

## H&S Requirements

### Why does travel overseas need to be managed?

The University has a duty of care to all staff and students who travel overseas for purposes related to the University. The University needs to be assured that those travelling have fully considered the risks and put appropriate precautions into place.

Safety standards in many overseas countries are different to what we are used to. There may also be hazards that you don't usually worry about in the UK - such as disease, greater likelihood of natural disasters, poisonous animals or civil unrest. Cultural differences and language barriers can also cause problems putting a traveller at greater risk or making incidents more difficult to deal with. Good planning of all overseas trips can minimise the likelihood of anything going wrong.

### Responsibilities

Heads of Schools, Divisions and Departments need to ensure that management arrangements are in place to manage overseas travel undertaken by their Schools, Divisions or Departments. These arrangements must include ensuring that:

- information is obtained of all overseas travellers so they may be contacted in an emergency or when there is concern for their wellbeing (see *What I need to do* section below).
- approval is obtained from Executive level (PVC or ET) for travel to countries (or areas) where the [Foreign & Commonwealth Office](#) advises against "all but essential travel" or "all Travel".

Staff and students that travel overseas need to address the requirements in the *What I need to do* section below.

### What I need to do

Planning and preparation for overseas travel is essential. Staff and students need to research their travel destination thoroughly.

### UEA Insurer's - AIG Travel Guard Portal

#### 'Lifeline Plus Employee Travel Pack'

Travellers should get up to date information from a reputable source. AIG (the University's travel insurance provider until early 2026) provide a useful [Travel Guard](#) website tool that has country specific information across a range of issues.

To register on this website you will need the UEA insurance policy number which you can find on the [Emergency Assistance Card](#) (this card is also available on the Travel Insurance section of the [Insurance](#) webpage).

All overseas travellers must complete an appropriate level of **training**. They must consider and address (where appropriate) the issues identified in the AIG training modules (see *Training* section below)

Further direction on some issues to address are giving in the following sections:

### **Recording Overseas Travel and Keeping in Touch with Travellers**

To enable contact to be made with (and possibly support provided to) travellers, Faculties, Schools, Divisions and Departments need to have records of who is travelling, where and when, and how to contact them. Staff and students need to inform their Line Manager when they plan to travel for University related activities.

A simple method of holding such records may be achieved by use of a Microsoft Form, as in this example used by Safety Services for all staff events where travel away from Campus is needed: [Safety Services travel form template](#).

**NOTE:** the link is to an example form and the Line Manager of the person travelling can use this example to **duplicate** the form then tailor it to their own needs. When they have done this they can share a link to the form they have created, with their staff. [Jim Hunter](#) (USS) can provide basic assistance with this, if required.

**GDPR:** As such records contain personal data, it is important to provide a Privacy Notice, and restrict the access to the data, to individuals who have a need to contact travellers or who would initiate any arrangements to provide travellers with support. This can easily be done with a Microsoft form by setting the sharing permissions to the associated spreadsheet. Arrangements should also be in place to remove data from the form and the spreadsheet after the period of travel.

### **Threat Analysis**

This section applies to:

- **travel to any area that [Foreign and Commonwealth Office \(FCDO\)](#) advises against travelling to.** Under no circumstances should travel commence where the FCDO “advise against all travel” unless this is approved by the Pro Vice-Chancellor or Director of Professional Services who will then seek approval from the Vice Chancellor, Provost and Deputy Vice-Chancellor or Chief Resource Officer. Where the FCDO “advise against all but essential travel”, this authority can be delegated for departments requiring frequent approval and only where a robust approval process exists. or;

- **travel where the nature of the traveller's activities are contentious or sensitive in the location in which they may be undertaken.**

In order to assess these threats, those responsible for organising the travel must have access to adequate, up- to-date information. For areas of political unrest this information must be kept under review at all stages both prior to departure, and during the work.

Arrangements for undertaking threat analyses need to include:

- As well as the AIG website, checking travel advice on the UK Foreign and Commonwealth Office website. It provides commentary on travel risk to most parts of the world, and the contact details of UK representatives in country. (Be aware that the UK's Foreign and Commonwealth Office travel advice reflects the Government's ability to deliver consular services, and its advice on threat levels should therefore be read in that context. Also the advice is intended for UK nationals - other nationalities on a field trip may be at greater risk, because of their nationality, than their UK colleagues).
- Taking account of the experience and the competency of the travellers when carrying out the threat analysis. This will be a critical factor when considering security threats due to specific risks associated with certain destinations e.g. risks associated with hailing a taxi from certain airports.
- Undertaking an analysis of the sensitivities of activities being undertaken, when travelling, in the context of the location, e.g. research involving GM field trials and animal research.
- Consulting more sources of information for less politically stable destinations, or where there is a more complex spread of threats. Consider using the services of one of the specialist travel security, assistance and risk management consultancies. In- country contacts can provide a useful context against which to evaluate more formal information sources.
- Encouraging leaders of groups travelling outside EU to provide a list of participants to the British Consulate together with details of the visit prior to travel.
- Where destinations are found to be unstable, or there are significant cultural differences providing an orientation session for all travellers going to that location for the first time.

## **Travel Health**

Travellers must be fit to travel and must not travel against the advice of a qualified medical practitioner (because this would invalidate the travel insurance). If a traveller

has any doubts about their fitness for travel they should arrange to see their GP for advice. Should this result in the traveller not being able to travel as planned, they must speak to their line manager as soon as possible and further guidance from Occupational Health, via the Management Referral process, may be necessary.

Travellers must research their travel destinations on the [AIG website \(the University's travel insurance provider\)](#):

1. Go to the *Health* tab and then the *Travel Health* tab.
2. Then search your destination country (in the “*Explore by Country*” section).
3. Then go to the *Travel Preparation* tab, if the *Summary of Recommendations* section states that “In general, no special medications or immunizations are necessary for travel” then you do not need a Travel Health Risk Assessment (THRA) for your travel – for **all** other cases, a THRA will be required. If in doubt contact the [Travel Health Clinic](#) at the University Medical Centre.

It is important to check this information each time you plan to travel overseas as it is constantly updated.

You can also use the [Travel Health Pro](#) to help keep you informed on any health risks at your travel destination.

**Travel Health Risk Assessments** must be carried out by a health care professional qualified in providing travel health advice. The [University Medical Centre's Travel Health clinic](#) can provide this service. A Certificate of Fitness to Travel will be issued when the employee completes the programme of immunisations and prevention medications.

Even where a travel risk assessment is not required travellers should review all the Travel Health information, relevant to their destinations, on the Travel Health section of the AIG website.

## **Insurance**

Insurance for all travel overseas on university business shall be booked through the [university's travel insurance arrangements](#).

## **Training**

Travellers must receive training appropriate to the destination they are travelling to and the activities they will be undertaking while there. The traveller's past experience and knowledge of the country being visited and the access to competent local support during the visit will help determine an appropriate level of training.

Travellers going to areas of high risk must receive specialist security training on managing risks in those areas.

The [AIG website \(the University's travel insurance provider\)](#) provides online overseas traveller training. On the website go to the *Security* Tab and chose *Security Training*.

There are 5 AIG short training modules which should be considered the **minimum level of training** received by any overseas traveller:

[Business Travel, An introduction](#)

[Getting Around While Abroad](#)

[Staying Healthy Abroad](#)

[Crime and Criminality](#)

[Kidnapping and Terrorism](#)

There are all 3 further online training modules on the AIG website

[Travel Safety for Women \(part 1\)](#)

[Travel Safety for Women \(part 2\)](#)

[Travel Safety for the LGBTQ Community](#)

Training can be sourced from a range of specialist organisations and consultancies (for example the [Trip Group](#)). Please contact your [area's business partner](#), or [Safety Services](#) for further advice or support.

## **Accommodation**

Choosing the right accommodation is one of the most important decisions for your trip. The most significant risks are theft (of money, passports and possessions from your room), physical assault and fire.

The type of accommodation available to you will depend on the area within which you need to stay. For most journeys there will likely be good quality hotels, or other accommodation, available in safe neighbourhoods. Obviously for some fieldwork options will be limited so you should look to research the options carefully to ensure as far as reasonably that you minimise the risks to your safety and security, which might adversely you and/or your work.

*Before you go*, check online reviews of the accommodation to see what other travellers have said about the safety of the neighbourhood. In absence of reviews carry out other online searches of the safety of the neighbourhood, get advice from friends or colleagues who have stayed in the area, or from in-country contacts that you know you can rely on.

Booking private rental accommodation (including Air BnB) is best avoided. In some instances such as an extended stay overseas a hotel becomes impractical and rental of

a property becomes the only realistic option. In such circumstances, considerable effort needs to be taken to ensure that the rental property is located in a safe area and has appropriate safety equipment present (smoke and CO detectors, electrical and gas certification, secure locks, safe routes out of the premises etc..). Obtaining a property via a reputable rental agency is likely to be the only way of ensuring that the duty of care is addressed here.

When you get to our accommodation (hotels):

- Be vigilant about your possessions when checking in or out of a hotel
- Be wary of people nearby when checking in who may be trying to find out which room you are staying in.
- Ground floor rooms are easiest to break-in to. The safest rooms are between the second and fourth floor.
- Rooms near to an emergency exit, but away from lobbies and public areas are best.
- Check that corridors and any external areas that you may need to use at night are well lit. If not well lit, plan how you will manage this before it gets dark.
- Check your room locks (doors and windows) work as soon as you get to your room. Ask to be moved to another room if the locks are in any way faulty.
- Don't accept a room with an interlocking door to another room.
- If your room has metal key, never leave it in the lock when in your room. Instead leave it somewhere in your room where you will know where it is in the middle of the night – such as the bedside table.
- Be vigilant when in your accommodation, always deadlock the door. In addition, take a door wedge with you for your trip, so that you have control over access to your room when you are in it.
- Check the fire exit route from your room to outside the building is clearly signed and that neither the route out nor the final exit door are blocked in any way. Look to see if the fire doors seem in good condition. Check there is an automatic fire detection system – i.e. there are fire detectors and sounders. Check where the nearest fire extinguishers are to your room. If the escape route is inadequate, or compromised, or the fire arrangements seem inadequate book out of the hotel and stay elsewhere.
- Always wear some clothing in bed – you might need to leave your room in a hurry.

- Make sure that your most important items (passport, phone, travel tickets, some money) are in a bag that you can grab if you need to leave your room quickly in an emergency.
- Be wary of people joining you in lifts. If you have concerns about someone leave the lift as soon as possible. If attacked, press as many floor buttons as possible.
- Make sure that you have a means of contacting reception when you are within your room.
- If someone knocks at your door, use the peep hole (if your door has one). If you are unsure about the caller do not open the door. Contact the reception and ask for them to confirm that the caller is genuine. Tell the caller that you will be doing this.

## Vehicle Rental

In addition to undertaking the [Getting Around While Abroad](#) module, the following information is provided to highlight some additional issues.

Globally road deaths have reached 1.35 million per year and is becoming a major cause of fatality, overtaking serious diseases. In the United Kingdom, the road fatality rate is one of the lowest in the world (only bettered by Norway and Sweden). The [Pullitzer Centre](#) provides an interactive map of road fatality statistics across the world.

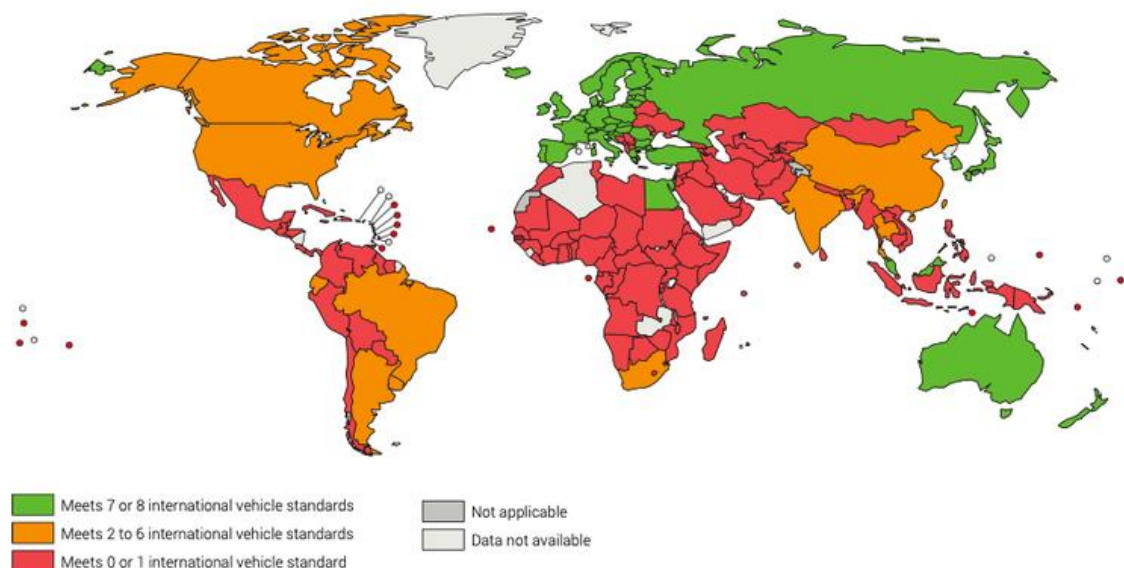
Because of the UK's relatively low road fatality rate, it is possible to become complacent about the risks associated with road travel and assume that the risks for road travel overseas will be the same as for travelling by road in the UK. Obviously you will be at greater risk if you are unused to driving on the right hand side of the road in one of the majority of countries where that is the norm. There will also be the local traffic laws and signage that you will need to get familiar with (you should familiarise yourself as much as possible with these before your trip).

[The World Health Organisation \(WHO\) Global Status Report on Road Safety 2018](#), taken from [WHO Injuries and Violence](#) page, which highlights the variation of standards, laws and best practice internationally. The United Kingdom does well on these comparisons, except for its drink-driving limits where it falls short of international best practice.

When renting a car overseas you should be aware that vehicle standards are not applied uniformly across the world. This may mean that the same make and model of car provided overseas may not have the same safety features and protection as the same car supplied to the European Union market. (Manufacturers of cars are likely to only supply cars that meet the local legislative requirements in a country's home market).

Therefore your rental car may not have the same standard of braking system or may lack the same level impact protection, that you are used to.

**Figure 13: Countries applying UN vehicle safety standards, 2018**



From [WHO - Global Status Report on Road Safety 2018](#)

The proportion of injured people who die before reaching a hospital in low- and middle-income countries is over twice that in high-income countries (90% of road traffic crashes occur in low and middle income countries). In the UK we have a very good emergency response/care system for road traffic accidents. Response times for rescue services in the UK are likely to be rapid and rescue services will be well equipped- for example in Norfolk, a county with a large network of rural roads, the target attendance time at an RTA 80% of attendances is within 13 minutes. Bear in mind that in most countries you are unlikely to get responses to vehicle accidents as good as they are in the UK.

Wherever you go around the world you need to know how to contact the emergency rescue services. You also need to have in place arrangements for dealing with a vehicle breakdown.

You must ensure that you arrange (or are adequately covered by) vehicle insurance for any vehicle you rent overseas.

If renting a vehicle it will probably be best to acquire vehicle insurance through the vehicle rental company. Ensure that the requirements meet the [UEA Travel Insurance policy](#), which has a section on cover for vehicle rental.



Avoid driving at night. Road lighting in some countries can be very sparse or non-existent even in built up areas. In developing countries some vehicles may not have working lights.

## Emergencies

Plan how you will deal with emergencies and who you may need to contact in an emergency that is appropriate to your travel plans and itinerary. This will include contact details of local consulates, your bank, a local home contact (and UEA Security) numbers, etc..

Take copies of [AIG's Emergency Assistance Card](#) as they provide an assistance service– take an extra couple of paper copies of this document with you stored separately. Consider using the [AIG Business Travel Assistance App](#).

Research how you need to contact assistance from local emergency services.

A useful free app to have on your smartphone is [What3Words](#) . This is a simple way to give your exact location anywhere in the world on land or sea. Each 3m2 of the planet surface has been given a 3 word address. It would enable you to give your precise location in an emergency allowing a responder to locate you on a map either by going to the What3Words website or by using the app themselves (it is widely used by emergency services in England and Wales). [In February 2020, this app assisted in a rescue on Ben Nevis.](#)

Do not plan all your emergency arrangements around your smartphone. Probably the most likely misfortune that will befall you while travelling is going to be having your smartphone stolen – so have back up alternative emergency plan arrangements just in case this should happen.

## Risk Assessment

The *Insurance* and *Travel Health* requirements, above, stipulate risk assessments in certain circumstances.

Having undertaken the AIG training modules (see *Training* section above), you may identify significant risks that require you to put in place controls or require others to assist you. You must document these in a risk assessment.

There is no specific template for risk assessing overseas travel, so you can use the general University Risk Assessment template, which can be found on the H&S Requirements - [Risk Assessment](#) portal page.

## Contact

Please contact your [area's business partner](#), or [Safety Services](#) for further advice or support.

### **Further information**

An easy to read travel safety book is

*The Travel Survival Guide. Get Smart. Stay Safe* Lloyd Figgins (2018), Portico.

### Risk assessments and H&S for Field Trips

#### H&S Requirements

#### **Why do Field Trips need to be managed?**

The University has a duty of care to all staff and students who undertake field trips anywhere in the world and needs to be assured that those carrying out this work have fully considered the risks and put appropriate precautions into place.

#### **Field Trips**

These are defined in the Safety Services webpages as university organised visits to sites away from campus, involving taking groups of students as part of the teaching provision.

#### **Fieldwork**

These are defined in the Safety Services webpages as university sanctioned research work carried out by staff or students away from the university campus. There is a separate webpage for [Fieldwork H&S Requirements](#)

If the fieldwork is being undertaken outside of the United Kingdom then the requirements on the [Travel Overseas H&S Requirements](#) webpage must also be met.

The advice on this webpage is drawn from the higher education sector guidance published by USHA / UCEA: [“Higher Education Sector Guidance on Health and Safety in Fieldwork and Travel Including all offsite visits and travel in the UK and overseas”](#).

#### **Responsibilities**

Heads of School are responsible for ensuring there are sufficient resources and suitable management arrangements for planning field trips within their school – the School’s management arrangements must address the issues in the *What I Need To Do* section. The field trip management arrangements must be designed (and monitored) to ensure that field trip Leaders are authorised and competent, and that there is clarity of roles and responsibilities. There should be a formal appointment process for field trip Leaders to ensure that Leaders have the personal capability and competence to lead the type of activity planned.

**Field Trip Leaders** are responsible for planning the field trip at detailed levels and have the task of overall supervision. They should be given the authority to change itineraries or even abort the field trip if they deem that this is necessary to ensure safety. They should ensure that there is a detailed knowledge and understanding of safety measures and that these have been communicated to the other members of the leadership team and participants and understood by all. They should also, where appropriate:

- allocate specific supervisory duties;
- allocate a competent person to lead each sub-group where groups are subdivided during the fieldwork;
- delegate explicit responsibility to the leader of each sub-group to know the total number and identities of the fieldworkers they are responsible for supervising.

Field trip Leaders are responsible for ensuring that :

- There is a clear command structure in the field trip group;
- A **suitable and sufficient risk assessment** is in place and for ensuring that all safety precautions are observed for the duration of the field trip;
- The level of supervision is adequate for any given situation, and to make necessary adjustments to itineraries in the interests of safety, including – where necessary – cessation of an activity. The field trip leader should be explicitly empowered by the Head of School to discharge these responsibilities and also to implement emergency or contingency plans if necessary;
- All instructions issued to participants are comprehensible and appropriate, that control measures identified in risk assessments are implemented in practice and for ensuring that dynamic risk assessments are carried out if necessary.

**Participants** on field trips must be required to heed, understand and observe any instruction given to them by a supervisor and to bring any questions or problems, particularly those of understanding, to the attention of their supervisor. Participants must acknowledge their own responsibilities for the health and safety of both themselves and others. The authority and responsibilities of the field trip Leader, or any other designated supervisor in relation to safety, must be clearly defined and understood by all members of the party.

## **What I need to do**

### **Planning Field Trips**

Those planning field trips need to:

- Plan all outline itineraries in advance – at the start of the planning process;
- Identify the proposed field trip leadership team and as many of the participants and stakeholders as possible at an early stage of planning.
- Establish codes of conduct for participants, including potential disciplinary action.
- Identify all stakeholders, e.g.
  - potential participants including young (under the age of 18) or vulnerable participants' parents as stakeholders;
  - sponsors;
  - relatives of participants;
  - the responsible persons in organisations providing participants on a voluntary, educational or charitable basis.
- Identify all permissions required in advance and ensure they are obtained.
- Identify any relevant legislation of the country where the field trip is taking place.
- Empower the Field Trip Leader to act in the interest of safety, to change itineraries or abort the field trip.
- Develop a procurement plan if specialist equipment or services will be needed.
- Where reasonably practicable, a preparatory visit should be made to the field trip location and an evaluation made of local facilities and services with particular regard to the needs of known or likely participants.

### **Risk Assessment**

A risk assessment template can be found on the USS H&S Requirements - [Risk Assessment](#) portal page.

Typical hazards that need to be addressed in a field trip's **risk assessment** include:

- travelling to the destination and around its locality
- hazards associated with any activities planned for the field trip activity undertaken.
- threats to personal security from terrorism, crime or aggression from members of the public.
- equipment (manual handling, defects, failures).
- unsafe accommodation (fire, carbon monoxide poisoning, electrical safety).
- extremes of weather (hypothermia, sunstroke, dehydration, frost bite).
- location (sea or water courses, landslide, rough terrain, work in trenches, avalanche).
- contact with hazardous flora and fauna.
- a city environment.
- locations with low infrastructure and support.
- ill health (prevalence of disease, foodborne illness, distance from Medical Facilities).
- inadequate or lack of competent supervision.
- Fitness or competence of participants.
- inherently dangerous activities (climbing, caving).
- inability to communicate or summon assistance.
- poor or inappropriate participant behaviour.
- Failure to develop suitable contingency plans.

Arrangements for undertaking field trip risk assessments need to include:

- Ensuring that the complexity of written risk assessments is proportionate to the perceived level of risk. Where appropriate, contingency plans should be built into risk assessment documentation before the field trip begins and relate directly to the risks identified.

- Ensuring that the risk assessment includes risks posed both to those participating in the field trip, and to other persons who may be affected. The risk assessment should consider, and address, the individual capabilities and competencies of the participants. All assessments should record the name of the author and the date it was produced or updated.
- Sharing significant findings of risk assessments with participants and ensure they are understood and accepted. An important aspect of this process is that any residual risks associated with the field trip should be clearly communicated. Consent is then on an informed basis and expectations of participants will be realistic.
- Ensuring that the risk assessment (and contingency plan, where appropriate) is revised throughout the field trip to ensure that it is always up to date and relevant to changing circumstances.
- Requiring that the Field Trip Leader or the individual responsible for the activity has responsibility for producing the associated risk assessment.
- Including within the risk assessment document reference to the sources of information used to inform the risk assessment.
- Where appropriate, engaging participants in the process of risk assessment as this can be a useful learning tool. However, the risk assessment produced must be signed off by an employee. Participants could also be encouraged to review risks and suggest safety management strategies.
- Considering ethical and environmental risks and including these issues within the management strategies adopted.
- Reviewing the risk assessment in the light of any incidents or near misses and record any recommendations or lessons to be learnt.

### **Emergency response planning**

Emergency plans need to be prepared as part of the risk assessment process. The emergency plans should, where relevant, cover the following:

- Available support
- Missing persons procedure
- Methods for contacting next of kin
- Civil unrest and natural disasters
- Medical emergencies and repatriation

- Financial plan for emergencies
- Communication strategy
- Media management plan

Where external stakeholders, including partner institutions or third party providers, have roles or responsibilities in the emergency plan, it is vital that they are briefed (preferably face-to-face).

Dealing with a medical emergency is a possibility which should be considered for all field trips. Considerations include the duration of the work, the remoteness of the destination, the fitness of participants, the access to hospital facilities and standards of health care available in the country.

Arrangements for undertaking emergency response plans need to:

- Ensure that the field trip risk assessment includes emergency procedures detailing the availability of medical assistance and first aid.
- Ensure there is a means of summoning help in an emergency. For remote locations, it may be necessary to have a personal location beacon or satellite phone.
- Review access to emergency funds in accordance with the risk assessment. Check the Field Trip Leader's capacity to obtain money and consider the provision of an institutional credit card.
- Nominate a home contact, preferably from the same School/Department and known to the field trip team, who is contactable for advice. Remind leaders of field trips (in writing) about information which may be required in an emergency.
- The Home Contact arrangement can be supplemented by use of existing UEA emergency response procedures, ideally by making assistance available via a 24/7 on-call UEA number.
- Where appropriate nominate a local contact who will be able to provide immediate emergency assistance. Details of the home contact should be shared with the local contact.
- Emergency procedures should link to existing UEA procedures as far as possible
- Obtain information on local health care facilities. If additional emergency assistance provision is to be relied upon, contact and implementation details must be included in the emergency plan.

- Provide information and specialist training for Field Trip Leaders and first aiders as necessary where it is known that participants have particular health needs. For example, if a participant is known to be vulnerable to anaphylactic shock, instruction will be needed in relation to suitable treatment.
- Give all participants clear documented information on the location and identity of first aiders.
- Provide a copy of the incident and emergency plan to all participants. Where the participant is under 18 years of age or a vulnerable adult, this information must also be provided to the participant's parent or responsible adult.
- Provide a list of emergency contact numbers for all participants.
- Where necessary, take standard travel first aid packs as part of the field trip equipment. Additional items should also be taken based on risk assessment.

### **Exchange of information**

Arrangements need to be in place for exchange of information to:

- Establish a system to allow ready access to the records of the itinerary of all employees and students travelling. This system should be underpinned by robust processes to ensure that emergency contact details are current and available.
- Establish systems to provide, at the earliest opportunity, comprehensive information to participants. The information provided should include the control measures for significant risks identified and any residual risks inherent to the field trip.
- Provide all those travelling overseas with requirements for, or details of, the UEA travel insurance.
- Develop systems which integrate health and safety information within a participant information pack or joining instructions, rather than in separate documentation.
- Detail a code of conduct and include this as a standard part of the health and safety information.
- Course handbooks and other preparatory information should be clear about what information is to be provided by whom and when
- Provide information covering the scope of the field trip. This should include the times, location and activities.



- Review information frequently, with any changes to itinerary and contact details communicated as appropriate, and confirm final details immediately prior to departure.
- Leave copies of health and safety documentation, risk assessments and full itineraries with the nominated home contact.
- Request any mandatory information from participants early in the planning process. Ensure all relevant information is received prior to formal booking.
- Keep a log indicating that each participant has received the code of conduct and acted upon the requests made in preparation for the fieldwork, especially if a minimum standard is required for an individual to participate in any of the activities.

## **Communication**

Arrangements for communication need to:

- Ensure that there are clear communication frameworks in place for Field Trip Leaders to adhere to when planning fieldwork.
- Establish a system which will, if required, allow those off-site to log routinely or update details of their whereabouts and changes to contact details. This will also allow contact from the university in an emergency.
- Establish a procedure to ensure that each home contact nominated for all field trips is able to interrogate records should a field trip party fail to maintain communication as determined by the risk assessment.
- If contact is to be made through intermediaries, ensure that these arrangements are robust.
- Brief participants regularly on safety management procedures whilst off campus and before any event or activity which requires special control measures.
- Share written information with participants in a meeting prior to the field trip taking place, as groups or as individuals. This should include suitable opportunities for participants to express concerns and anxieties. During this exercise participants can be informed about the communication options which will be available to them and their next of kin during the field trip.
- Detail reporting-in procedures in the risk assessment, with frequency of communication with the home (or local) contact commensurate with the level of risk. This is particularly important if supervision is to be provided remotely.
- Ensure field trip leadership teams have access to mobile telephones which works at the location, or some other form of initiating an emergency response. A

method for those off-site to communicate with the university or between groups is a core element of the risk assessment.

- Where appropriate, local contacts should be established and details of these left with nominated home contacts and vice-versa.

## Training

Arrangements need to be in place for training Field Trip Leaders, including:

- Training Field Trip Leaders.
- Assessing the competencies required for leading a particular field trip. This analysis may be required as part of both the approval and risk assessment processes.
- Providing risk assessment courses to ensure that Field Trip Leaders have a knowledge and understanding of the risk assessment process.
- Field Trip Leaders must receive appropriate training. This might be achieved from being trained by shadowing another Field Trip Leader on a previous field trip. There are experienced fieldwork consultancies that can provide training courses for field trips to more challenging locations, for example [Training Expertise](#).
- Maintaining records of training.
- Ensuring that Field Trip Leader training includes, as a minimum:
  - The School's arrangements for Field trips.
  - Implementing the emergency plan.
  - Familiarity of requirements deriving from the risk assessment.
- The quantity, level and range of training required for participants must be commensurate with the risks, and must be appropriate to enable the safe undertaking of all activities. The risk assessment should assist in the identification of any training and induction requirements for participants. Training should be provided prior to departure where possible, or during the field trip if more appropriate to do so.
- Specifying requirements for first aid training – remoteness from additional support and emergency services may mean that special first aid training is required for Field Trip Leaders. There are experienced fieldwork consultancies that can provide first aid training courses for fieldwork, for example [Training Expertise's Outdoor First aid](#) course.

## Supervision

Required levels of supervision during field trips will depend on a number of factors, including: the type of field trip, the experience of participants, any special needs of participants, the duration of the field trip and the environmental conditions in which the field trip takes place.

Three levels of supervision can be identified – direct, indirect, and remote:

1. **Direct supervision** describes where a member of staff is in charge of the participant(s) at all times and is able to intervene in person immediately if necessary. This type of supervision is appropriate for high risk activities or for less experienced participants.
2. **Indirect supervision** describes a situation where the member of staff manages the field trip but would be unable to intervene in person immediately. For example participants working together in group activities or social activities.
3. **Remote supervision** describes a situation where a member of staff who is responsible for organising / running a field trip, is not present with students (over 18) on that field trip. The member of staff must appoint a lead contact in the group of students, who they will maintain regular contact with to assess and support with any issues that may arise.

While a risk assessment must be completed for all field trips and all levels of supervision, it is particularly important that a detailed risk assessment is in place where remote supervision is considered. The risk assessment must consider all aspects of this guidance, including contingency arrangements.

Arrangements for supervising field trips need to consider personal and down time during a field trip and how the arrangements for these are to be communicated to participants.

**Personal time** can be defined as time when programmed field trip activities are not taking place but participants remain under the general jurisdiction of the university. It is unlikely that participants will be directly supervised during these periods. Common examples of personal time activities include sightseeing, social activities and outings. Sanctions may be appropriate if the established arrangements for personal time are not complied with.

**Down time** can be defined as a period of time, occurring before, after or within the overall duration of the fieldwork but outside the jurisdiction of the university.

Arrangements for supervision should also include:

- Where any field trip which involves participants who are under the age of 18 or classified as vulnerable adults) complying with legal requirements and the University's Safeguarding Policy, Procedure and Guidance for the Safeguarding of Children, Vulnerable Adults and Prevention of Exploitation
- If down time is permitted during the course of a field trip, considering insurance implications, reputational risks and supervisory resources.
- Assessing the risks arising from the field trip activity to determine the type and level of supervision required to secure the health and safety of participants.
- Identifying any lone working during risk assessment and specifically include lone working arrangements in relevant plans at all stages. Communication strategies need to be in place.
- Monitoring the activity during and after the field trip to ensure that adequate levels of supervision are maintained.
- Identifying the extent of any proposed down time and communicating to the participants prior to any commitment to participate, and so far enough in advance of the fieldwork to allow participants to plan.
- Taking into account the age of or any special needs of the participants in the management of personal or down time.
- Communicating the details of personal and down time to all participants face-to-face prior to the field trip.
- For undergraduate programmes, considering:
  - The gender mix of the team and leadership;
  - Whether the leadership is chosen from the university or outside (For undergraduate programmes the leadership team should, so far as possible, be chosen from within the university). Competent supervisors may be used from other institutions, with their roles and responsibilities clarified in writing.
- The use of family members or friends as part of the field trip team should be avoided
- Minimising the amount of down time during undergraduate field trips. Social activities can be managed within personal time.
- Putting in place adequate supervisor deputising arrangements to maintain effective levels of supervision if, for example, the party splits into smaller groups.

- Ensuring that contingency plans have considered the impact of the loss of a supervisor due to illness or being tied up with a difficult issue.
- Empowering the Field Trip Leader to be able to make necessary adjustments to itineraries in the interests of safety (including – where necessary – cessation of an activity) if the Field Trip Leader identifies that the level of supervision is inadequate for any given situation.
- Assessing and training participants before allowing any indirectly supervised activities.
- For indirect supervision, having a procedure for agreeing a schedule of communication between Field Trip Leaders or supervisors and participants.

### **Third Party Providers**

The University has obligations to ensure that any third party provider has considered the health and safety implications of its activities and their potential impacts on the institution and those on a field trip, and has minimised or controlled these. Examples of third party providers are: specialist outdoor activity leaders, field study centres, in-country guides, suppliers of specialist equipment

Arrangements for assess the competency of third party providers should also include:

- having the Field Trip Leader take steps to evaluate the competence of third party providers in order to satisfy themselves that appropriate precautions and safeguards are in place throughout the time they are reliant on that provider.
- If responsibility for the supervision of health and safety is to pass to a third party provider, arrangements for agreeing this with the third party in writing. The extent to which formal contract arrangements are needed will vary depending upon the risk involved and the level of control expected of the third party.
- If necessary agreeing in writing the roles and responsibilities of third party providers with regard to any contingency or emergency arrangements, action to be taken and /or provisions to be made.
- Developing a written agreement between the University and the third party provider when the service or staff provided is key to the success of the fieldwork.
- Specifying, preferably in writing, the individual competency of third party instructors. e.g. providers of crew for boats and survey vessels.
- Assessing the University's potential insurance liabilities arising from the failure of third party providers and transfer the risk, increase cover, or self-insure as appropriate (see section on Insurance above).

- Making public liability insurance a standard requirement on all contracts with third party providers. (However, in some countries where it will not be possible for the third party provider to secure public liability insurance, ensure the approval is escalated to senior management - see section on Insurance above).
- Ensuring any transfer of command from the Field Trip Leader to others is clearly communicated to the participants. It is important that, during the field trip, there is a clear command structure within any group. While this structure may be perfectly clear on most field trips, there can be confusion when command passes from the Field Trip Leader to others, for example a boat skipper.
- Where reasonably practicable requiring the Field Trip Leader to undertake pre-visit checks on the third party provider.
- Where appropriate, assessing the emergency arrangements of third party providers to ensure that they are suitable and sufficient.
- For project-critical third party providers, making contingency plans in case the provider proves unsuitable in practice.

## Health and Medical Issues

A **risk assessment** of the health hazards associated with the particular field trip should be undertaken during the planning stages. (This is in addition to any Travel Health Risk Assessment required if travelling overseas).

Arrangements for managing health and medical issues needs to include:

- Encouraging participants to disclose health issues to enable any necessary adjustments or support to be provided whilst on the field trip.
- Considering the use of a confidential health declaration questionnaire to identify those participants requiring medical support on the field trip.
- The field trip risk assessment should assess the likely health hazards associated with the activities they will be doing and where they are going.
- Advising participants of the level of fitness required for the field trip. If, for reasons linked to a disability or other health issue, participants cannot meet the required level of fitness, organisers should consider reasonable adjustments to enable participation. Seek confirmation of participants' fitness level in writing as appropriate.
- Providing information to participants clearly and in writing e.g. by leaflets or information packs. where necessary, advice should include:

- Any hazards associated with food, drink and hygiene, bearing in mind that hazards and control standards overseas might be substantially different from the UK.
  - Any significant environmental or climatic illnesses likely to be encountered (e.g. dehydration, heat related illness, acute mountain sickness).
  - Any issues regarding distances from and travel times to medical facilities, which give rise to high residual risk in the event of accident or illness. this should include an assessment of any limitations of specialist medical care
- Obtaining written consent from parents or guardians for administering medication or first aid to young persons (under 18) and vulnerable adults.
  - Considering the level of training of and number of first aiders required and all necessary first aid equipment as part of each risk assessment. For many field trips the standard First Aid at Work training may suffice. For many field trips, first aid cover may be available from associated third parties, e.g. field study centres, drivers with certain coach hire firms.
  - Advise participants to take adequate supplies of regularly prescribed medication in their original packaging.
  - Where participants will cross borders, it may be necessary to arrange for a signed letter from an occupational physician or other medical practitioner to be issued regarding prescribed medication. advice should be sought regarding any controlled or scheduled drugs before the fieldwork takes place.

## **Accommodation**

The intrinsic risks associated with the accommodation need to be reduced to an acceptable level. For hotels, follow the requirements for hotels in the Accommodation section of the [Travel Overseas H&S Requirements](#) (including for the UK).

Arrangements for the provision of accommodation need to include:

- Communicating the details of the accommodation being used to participants in a face-to-face meeting prior to the field trip.
- Careful consideration of the standard of accommodation booked, particularly in unstable areas of the world or where preferred procurement practices cannot be used.

- Requiring the Field Trip Leader to take steps to risk assess the standard of accommodation prior to the fieldwork. The risk assessment must take account of:
  - Fire safety and evacuation
  - Personal security
  - General safety of the structure and facilities
  - Washing and hygiene facilities
  - Environment and area surrounding the accommodation
- Requiring that participants familiarise themselves with accommodation emergency escape routes.
- Ensuring that the Field Trip Leader is empowered to change any accommodation booking. This will be based on an informed decision if upon arrival the accommodation does not meet adequate safety requirements.
- Informing participants in advance of the styles of accommodation being provided and give additional guidance if this is likely to be outside the participants' experience. (This may include staying in tents or home-stays, or potentially if participants are expected to share with other members of the group.)
- Taking into account both the security of participants and privacy considerations. (For example, security issues in some locations may dictate that female participants should not be placed alone or in rooms on the ground floor) .
- Ensuring that the accommodation meets the needs of all participants, paying particular attention to those with disabilities, young persons (under 18) and vulnerable adults.
- Where necessary providing training to participants with regard to the safe use of any temporary accommodation such as tents.

## **Catering**

Arrangements for the provision of catering should include:

- Ensuring any emergency plan considers the possibility of an outbreak of food poisoning/ foodborne infection, and has effective arrangements in place.
- Ensuring that the level of catering meets the needs of all members of the group paying particular attention to participants who have special dietary needs, information on which should be sought prior to the field trip commencing.



- Communicating the details of the catering arrangements in a face-to-face meeting prior to the field trip.
- Where possible providing a balanced and varied diet.
- Where the risk of foodborne or waterborne illness is high, ensuring that arrangements for catering consider the advice on the website of the World Health Organisation (WHO) for up-to-date advice.
- Ensuring a supply of potable water is available.
- Informing participants in advance which meals will be provided for them and if they will be required to bring or purchase their own food.
- Where appropriate, or where catering is project-critical, checking the suitability of the catering. All members of staff in a supervisory role should be provided with suitable guidance to enable them to make an informed decision on whether or not the arrangements are suitable. This will be based on the provision of basic food safety precautions.
- Ensuring any self catering is arranged by a competent person, who is also able to provide effective supervision to ensure control measures such as personal hygiene facilities, temperature control and food storage are effective.
- Ensuring that participants are able to wash their hands prior to eating food. Equipment such as antibacterial wipes may be provided.

## **Transport**

Arrangements for transport need to include:

- Ensuring that the Field Trip Leader is provided with suitable guidance to allow them to make an informed decision when selecting or using a transport provider. Guidance should be based on the provision of and confidence in basic safety precautions.
- Ensuring all staff acting as drivers for minibuses or vehicles with trailers are experienced in the use of such vehicles in addition to holding the appropriate licence.
- Ensuring that adequate insurance cover which meets local legal requirements is provided for the type of transport used.
- Ensuring that the mode of transport is suitable for the needs of all participants, particularly those with disabilities.
- Ensuring that all modes of transport to be used are assessed for their suitability, including the consideration of available public transport options.

- Evaluating the competence of independently chartered third party transport providers to ensure that appropriate precautions and safeguards are in place. Considerations should include the safety record of the provider, particularly in developing countries.
- Where transport is critical to the project, planning for the possibility of transport arrangements failing or being assessed in situ as unsuitable.
- Briefing participants on any residual risk associated with transport safety or accessibility issues that may affect them.
- Considering in risk assessments the potential security threats associated with different forms and modes of transport. This applies particularly in areas with a history of kidnap or ambush.
- Communicating the details of the travel arrangements at a face-to-face meeting prior to the fieldwork. Additional guidance should be made available for any transport that is expected to be beyond the participants' experience, for example some forms of public transport overseas.
- Ensuring any fieldwork with gaps in insurance cover, or with exclusions related to transport, has its approval escalated to senior management .
- Using vehicles fitted with safety belts.
- Ensuring any vehicle used is fit for purpose to secure and carry the loads intended. Do not allow the vehicle to be loaded beyond the manufacturers recommended limits.
- Making arrangements that do not involve travel after dark.

## **Equipment**

All equipment necessary for the field trip should already have been identified and specified at the planning stage, including any equipment or clothing expected to be provided by participants.

Equipment must be specified and selected carefully to ensure that it is suitable for the intended use and conditions, and any prior and ongoing requirements for testing, examination and inspection should be detailed – including any required competencies to inspect or use the equipment. Damaged equipment and equipment that has not been approved must not be used.

Hired equipment should be similarly specified and any maintenance records verified. Arrangements for the provision of equipment need to include:

- Detailing specialised equipment, including emergency equipment, safety-critical equipment and equipment that introduces additional risks, in the risk assessment and ensuring it is suitable and sufficient for the task.
- Considering all applicable legislation.
- Identifying and following requirements for the thorough examination, maintenance and inspection of equipment. Recording this information.
- Only using Personal Protective Equipment (PPE) as a last resort to supplement other protection. Engineering controls and safe systems of work must always be adopted first.
- Giving details in writing of any equipment participants will need to provide for the field trip. This information must be given to them in good time prior to departure.
- Duplicating safety-critical and survival equipment where possible, with duplicates transported separately.
- Ensuring that there is an inventory of all safety critical equipment.
- Checking all hired equipment for suitability and condition at the point of hire or collection/ delivery.
- Ensuring, if appropriate, that a manual handling risk assessment has been completed for the carrying of loads, including work equipment, to site and during the fieldwork.
- Where necessary, ensuring that all equipment users have been adequately informed, instructed and trained in the use of any equipment, risks arising from its use and associated control measures.
- Ensuring suitable specialist equipment is provided for the use of participants with disabilities and that appropriate training has been provided as necessary.
- Identifying the need for and provide refresher training on the use of equipment. Frequency will depend upon the type of equipment, how often it is being used and the needs of those being trained.
- Requiring the Field Trip Leader to establish a culture that includes pre-use equipment safety checks as standard practice.
- Where appropriate testing participants understanding of any equipment safety training.
- Checking the existence and suitability of any personal equipment prior to departure to ensure all participants are adequately prepared.

### **Monitoring and review**

Arrangements for monitoring and review need to include:

- An appropriate level of monitoring of health and safety arrangements must be an ongoing process during the field trip, and procedures must be adapted and documents, instructions etc. updated as necessary.
- Where appropriate holding a post-field trip debrief meeting, or other formal review, to capture any recommendations for improvement. Considerations that would indicate a need for a formal review would include inter alia:
  - Significant accidents or near-misses
  - Occasions where dynamic risk assessments were needed
  - There was a significant change to plans or itineraries
  - Where unexpected training was needed during the field trip
  - Whilst actions following investigation during the field trip normally focus on immediate cause and effect and on continuity issues, reviews should focus on potential shortcomings in planning, processes and procedures, and in management of the field trip.
- Surveying all participants. Ideally this should be combined with other feedback mechanisms where these exist, but the survey should have a health and safety content as well as academic or business considerations. The results of the survey should be made available to all involved in the planning, organisation and participation in the field trip.
- Setting up systems for retrospective incident reporting, and for feedback on accommodation and other third party providers.
- Addressing training needs that emerge whilst on the field trip insofar as is possible as they arise. Training given in the field should be logged and considered at the formal review.
- Reviewing relevant risk assessments as soon as possible after return to the institution.

## H&S Requirements

### **Why do Risk Assessments Need to be Undertaken?**

Employers must control the risks in the workplace by considering what might cause harm and deciding whether they are taking reasonable steps to prevent that harm.

The University, employer, is required by law to protect its employees, and others, from harm.

Under the Management of Health and Safety at Work Regulations 1999, the minimum the University must do is:

- identify what could cause injury or illness in your business (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Assessing risk is just one part of the overall process used to control risks in your workplace. A risk assessment is about identifying sensible measures to control the risks in the workplace. For some risks, other regulations require particular control measures; the assessment can help identify where you need to look at certain risks and control measures in more detail.

## **Responsibilities**

Heads of Schools, Divisions and Departments need to ensure that management arrangements are in place to ensure that risk assessments are undertaken to control any significant risks in relation to activities.

Academic Supervisors and Principal Investigators (PIs) are responsible for ensuring that student projects are adequately risk assessed.

Line managers are responsible for ensuring that risk assessments are carried out in their area of control, and the control measures recorded and implemented.

## **What I Need to do**

Where significant risks exist, those in charge of work activities must ensure that these risks are assessed and adequately controlled.

The basic risk assessment process is well described in the HSE guidance document Risk assessment. [A brief guide to controlling risks in the workplace, INDG163](#) . However use of this guide is not a substitute for risk assessment training.

All persons carrying out risk assessments must receive appropriate **training** on undertaking the risk assessment. Following training, you will be able to conduct a '[suitable and sufficient](#)' risk assessment that will identify controls to reduce the risk to an acceptable level.

Training on the completion of Risk Assessments is available from Safety Services – see [Training Catalogue](#).

A [list of common hazards present at the UEA](#) has been produced.

## **Risk Assessment Templates**

For many risk assessments a simple template can be used to record them – such as the [University Risk Assessment Template](#) and associated [guidance document](#).

## **Different types of risk assessment documents and templates**

As more resources are developed you will notice that they are categorised:

- General Risk Assessment
- General Risk Assessment Template
- Generic Risk Assessment Template
- Risk Assessment Template

### **What's the difference?**

#### **General Risk Assessment**

This is a complete assessment of risks across a large area, e.g. the whole University. The risk controls will be high-level, e.g. policies. An example is the [University Wide General Risk Assessment](#).

#### **General Risk Assessment Template**

This is a template based on a General Risk Assessment that can be tailored by a person responsible for risk, over a subset of the University, i.e. Faculty / School / Division / Department. It is not valid unless it has been sufficiently tailored and approved by the responsible person. An example of this is similarly the [School / Department Wide General Risk Assessment template](#).

#### **Generic Risk Assessment Template**

A Generic Risk Assessment is just that, a pre-populated template that requires tailoring and approving before it is considered valid. These templates are normally written for specific hazards, an example being the Work at Height - [Stepladder Risk Assessment template](#).

#### **Risk Assessment Template**

This is a template (form) that guides and prompts assessors for information, but is not pre-populated. The [University Risk Assessment Template](#) is a good example.

### **Safety Topics with Templates**

Some risk issues require a consistent approach across the University, as a result specific guidance / rules and risk assessment templates are in place to help control the associated risks.

- [Biological Agents](#)
- [COSHH](#)

- [DSEAR](#)
- [Genetic Modification](#)
- [Human Tissues](#)
- [Manual Handling](#)
- [Pregnancy](#)
- [Radiation](#)
- [Work at Height](#)

### **Is my risk assessment approach suitable and sufficient?**

A good risk assessment should be thorough, sensible, and involve the people doing the work, making sure real risks are tackled in a practical way.

Using the University's Risk Assessment template and following the approach below in conjunction with the guidance on the H&S Requirements portal pages will help you manage risks sensibly, protect people from harm, and meet your legal duties.

### **What a Suitable and Sufficient Risk Assessment Should Demonstrate**

A risk assessment is likely to be considered suitable and sufficient if it shows that:

- A thorough check for potential hazards has been carried out.
- Those who might be affected (i.e. staff, students, and others) are identified and considered. Including individuals who are considered vulnerable (e.g. those with physical / mental impairments, pregnant workers etc.).
- All significant risks have been addressed, taking account of the likelihood of harm occurring and the severity of that harm, and the number of people potentially exposed.
- The measures adopted follow the principles of the Hierarchy of Controls, are reasonable, and proportionate, to ensure any remaining risk is reduced as low as reasonably practicable.
- Workers and / or their representatives have been actively involved in the risk assessment process, with opportunities to contribute ideas and raise concerns.

### **Further Considerations**

**In addition, a suitable and sufficient risk assessment should ensure:**



- Any gaps between current conditions and recognised good practice are identified and addressed.
- Clear documentation exists to demonstrate what was considered at each stage, the decisions taken, and the actions planned or completed.
- The level of detail in the assessment is proportionate to the level of risk and appropriate to the complexity of the work activity.
- Insignificant risks, or risks arising from everyday life activities, are generally excluded unless work activities significantly modify them.
- The assessment is based on what could reasonably be foreseen at the time, without requiring prediction of unforeseeable events.

### **Contact**

Please contact your [area's business partner](#), or [Safety Services](#) for further advice or support.

### **Further information**

[HSE Risk Management webpage](#)