Department Of Environmental Sciences, UTS

OH&S RISK ASSESSMENT for STUDENT FIELD EXCURSIONS & SITE VISITS

This is an official dept document and must be filed with the Head of Department when completed

Name of academic coordinator:	copies to:	subject coordinator
Other supervising staff:		course coord & HOD (file)
Assessor – (if not one of above):		excursion TO(s)

STEP 1: DEFINITION OF PROJECT OR TASK:

Name of subject/excursion:

Start / finish date (if known):

General location of all excursion activities (field sites):

Briefly outline project/tasks to be undertaken during excursion:

Number of students:
Number of staff:
Number and description of vehicles:

Further comments:

STEP 2: IDENTIFY THE HAZARDS:

Specifically identify the hazards that you might encounter on this excursion:

Does the excursion involve these activities or use:
(Tick as many as applicable)

[ ] plant/equipment (in lab/field/workshop)
[ ] use of equipment/tools with moving parts
[ ] lifts/hoists/crane (in glasshouse/lab/field)[3]
[ ] pressure vessels (autoclaves/pressure cooker)[3]
[ ] compressed gases (lab/field/vehicle transport/food preparation)
[ ] portable electrical appliances (lab/field/food prep)[2]
[ ] use fixed electrical equipment (lab/field/food prep)[2]
[ ] noisy equipment, environments[2]
[ ] dust(dried soil)/fumes/vapours/gases
[ ] using ultra cold liquids/gases (-80C /liq N_20)

[ ] hazardous substances (chemicals/cont'd soil)[1]
[ ] hazardous waste (biological/chemical)
[ ] work with lasers/microwaves/UV light/strong light
[ ] biological material (imported/plants/animals)[2]
[ ] exposure to bodily fluids (animal/human)
[ ] pathogens/infectious material (plant/animal)[2]
[ ] animals insects etc (culture/collect)
[ ] bacteria/fungi/viruses (culture/collect)
[ ] sharps/needles/blades- also discarded syringes etc

[ ] working alone (lab/field, students/staff)
[ ] manual handling (lifting/carrying/lab/field/food prep)
[ ] work at heights (ladders/cherry pickers)
[ ] work at night

[ ] repetitive or awkward movements (eg a lot of keyboarding) working in field often less easy

[ ] working outdoors - in the field
[ ] work in remote/isolated locations
[ ] work in confined/cramped spaces
[ ] use of glasshouses (site visits)
[ ] use of aquaria and aquarium rooms
[ ] use of tissue culture facility (site visits)
[ ] driving vehicles esp 4WD
[ ] remote 4WDriving
[ ] long distance driving
[ ] driving minibuses w/wo students
[ ] use of boats/power boats
[ ] diving[2,]
[ ] snorkelling, swimming
[ ] work on rock platforms
[ ] work in swamps, mangroves, saltmarsh
[ ] work on cliffs, steep slopes
[ ] extreme temps (freezers/extreme weather)
[ ] food prep and management of food supplies
[ ] risk of fire/explosion/bushfire
[ ] slippery surfaces, trip hazards (lab/field)
[ ] poor ventilation, air quality issues
[ ] poorly designed work areas for the task
[ ] dealing with volatile or violent people
[ ] weather impacts, storm/flood/drought
[ ] insect bites
[ ] bites from venomous snakes, spiders etc
[ ] other…..

[1] Specific risk assessments must be completed for these hazards – see Step 4(b)
[2] Specific control measures must be put in place for these hazards – see Step 4(b)
[3] Specific licences may be required for these hazards

STEP 3: ASSESSMENT OF RISK

Rate the likelihood of an injury/illness/loss occurring to students, staff and equipment while on the excursion. Take into account all available controls to evaluate the severity of any illness/injury/loss, see next section.

		Severity				
Likelihood		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	high	high	extreme	extreme	extreme
	Likely	medium	high	high	extreme	extreme
	Possible	low	medium	high	extreme	extreme
	Unlikely	low	low	medium	high	extreme
	Rare	low	low	medium	high	high

STEP 4: CONTROLLING THE RISK:

(a) Note how you will control any risks following these priorities below. This may include controls like redesigning the field or lab projects, modifying the excursion planning and program, using protective equipment/guards, ensuring regular maintenance, further training/information or use of additional personal safety equipment above what is already available.

1. Eliminate the hazard
2. Keep hazard(s) and people apart
3. Change work methods
4. Use personal protection

Check the following controls and safety features. These will totally or partially modify the hazards. You may have to consult with others to complete this section.

	not applicable	in place and available	needs attention immediately
(b) Operation controls			
chemical risk assessments (MSDS/OCID)	[ ]	[ ]	[ ]
*risk assessments for methods/equipment	[ ]	[ ]	[ ]
*risk assessments for hazardous field procedures	[ ]	[ ]	[ ]
*risk assessments for hazardous lab procedures	[ ]	[ ]	[ ]
*training/information available	[ ]	[ ]	[ ]
*documented & accessible operating procedures	[ ]	[ ]	[ ]
proper licensing for equipment/operators	[ ]	[ ]	[ ]
biosafety assessment for genetic manipulation	[ ]	[ ]	[ ]
biosafety assessment for ionising radiation	[ ]	[ ]	[ ]
biosafety assessment for cytotoxics/pathogens etc	[ ]	[ ]	[ ]
licence for field collections (NPWS/fisheries etc)	[ ]	[ ]	[ ]
licence and local training for boat/power boat use	[ ]	[ ]	[ ]
licence and suitable experience for vehicles/4WD/buses	[ ]	[ ]	[ ]
check of qualifications and local controls for diving	[ ]	[ ]	[ ]
closely monitor student activities swimming/snorkelling	[ ]	[ ]	[ ]
monitor alcohol consumption/tiredness of drivers	[ ]	[ ]	[ ]
monitor length of driving periods	[ ]	[ ]	[ ]
monitor students arrival/departure to/from exercises	[ ]	[ ]	[ ]
orientation talk to students outlining rules etc	[ ]	[ ]	[ ]
policy on student behaviour	[ ]	[ ]	[ ]
presence of trained first aider(s)	[ ]	[ ]	[ ]
carry adequate water/food	[ ]	[ ]	[ ]
other	[ ]	[ ]	[ ]
Safety /OHS Procedures			
regular PAT testing (test and tag electricals)	[ ]	[ ]	[ ]
regular equipment maintenance and QC checks	[ ]	[ ]	[ ]
vehicle maintenance, service and daily checks	[ ]	[ ]	[ ]
OHS documentation/accident report forms	[ ]	[ ]	[ ]
suitable spill kits for lab and field	[ ]	[ ]	[ ]
regular campsite inspections	[ ]	[ ]	[ ]
documented site emergency & evacuation procedures	[ ]	[ ]	[ ]
food preparation controls, refrigeration/correct storage	[ ]	[ ]	[ ]

	not applicable	in place and available	needs attention immediately
Safety and personal protective equipment			
suitable emergency equipment nearby	[ ]	[ ]	[ ]
suitable personal protective equipment available	[ ]	[ ]	[ ]
first aid kits - lab	[ ]	[ ]	[ ]
first aid kits – field and remote field	[ ]	[ ]	[ ]
lab and field electrical cut-off equipment	[ ]	[ ]	[ ]
fire protection equipment	[ ]	[ ]	[ ]
safety shower/eye wash	[ ]	[ ]	[ ]
emergency communication system (lab/field)	[ ]	[ ]	[ ]
other	[ ]	[ ]	[ ]

* some local guidelines/risk assessments are available for these – see list at end of document

Is a *Safe Work Method Statement* required yes [ ] no [ ]
Safe Work Method Statements must be competed for all high or extreme risk projects/tasks

STEP 5: IDENTIFY ANY ACTION REQUIRED TO FURTHER CONTROL RISK

Taking into account the above controls; are there adequate controls are in place? If not list and take steps to complete.

Action required	Date completed	Signed

STEP 6: ARE THE RISKS CONTROLLED?

To be signed by the subject coordinator/excursion supervisor when all risks are controlled as noted in step 4 and any further required documentation as noted in Step 5 is completed.

Signed (subject/course coordinator):

Name: date:

*Current written risk assessments/guidelines available from laboratory staff – check with lab staff to see if more have recently been made available. Your supervisor may also have some local risk assessments and documentation for his/her research lab.

Terrestrial field work guidelines and risk assessment
Transport and Handling of nitrogen cylinders and liquid nitrogen in the field
Use of herbarium, preparation/curation of specimens
Research Diving for students and staff at UTS - *in preparation*