

Student & Apprentice External Activities Policy

Date approved: 12 July 2024
Approved by: SMT
Responsible Manager (s): Director of Estates
Executive Lead: Deputy Principal Quality and Curriculum

Applicable to Staff: Yes
Applicable to Students: Yes
Accessible to Students: Yes
Accessible to general public:
(including clients) Yes

Consultation

Consultation undertaken with:

- SMT 12.07.24
- AMT 11.06.24
- CCMT 12.07.24
- Student Union 03.06.24

Policy review frequency – normally every 2 years

Contents

1. Scope and purpose of the policy
2. Policy statement
3. Accountability
4. Student involvement
5. Linked policies
6. Linked procedures
7. Equality Impact Assessment

1. Scope and purpose of policy

This policy applies to all activities involving B&FC students and apprentices visiting external locations as part of a B&FC programme of learning or B&FC related activity. The policy excludes visits between B&FC premises, work or industrial placements and on-site curriculum sporting activities or physical education.

External Activities are educationally-related, approved learning activity which takes place out of B&FC premises. Examples include, but are not restricted to:

- Sporting activities taking place away from B&FC premises such as swimming pools or outward bound activities
- Cultural visits to theatres, art galleries or exhibitions
- External skills competitions
- Residential activities or field trips
- International visits

B&FC takes all reasonable measures to ensure the safety of its employees and students on external activities and to comply with the requirements of health and safety legislation.

2. Policy statement

B&FC actively promotes the provision of student and apprentice external activities which enable students/apprentices to learn new skills, gain fresh understanding and to develop positive attitudes to their environment, their peers and their lecturers.

3. Accountability

3.1 Under the Health and Safety at Work etc Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to tutors, volunteers, helpers, students and apprentices).

3.2 The visit leader is responsible for ensuring all visit documentation is complete within agreed timelines as set out in the procedure and ensuring approval is gained. They are also responsible for ensuring that appropriate insurance is in place and complied with.

3.3 The Curriculum Manager is responsible for reviewing the submission of all categories of visit documentation within their section and ensuring that each external activity and the associated documentation has been submitted in a timely fashion.

3.4 The Head of Curriculum is responsible for authorising all local activities for apprentices and students within their curriculum area.

3.5 Once informed of the visit, B&FC's Procurement and Legal Services Manager is responsible for ensuring insurance is in place and that the visit leader is aware of the conditions of insurance as applicable.

3.6 The Deputy Principal Quality and Curriculum is responsible for overseeing the policy and authorising UK residential, high-level adventure and student union activities.

3.7 The Principal and Chief Executive and the Deputy Principal Quality and Curriculum are jointly responsible for the authorisation of international student/apprentice visits.

3.8 The B&FC Health, Safety and Environmental Manager is responsible for updating the policy and associated guidelines in line with health and safety legislative guidelines.

3. Student Involvement

4.1 The individual requirements of students/apprentices are considered when deciding on appropriate external activities and when planning visits or other student/apprentice external activities.

4.2 Any medical conditions and/or allergies must be made known to the External Activity/visit leader and the designated first aider to the activity/visit.

4.3 Parental consent or the consent of a responsible adult must be obtained for students under the age of 18 and where an Educational Health Care Plan (EHCP) is in place this must be referred to for any individual consent conditions.

5. Linked policies

- Health and Safety policy
- Professional Boundaries policy
- Safeguarding policy and procedure
- Driving at Work policy

6. Linked procedures and documents

- B&FC Guidelines for organising student & apprentice external activities
- Visit planning documentation, codes of conduct form and parental consent form
- B&FC Health and Safety Policy
- B&FC Safeguarding Students Policy
- B&FC Emergency Management Plan

- British Standard for adventurous activities outside the United Kingdom
<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

- Safer adventure travel and volunteering overseas <https://www.gov.uk/guidance/safer-adventure-travel-and-volunteering-overseas>
- National Guidance for the management of high-quality outdoor learning, educational visits and adventurous activities <https://oeapng.info/about-national-guidance/>

7. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability

Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working

Title of Activity: Student & Apprentice External Activities Policy

New or Revision

Name and title of proposer: Lisa Breeze, Director of Estates

(tick as appropriate)

Equality and Diversity.

Are there students, apprentices, other customers, community/stakeholders, and/or colleague concerns that the proposed policy, project or change may be discriminatory or have an adverse impact on people with protected characteristics?

A	Students/Apps/Customers	Yes / No	If so, how many individuals / which groups of are likely to be affected?	Reason / comments for positive impact why it could benefit any /all of the equality groups	Reason /comments for negative impact /what could disadvantage any/ all of the equality groups
B	Community/stakeholders	Yes / No			
C	Colleague	Yes / No			
Equality group		Positive impact High Low None	Negative impact High Low None		
Sex		N	N		
Gender reassignment (Male/female/Non-binary/Transgender)		N	N		
Age		N	N		
Race or ethnicity		N	N		
(Disability) Learning difference		N	N		
(Disability) Physical and/or sensory		N	N		
(Disability) Mental health need		N	N		
Sexual Orientation		N	N		
Religion and Belief		N	N		
Marriage and civil partnership		N	N		
Pregnancy and maternity		N	N		
Carers/care experienced		N	N		
Socio Economic deprivation indicators		N	N		

What changes or actions do you recommend to improve the service, project, policy, or change to eradicate or minimise the negative impacts identified? Who will be responsible for monitoring these actions?

Have students, apprentices/other customers, communities and/or colleagues been consulted in the review / proposed change?

A	Students/Apps/Customers	Yes
B	Community	No
C	Colleague(s)	Yes
	If yes, who and how many have you involved and how have they been involved?	AMT, SMT

Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?

Yes

No

Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits? **Risk is not having a relevant policy in place – this policy links to the H&S policy and ensures the safety of all students/apprentices in the B&FC community**

Yes

No

Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?

Yes

No

Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?

Follow national / government guidance

Is this policy of a high/medium or low risk?:

High Medium Low

