



# Health & Safety on Educational Excursions

**Supplement 3:** A Handbook for Group Leaders



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## Introduction

This is one of three supplements to *Health and Safety on Educational Excursions: A Good Practice Guide (HASEE)*. The other two supplements are *Standards for Local Authorities in Overseeing Educational Excursions* and *Standards for Adventure*.

The purpose of this handbook is to provide practical information that might be helpful to group leaders and others, day to day, whilst taking part in an educational excursion. It adds to and brings together in one place, the advice for group leaders that is spread throughout *HASEE*. It does not cover planning arrangements before the visit, which can be found in *HASEE*.

The handbook is not a substitute for training. We recommend that all group leaders have access to training before taking participants on educational excursions.

The handbook does not seek to replace local or other professional guidance or regulations. Local authority managed establishments should follow local authority guidance as a first recourse. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

The handbook includes advice on supervision, ongoing/dynamic risk assessment, emergency procedures, and some specific types of excursion.

*HASEE* and its supplements are available to print and download from [www.scotland.gov.uk](http://www.scotland.gov.uk) and [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk). Further printed copies are available free on request from the Scottish Executive Education Department, Schools Division, Victoria Quay, Edinburgh EH6 6QQ, telephone 0131 244 0943.

Like *HASEE*, the supplement can be adopted or adapted by local authorities or others for their own purposes. Please acknowledge the Department as the source for any such use and declare any local variation of the text.

The supplement draws heavily from material produced by the Department for Education and Skills.

## Supervision

1. *HASEE* Chapter 3 and *Standards for Adventure* give advice on supervision ratios, vetting suitability of supervisors and brief advice on responsibilities, competence, head counts and remote supervision. This section aims to give more practical advice on supervision “in the field”.

## Responsibility

2. The group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:
  - allocate supervisory responsibility to each adult for named participants;
  - ensure that each adult knows which participants they are responsible for;
  - ensure that each participant knows which adult is responsible for them;
  - ensure that all adults understand that they are responsible to the group leader for the supervision of the participants assigned to them;
  - ensure that all adults and participants are aware of the expected standards of behaviour.
3. It is good practice for each supervisor to:
  - have a reasonable prior knowledge of the participants including any additional support needs, medical needs or disabilities;
  - carry a list/register of all group members;
  - directly supervise the participants (except during remote supervision) – particularly important when they are mingling with the public and may not be easily identified;
  - regularly check that the entire group is present;
  - have a clear plan of the activity to be undertaken and its educational objectives;
  - have the means to contact the group leader/other supervisors if needing help;
  - have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for Local Authorities in Overseeing Educational Visits*;
  - anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the participants do, and acting promptly where necessary;
  - continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
  - be competent to exercise appropriate control of the group, and to ensure that participants abide by the agreed standards of behaviour;
  - clearly understand the emergency procedures and be able to carry them out;
  - have appropriate access to first aid;



4. Each participant should:
  - know who their supervisor is at any given time and how to contact him or her;
  - have been given clear, understandable and appropriate instructions;
  - rarely if ever be on their own;
  - alert the supervisor if someone is missing or in difficulties;
  - have a meeting place to return to, or an instruction to remain where they are, if separated;
  - understand and accept the expected standards of behaviour.

#### **Head counts etc.**

5. Whatever the length and nature of the visit, regular head counting of participants should take place, particularly before leaving any venue. It is good practice for all supervisors to:
  - carry a list/register of all participants and adults involved in the excursion at all times;
  - ensure that participants are readily identifiable, especially if the excursion is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
  - avoid identification that could put participants at risk e.g. name badges (though some educational establishments find it useful to provide participants with badges displaying the name of the establishment or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
  - ensure that all participants are aware of rendezvous points;
  - ensure that all participants know what to do if they become separated from the group.

#### **'Buddy' system**

6. Each participant is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the participants form a circle at the start of the excursion so that each participant has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two participants cannot vanish together and not be missed (as might happen with paired buddies).

#### **Remote supervision**

7. Supervision can be close or remote but is always 24 hours:
  - close supervision occurs when the group remain within sight and contact of the supervisor;
  - remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
  - down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised – the supervisors continue to be in charge;
  - it is essential that everyone involved in the excursion understands the supervision arrangements and expectations.

**8.** When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- participants will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the establishment. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed, or an alternative plan.

### **Rearranging groups**

**9.** Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

**10.** It is, therefore, important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

### **Down time**

**11.** Group leaders should ensure that participants continue to be properly supervised during down time before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.



**12.** It is good practice to:

- ensure that all staff and participants understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use down time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote supervision” above, adapted as necessary, if it is felt reasonable to allow participants some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

### Night time

**13.** Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- staff (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the participants’ accommodation;
- there is a staff member present on that floor whenever the participants are there;
- child protection arrangements are in place to protect both participants and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the participant accommodation at all times;
- where participants’ doors are locked, staff have immediate access, as necessary, to a master key;
- all staff and participants know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

**14.** Don’t be lulled into a sense of false security by local assurances, such as “no need to lock doors in this part of the country”. The presence of the group may attract unwelcome attention that is unusual in the locality.

## Travel

**15.** A driver cannot safely drive and supervise young people at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the participants wear them;
- there is adequate supervision at all times when travelling;
- supervisors have reserved seats that allow them to supervise properly;
- participants are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted;
- smoking/alcohol etc bans are observed;
- participants are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport or whenever the vehicle has stopped and there is the possibility that someone has got off without letting a leader know e.g. at a service station during a refuelling stop.



## Ongoing/dynamic risk assessment

16. *HASEE* Chapter 2 paragraphs 35 – 44, and *Standards for Local Authorities in Overseeing Educational Excursions* deal with risk assessment. Risk assessment does not end when the excursion begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring groups face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.
17. The group leader (and other adults with responsibility) prepares ongoing/dynamic risk assessments while the excursion is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the excursion. They should be informed by the generic and excursion or site specific risk assessments
18. It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the participants.

### Issues to consider

19. The following are amongst the issues which group leaders might consider in the context of ongoing/dynamic risk assessments.

#### ***Check the local weather forecast***

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc;
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather, potential for fallen trees, avalanches etc.

#### ***Seek local knowledge of potential hazards, e.g.***

- tides;
- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

#### ***Plan B***

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the excursion to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;

- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the participants to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a loch or seaside location.

***Behaviour problems, illness or injury***

- poor behaviour may be reduced by ensuring that all participants are signed up to agreed standards of behaviour before (or at least at the beginning of) the excursion;
- educational excursions can be a good opportunity for establishment staff to get to know participants away from the confines of the establishment. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that participants may be exposed to away from the establishment will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom etc;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.



## Emergency procedures

### Preparation

**20.** By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. Emergency procedures are described more fully in *HASEE* Chapter 10 and *Standards for Local Authorities in Overseeing Educational Excursions*. It is good practice for the group leader to:

- agree an emergency action plan, which includes 24 hour (i.e. constant cover) contact points at the home base/local authority and clear roles for the group leader, home base/local authority contact, head of establishment e.g. managing media interest, supporting parents of an injured participant, transport arrangements etc;
- ensure that all members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for the next day;
- spend time early the next morning explaining arrangements to the participants;
- hold, or ensure that other adults in the group hold, up-to-date competence in first aid and other life saving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible;
- ensure that all participants' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them (see SEED guidance *The Administration of Medicines in Schools*);
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- recognise that many of the health problems of participants on longer visits are caused by lack of food, of liquid or of sleep;
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all participants understand and follow the code of conduct;
- practice emergency drills e.g. evacuation of premises, minibus;
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the participants, it may be appropriate to ensure that they have this information to hand.

### Emergency procedures framework during the visit

- 21.** If an emergency occurs on an educational excursion the group leader should maintain or resume control of the group overall. The main factors to consider include:
- establish the nature and extent of the emergency as quickly as possible;
  - ensure that all the group are safe and looked after;
  - establish the names of any casualties and get immediate medical attention;
  - ensure that a leader accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
  - notify the police if necessary;
  - ensure that all group members who need to know are aware of the incident;
  - ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
  - inform the home base contact and provider/tour operator (as appropriate). The home base contact number should be accessible at all times during the visit;
  - details of the incident to pass on to the establishment should include nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
  - home base contact should notify parents, providing as full a factual account of the incident as possible;
  - notify insurers, especially if medical assistance is required (this may be done by the home base contact);
  - notify the British Embassy/Consulate if an emergency occurs abroad;
  - ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
  - write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
  - keep a written account of all events, times and contacts after the incident;
  - complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
  - no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact in the home area;
  - discourage participants from making direct telephone calls or other forms of contact home in the immediate aftermath of an incident – at that stage full details may not be available and inaccurate information might cause unnecessary speculation and anxiety for relatives and others at home;
  - no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their education authority;
  - keep receipts for any expenses incurred – insurers will require these.



## Advice on specific activities

### Coastal visits

- 22.** *HASEE* chapter 8 “Types of Visit” has advice on coastal visits at paragraphs 176 – 177. *HASEE* states that many of the incidents affecting pupils have occurred by or in the sea and that there are dangers on the coast quite apart from those incurred in swimming.
- 23.** The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:
- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
  - group members should be aware of warning signs and flags;
  - establish a base on the beach to which members of the group may return if separated;
  - look out for hazards such as glass, barbed wire and sewage outflows etc;
  - some of a group’s time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
  - cliff tops can be highly dangerous for groups of young people even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the participants and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
  - group leaders should not normally allow participants to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
  - the local coastguard, harbour master, lifeguard, local authority adviser, countryside ranger or tourist information office can provide information and advice on the nature and location of hazards.

### Swimming in the sea or other natural waters

- 24.** Swimming and paddling or otherwise entering the waters of river, canal, sea or loch should never be allowed as an impromptu activity. The pleas of young people to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise – should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised. Some local authorities will have a minimum standard of swimming ability for all activities on or near water.
- 25.** It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that participants might mingle with members of the public and be lost to view. Participants should always be in sight and reasonable reach of their supervisors.

**26.** The group leader should:

- be aware that many young people who drown are strong swimmers;
- ascertain for themselves the level of the participants' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, water quality/ pollution, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, local environmental protection authority, harbour master, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags. A red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see participants;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young children;
- ensure that participants have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the participants, especially any with additional support needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

**27.** Supervisors should:

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the young people their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a young person in distress;
- not join in any of the participants' games;
- ensure that no young person is allowed to wade out or swim further than his or her waist height;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a young person appears to be in difficulties;



- ensure that participants leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb – could suggest the onset of hypothermia;
  - recognise that a young person in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.
- 28.** It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available. For further advice contact the: Royal Lifesaving Society UK, River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994) [www.lifesavers.org.uk](http://www.lifesavers.org.uk)

### Farm visits

- 29.** Group leaders should:

Ensure that:

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take;
- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let participants:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings – if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

Consider suggested supervision levels of:

- individual supervision by an adult for every child younger than 12 months;
- a supervision ratio of one adult for two children for children between ages one and two;
- gradually increasing ratios up to one adult for eight children for children between ages five and eight.

## Other guidance

### Health and Safety Executive

*Guidance to the Licensing Authority on the Adventure Activities Licensing Regulations 1996* (HSC £9)

*A Guide to Risk Assessment Requirements* – ([www.hse.gov.uk/pubns/indg218.pdf](http://www.hse.gov.uk/pubns/indg218.pdf))

*Avoiding ill health at open farms: Advice to farmers with teachers supplement* – Agricultural Information Sheet no.23 (revised 2002).

*Five Steps to Risk Assessment*. ([www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf))

*Adventure activities centres; five steps to risk assessment* (£4.50)

*Managing Health and Safety: Five Steps to Success* – ([www.hse.gov.uk/pubns/indq275.pdf](http://www.hse.gov.uk/pubns/indq275.pdf))

*Managing Health and Safety in Swimming Pools* revised edition 1999 (HSC 179 £10.50)

*Reducing Risk Protecting People* 2001

Adventure Activities Industry Advisory Committee (AAIAC): *Statement of Risk Perception in Adventure and Outdoor Activities*

*Everyone's Guide to RIDDOR 95* – HSE31 – free leaflet or available in priced packs. ISBN 0 7176 1077 2

### Others

*The Administration of Medicines in Schools* – Scottish Executive Education Department – ([www.scotland.gov.uk/library3/education/amis-00.asp](http://www.scotland.gov.uk/library3/education/amis-00.asp))

For guidance on Farm Visits, see Scottish Executive website – ([www.scotland.gov.uk/library5/health/ecsip-00.asp](http://www.scotland.gov.uk/library5/health/ecsip-00.asp))

*Work Experience: A Guide to Promoting Quality and Work Experience: Case Studies of Scottish Schools* – ([www.ltscotland.org.uk/edresources/publications.asp?cat=pub&educationkey+Enterprise%20in%20Education](http://www.ltscotland.org.uk/edresources/publications.asp?cat=pub&educationkey+Enterprise%20in%20Education))

*Health Advice to Travellers Anywhere in the World* – Available free from most Post Offices, travel agents and local libraries or Free Phone 0800 555777

*Safe Practice in Physical Education* – The British Association of Advisers and Lecturers in Physical Education – ([www.baalpe.org/publications.htm](http://www.baalpe.org/publications.htm))

Information about adventure activity providers covered by the Adventure Activities Licensing Scheme – ([www.aala.org.uk](http://www.aala.org.uk))

*Self Assessment and Guidance* – Adventure Activities Licensing Authority (AALA) – ([www.aala.org.uk](http://www.aala.org.uk))



The Wales Tourist Board, VisitScotland and the British Activity Holiday Association provide voluntary inspection schemes to complement licensing for providers of activities that are out of scope of licensing

*Get Safe for Summer* – Amateur Swimming Association – ([www.asa-awards.co.uk](http://www.asa-awards.co.uk))

*Safety on British Beaches* – Joint publication by the Royal Life Saving Society and the Royal Society for the Prevention of Accidents (RoSPA) £13.49. Available from RoSPA.

*Safe Supervision for Teaching and Coaching Swimming* – Amateur Swimming Association and others. 2nd edition 2001 Tel: 01509 618700.

*Group Safety at Water Margins* – Central Council for Physical Recreation – ([www.ccpr.org.uk](http://www.ccpr.org.uk))

*Minibus Safety: A Code of Practice* – RoSPA and others 2002 – ([www.rospace.com/pdfs/road/minibus.pdf](http://www.rospace.com/pdfs/road/minibus.pdf))

*A Practical Guide to Safe School Trips* – Scottish School Board Association – ([www.schoolboard-scotland.com](http://www.schoolboard-scotland.com))

Guidance published by the National Governing Bodies (NGBs) for various adventure activities. NGBs also maintain leader training and assessment programmes.

*Safe and Responsible Expeditions and Guidelines for Youth Expeditions* – Young Explorers' Trust, c/o RGS-IBG Expedition Advisory Centre. £5 inc. p & p or free from website – ([www.rgs.org/eacpubs](http://www.rgs.org/eacpubs))

The Royal Geographical Society (with IBG)'s Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Tel 020 7591 3030 – ([www.rgs.org/eac](http://www.rgs.org/eac))

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines – ([www.theaward.org](http://www.theaward.org))

Guidance is produced by many of the voluntary youth organisations

*Quality, Safety and Sustainability – Field Study Centres: A Code of Practice* – National Association of Field Studies Officers (NAFSO) – ([www.nafso.org.uk](http://www.nafso.org.uk))

*The Waterways Code* (leaflet) and *The Waterways Code for Boaters* (video) are available from British Waterways – [hq@britishwaterways.co.uk](mailto:hq@britishwaterways.co.uk) – Tel: 01923 201120

The Suzy Lamplugh Trust has produced a range of guidance on personal safety, including booklets, videos and training courses – ([www.suzylamplugh.org](http://www.suzylamplugh.org))



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