students.
Individual Capability - Unsupervised equipment usage						5 x 3	15											5	All equipment with significant hazards to unsupervised students must be kept in areas where students will not have access.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Activity Risk Assessment: Walking

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Hazard linked with place / activity - Contact with footwear: causing abrasion e.g. blisters						2 x 4	8											6	Route set should have possible escape routes. Tutors must make students aware of the possibility of blisters and that early treatment is better.
Individual capacity: health problems e.g. hypoglycaemia dehydration, general fitness						4 x 3	12											4	Route set should be suitable for all students and pace set should be appropriate. 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.
Requiring special training; e.g. group going off route						5 x 3	15											5	Tutors should be competent at navigational skills and familiar with the route and terrain.
Requiring special training; e.g. students getting lost						5 x 3	15											5	Tutors should ensure adequate supervision. Tutors should advise students on appropriate behaviour e.g. staying together as a group.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment