



**UNIVERSITY OF
CAMBRIDGE**

Institute of Continuing Education

Course Management Handbook 2020-21

Courses for non-matriculated students:

Section 2: Teaching for the Institute

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Teaching for the Institute

Academic Directors

1. Academic Directors are ICE academic staff, responsible for courses in their subject area. They propose and implement specific developments in the curriculum, identifying and developing links with the relevant University Faculties or Departments and external agencies to assist in the development and delivery of courses. In addition to their teaching role, Academic Directors monitor the quality of all aspects of the programmes in their subject area, including course design and teaching, assessment strategies, marking and feedback to students.
2. In relation to University awards, Academic Directors usually act as Internal Assessors, recruit and liaise with Internal Examiners and Moderating External Examiners, and are members of the Subject Moderation Panels.
3. Academic Directors recruit, mentor and supervise Panel Tutors and Supervisors. They coordinate their work across the curriculum, carry out peer visits, inform them of ICE policies and procedures and provide development opportunities, where appropriate.

Teaching Associates

4. Teaching Associates are part of the academic staff at ICE and report to the Deputy Director of Academic Centres (Academic). They contribute to course development and innovation and conduct seminars and classes. They mark assignments and are involved in the internal assessment procedure.
5. Teaching Associates also participate in departmental meetings and undertake some administrative meetings.

ICE Panel Tutors

6. Tutors join the ICE Tutor Panel in order to teach for the Institute. As part of the enrolment process, applications, teaching background and references are reviewed by the appropriate academic staff at ICE and the applicant may be invited to interview.
7. Tutors are also asked to provide biographical information, a photograph, job-specific website links and a list of publications that can be displayed on the ICE website. This is an important part of the course information that ICE provides for prospective students.
8. Appointment to the panel is initially for one year, commencing from the start date of teaching, and is dependent on an agreement to adhere to relevant expectations for teaching (outlined in this handbook), and liaison with relevant ICE academic staff to develop and enhance subjects being taught.
9. Re-appointment to the Tutor Panel is for a year for a new Tutor and then every three years for an established Tutor and is dependent on submission of a further updated CV, which will be expected to show a development and enhancement of the Tutor's engagement with their subject (for example, through teaching or research development).

Course Directors

10. A Course Director will normally be an ICE Academic Director, but occasionally will be a contracted member of the Tutor Panel under the guidance of an ICE Academic Director. A Course Director performs the various functions that guarantee the quality of the ICE curriculum: syllabus development, teaching and assessment (where appropriate) of particular courses, e.g. within our Certificate and Diploma Programmes or International Summer Programmes. A Course Director would also normally be expected to play a leading part in the teaching and to ensure the academic level and quality of all teaching on the course. For this reason, Course Directors (or Programme

Directors in the case of International Summer Programmes) need to be present when Guest Lecturers are teaching.

Academic Reviewer

11. An Academic Reviewer is a non-ICE academic who provides academic oversight for certain non-award bearing courses where there is no Academic Director. The Academic Reviewer's role is to assess the academic credibility and suitability of short course proposals.

Programme Director

12. Programme Directors are normally ICE Academic Directors and other high-ranking academics or senior staff of the University of Cambridge or other leading universities. They are responsible for individual programmes. Working closely with International Summer Programmes' staff (who coordinate and market the programmes), they propose and implement specific new developments in the suite of summer programmes, identifying and developing links with the relevant University Faculties and Departments and with external agencies to assist in the development and delivery of courses. In addition to their usual teaching role, Programme Directors monitor the quality of all aspects of the programme in their subject area, including course design and teaching, assessment strategies, marking and feedback to students. They are present, daily, throughout the period of programme delivery.
13. Programme Directors recommend Course Directors and Plenary Lecturers, mentor and supervise Course Directors and, where necessary, Supervisors, coordinating their work across the curriculum, informing them of ICE policies and procedures and providing development opportunities where appropriate.

Plenary Lecturer (International Summer Programmes only)

14. A Plenary Lecturer is a Guest Lecturer who makes a single contribution (or occasionally a pair of plenaries) to the major plenary series for the International Summer Programmes. They are usually of very high standing in their field of expertise.

Guest Lecturers

15. Guest Lecturers should be identified and approved by the Course Director as part of the syllabus preparation. Guest Lecturers must be appropriately experienced in terms of professional expertise, both academically and as a teacher. An up-to-date CV may be requested before approval is given which will remain on file by the Course Director until the course has been moderated. Guest Lecturers are normally invited to lecture by the Course Director and will be contracted by the HR Coordinator.
16. Guest Lecturers typically contribute only a single session to a course, though in a 10-week course for example, up to two sessions might be appropriate, depending on the circumstances. Course Directors, rather than Guest Lecturers, are responsible for the quality of the course and therefore Course Directors will always be present to introduce and support a Guest Lecturer teaching a session.
17. Guest Lecturers do not play any role in the formal assessment of a course.

Acting Academic Directors

18. When an Academic Director, i.e. an ICE academic member of staff, is on sabbatical or absent for an extended period, an Acting Academic Director may be appointed from the Tutor Panel to cover the quality assurance role. Responsibilities would include approving course syllabuses, peer visits and Tutor-mentoring. The Acting Academic Director may also, at the request of the Director of Continuing Education (and if agreed in the contract) be requested to serve *pro tem* on working groups or other ICE Committees.

Supervisors (Advanced Diplomas)

19. Supervisors are appointed by ICE to supervise the research and dissertation of students studying for the award of an Advanced Diploma.
20. An ICE Academic Director will supervise Advanced Diploma students where appropriate. Otherwise, the Academic Director (or Course Director) will provide an alternative Supervisor, who will normally be a research-active member of the University's academic staff. If, under exceptional circumstances, a Supervisor needs to be recruited from outside the University, then they are required to become a member of the Tutor Panel. The Academic Director or Course Director must ensure that the nominated Supervisor understands the nature and time-frame of the programme and the support, in terms of supervision time, contact with the student, assessment of assignments, use of the VLE and marking of the final dissertation that is required of the role.
21. Supervisors will be issued a Temporary Worker Agreement (TWA) by the HR Coordinator.
22. It is the Supervisor's responsibility to make and maintain regular contact with the student. The Course Director and the Head of Academic Centre Administration should be kept aware of progress and alerted to any difficulties that arise. Full guidance and information for Supervisors of Advanced Diploma students is provided by the Academic Director or Course Director.

Tutors' right to work in the UK

23. Tutors, Plenary and Guest Lecturers, must be able to demonstrate their eligibility to work in the UK. The University checks on entitlement to work regardless of race, ethnicity or nationality in order to: avoid potential discrimination, ensure that the University only employs people who are legally entitled to work in the UK and to establish a legal 'excuse' against liability for payment of a civil penalty if an illegal worker is erroneously employed. Tutors who are not already on the University monthly payroll are normally asked to supply a photocopy of their passport to accompany their signed contract and to bring the original document on or before the first teaching session for verification by a representative of ICE. For further information see: www.jobs.cam.ac.uk/right/

Conflicts of interest in teaching and assessment

24. Anyone who has a relationship (e.g. family, neighbour, business associate) with the person being assessed should not assess or moderate the cohort in which the conflict arises. As soon as a conflict of interest becomes apparent, an alternative assessor should be identified. Any impact on the workload of the Tutor(s) will be considered by the Director of Academic Centres or the Director of International Summer Programmes and Lifelong Learning, with appropriate changes made to TWAs and payment.
25. There is no need to make alternative teaching arrangements. However, it may be advisable to let the cohort know about the relationship.
26. Where it is impractical to make alternative assessment arrangements, or where it is important that the person teaching the course is involved in assessment, then the Course Director should discuss arrangements with the relevant Director (or delegate).
27. All conflicts of interest should be declared and recorded at the start of relevant committees.

Data Protection legislation

28. For details on the University of Cambridge's Data Protection Policies and how we use

Student and Tutor data, see: www.information-compliance.admin.cam.ac.uk/data-protection

29. Under GDPR there are six principles. Personal data must be processed following these principles so that the data are:
 - Processed fairly, lawfully and transparently - and only if there is a valid 'legal basis' for doing so
 - Processed only for specified, explicit and legitimate purposes
 - Adequate, relevant and limited
 - Accurate (and rectified if inaccurate)
 - Not kept for longer than necessary
 - Processed securely - to preserve the confidentiality, integrity and availability of the personal data.
30. ICE takes the privacy of its Tutors and students seriously. We do not provide Tutors with a student's personal addresses or contact details, nor is this information available to other students. If students wish to generate their own contact lists, with their peer's consent, this is acceptable, but we ask that Tutors do not facilitate this by, for example, giving them a copy of the register. ICE will not give an applicant or student a Tutor's contact details unless the Tutor has specifically requested that we do so. If a student wishes to write to a Tutor, we ask that correspondence is sent via the Course Administration team.
31. Individual ICE procedures provide more specific guidance on GDPR compliance; programme teams will be able to provide details as required.

Quality assurance

32. Tutors and Supervisors are supported in their teaching by the relevant Course Administration team and the Quality Governance team.
33. Each Course Administration team provides Tutors with information and guidance relating to ICE processes and procedures and the delivery of teaching.

Peer visits

34. ICE strongly believes in supporting Tutors and developing and enhancing their teaching and, therefore, Academic Directors visit all new Tutors whilst they are teaching. These visits are repeated to a regular timetable. The purpose of these visits is to support Tutors in their teaching and give them the opportunity to request support and guidance from their Academic Director. It is also an opportunity for Academic Directors to see how a course is progressing and offer guidance or advice that they think would develop a Tutor's teaching.

Course moderation

35. Internal Assessors, Internal Examiners and Moderating External Examiners implement the Institute's quality control procedures in the moderation of all courses leading to a University award. Their terms of service and responsibilities are described in section 4 of the Course Management Handbook - 'Information for Internal Assessors, Internal Examiners, and Moderating External Examiners'.
36. Non-award-bearing courses are reviewed by an annual Programme Review Panel composed of :
 - (i) A Cambridge University representative external to ICE
 - (ii) A representative external to the University
 - (iii) A representative from ICE's academic staff
 - (iv) Two representatives from the Tutor Panel
 - (v) A student representative
 - (vi) A representative from Cambridge University Student Union (CUSU)

The purpose of the Panel is to review and advise on all issues to do with the quality of ICE non-award bearing course provision. The Panel submits an annual report to be considered by the Director of Continuing Education and the ICE Academic Policy and Operations Committee.

Keeping written records of discussion

37. Academic and administrative staff should follow up spoken conversations with students with an email where they have given students advice on a course, to confirm what was discussed and allow the student the opportunity to raise any issues in the period immediately following the conversation.

Student commitment and attendance

38. As with all courses taught at undergraduate or postgraduate level within the University, elements of preparation, personal study, self-assessment and assessment are built into the courses offered by ICE. In making a commitment to study with ICE, students need to set aside sufficient time for the demands of the course and are asked to ensure that they are able to prepare for their course sessions. Active participation in class and/or in online discussion forums are expected and students are required to undertake the assignments set as part of award-bearing courses.
39. Students are reminded in the Student Handbook that the privacy of fellow students, whether online or in the classroom must be respected and that it is not acceptable to discuss the contributions of other students outside the classroom. An agreed approach between Tutor and students encourages the sharing of information that enriches the course without compromising privacy.

Student Charter

40. ICE is committed to excellence in adult and part-time education and to facilitating an open and inclusive academic learning environment. Students are expected to take full advantage of the facilities, teaching, supervision and support offered to them and to be proactive, independent and self-directed in their study.
41. ICE staff and students are asked to adhere to the Institute's Student Charter below.

Table 1: Student Charter

What you can expect of ICE:	What ICE expects of its students:
<ul style="list-style-type: none"> • A learning environment and learning opportunities which enable and encourage active engagement. • Clear, accessible and timely information about your studies, including: <ul style="list-style-type: none"> - details of course-content and resources; - course tuition fees and associated costs; - the timetable for teaching sessions, VLE engagement and the submission of assignments; - how assignments are assessed against pre-determined and published academic criteria; - the circumstances which lead to the application of late penalties (if applicable) and how to avoid such penalties; - how to access support if you are experiencing problems or a change in circumstances which impinge on your ability to study. • Clear consultation and engagement with students on any changes to course-content, structure or timings. • Assistance to understand your responsibility to engage with the learning opportunities provided and to shape your learning experience. • Timely feedback on assignments to facilitate learning. • Opportunities for you to give feedback to ICE and to be clear as to how the Institute has acted on it, e.g. via the end of course student surveys. • To be treated by ICE staff with courtesy and professionalism. • To study in an environment which promotes diversity and where there is equality of opportunity among students and staff. 	<ul style="list-style-type: none"> • To become an engaged member of ICE's learning community. • To embrace the aims and expectations of your chosen programme of study and to take responsibility for your own learning by actively participating in learning opportunities. • To make effective use of guidance and feedback from formative and summative assignments provided during your programme of study. • To support open discussion based on the principles of evidence-based academic debate and to engage in a way that is tolerant of others' viewpoints and perspectives. • To treat other students and staff with courtesy and to behave in a way that does not disrupt teaching, studying, research or administration. • To be familiar with ICE's procedures and regulations as given in the Student Handbook and to seek clarification from ICE staff if necessary. • To observe ICE's social media guidelines in all course-related online interactions, including conducting course-related activity within ICE's Virtual Learning Environment (VLE) to ensure all students have equal access. • To advise the Course Administration team (Tutors and administrators) of any issues which may interfere with your ability to study or submit assignments on time, so that appropriate support may be provided.

Attendance Tracking

42. All students are expected to take an active part in the course and submit work showing evidence of learning. Regular attendance is essential to enable students to contribute and benefit from the peer-learning community. If a student needs to miss a session due to unforeseen and significant circumstances, they are asked to inform their Tutor and the Academic Centre Coordinator in advance of the session.
43. If a student regularly misses taught sessions this will result in a meeting with their Course Director to discuss their course progression. It is for this reason that student attendance is taken at each session. If students encounter any significant personal issues which affect their ability to attend, these should be discussed with the Academic Centre Coordinator in the first instance and the Mitigating Circumstances Procedure or Intermission considered.
44. The information collected from tracking student attendance may also be used for visa reporting, health and safety (particularly for courses run at Madingley Hall), reporting back to employers/other funders of students, providing information to student loan companies and in enhancing student performance.
45. It is a Tutor's responsibility to track attendance via a class list provided by the administrative team. Tutors should then return the completed register to the Academic Centre Administrator so that the overall attendance can be easily tracked by ICE.
46. Any email correspondence regarding attendance is normally forwarded to the Academic Centre teams and Course Director to be recorded. If a student informs a Tutor verbally of a planned absence, or reason for absence, the Tutor asks the student to confirm in a brief email, or sends an email confirming the nature of the discussion.
47. If a student disputes the accuracy of the record of attendance this is considered informally in escalation by the Tutor, the Course Director, and the Academic Director. If, following this, a student is still dissatisfied with the accuracy of the record of attendance the complaints process, as outlined in the Student Handbook, should be used.

Recording of Lectures

48. If students ask for permission to record face-to-face lectures or presentations in order to facilitate their study, it is the advice of the University Disability Resource Centre that normally permission is given. It is expected, however, that the student will only use the recordings for personal use and will not share or distribute the recording in any way. The student is asked to sign a statement to this effect. The appropriate form is available from the Academic Centre Coordinator, to whom students and Tutors can go for further information. Some courses may record lectures in line with the University's Lecture Capture pilot, and recordings will be made available to students via the Virtual Learning Environment.
49. If a class discussion, rather than simply a lecture is to be recorded, the permission of all present must be sought. ICE does not consider it acceptable for any individual in the classroom to make a recording during the class without seeking prior agreement and without having agreed to observe the necessary conditions by signing the recording of lectures form.
50. Where lectures and materials are published on the VLE, students are reminded in the 'VLE Conditions of Use and Code of Conduct' that ICE is the owner or licensee of learning materials published on the site, and copyright laws and treaties around the world protect the materials. Only students registered on a course of study with ICE may use the materials unless otherwise stated.

Feedback from students

51. All students receive an invitation to complete an anonymous online evaluation form at the end of their course. Some courses may also send out feedback forms at the end of each unit. The information provided is used to help ICE improve and develop ICE course provision.
52. ICE also welcomes feedback on any aspect of its provision throughout the course. This can be made to your Tutor or administration team or emailed directly to the Quality Governance team to review at qa@ice.cam.ac.uk

Student references

53. If a student requests a reference from the Institute, ICE supplies information relating to the student's registration on a course and a transcript of the result for award-bearing courses. Any personal reference is given at the discretion of the individual Tutor and remains the personal response of the individual Tutor concerned. Such references are not authorised by the Institute, and therefore ICE headed paper is not used in these instances.

Fieldwork, fieldtrips and excursions

54. For the purpose of health and safety considerations, fieldwork includes any work carried out by staff and students for the purpose of teaching, research or other activities while representing ICE.
55. In planning a course, Tutors may wish to incorporate excursions, field trips or gallery tours, laboratory work etc. ICE recognises the value of fieldwork which is planned as an integral part of a course and adds to the academic experience.
56. Plans for fieldwork or practical activities must be discussed with the Head of Academic Centre Administration or Academic Centre Coordinator when the course guide is being prepared (and any additional cost which may arise as a result, such as entry fees for example).
57. Students who may have additional or particular requirements are encouraged to discuss the field trips, gallery visits and other excursions with the Head of Academic Centre Administration or Academic Centre Coordinator before registering on the course. This is to ensure that appropriate transport is organised and, if possible, appropriate adjustments made to accommodate those participating.
58. To comply with the requirements of the University's insurance cover and health and safety policy, Tutors must complete the fieldwork risk assessment form (**Appendix 1** and available within the VLE). See www.safety.admin.cam.ac.uk/ and www.insurance.admin.cam.ac.uk/ Reasonable travelling expenses may be payable to Tutors who need to visit a field site prior to the field trip itself.
59. Field trips can only be undertaken with prior approval of the risk assessment procedures. The completed risk assessment forms are returned to the Academic Centre Coordinator at the beginning of the course and at least four weeks before the event takes place. An example form has been prepared which may be adapted for visits to sites normally open to the public, such as art galleries and stately homes, where the venue will normally have acted to minimise all risks associated with visiting its premises (**Appendix 2**).
60. Students are required to listen carefully when the Tutor draws attention to any hazards and asks them to follow any instructions. Tutors also recommend in the course guide any suitable clothing and equipment required for the teaching session.
61. Only Tutors and students enrolled on a course requiring participation in specific fieldwork are covered by the University's public liability insurance during that activity. Please note, however, that the University does not provide travel or personal accident insurance and so students and Tutors may consider whether they wish to take out

their own insurance.

62. If transport to an activity is by coach, students may be expected to make payments to cover the cost of the coach trip. If arrangements have been made for students to meet at the gallery, laboratory or fieldwork site, students are responsible for arranging their own transport to the venue. Tutors may claim travelling expenses by prior arrangement with the Academic Centre Coordinator. The Institute's public liability insurance cover commences only when students and Tutors arrive at the location.
63. Students are advised to report any accident or incident which has a potential for harm to the Tutor, Course Director or other appropriate person who will then report the incident to the University via the online [Health and Safety Management Portal](#). The form will be sent to the ICE Safety Officer to review and then be sent to the University Safety Office.

Course cancellation

64. Whilst every effort is made to avoid changes to a programme, ICE reserves the right to withdraw any course if low enrolment makes the presentation of the course either educationally or financially unsound. Recruitment is carefully monitored in the lead up to the starting date and any cancellation decision will be made as soon as practicable. If for any reason ICE cancels a course, an alternative will be offered to students where possible, or a full refund given.

Non-payment of Fees

65. A student who is in debt to the University with regard to their payment of course fees may be unable to continue to access the VLE supporting their course, submit assignments, or attend classes until such time as this debt is paid.

Information correct as at September 2020

Appendix 1 – Risk assessment guidance and forms for practical work, field work and excursions

Guidance notes for fieldwork

For the purposes of health and safety considerations fieldwork includes any off-site work carried out by staff and students for the purposes of teaching, research or other activities while representing ICE.

In planning your course you may wish to incorporate excursions, field trips or gallery tours, laboratory work etc. The Institute recognises the value of fieldwork which is planned as an integral part of a course.

Plans for fieldwork must be discussed with the Head of Academic Centre Administration when the course syllabus is being prepared.

To comply with the requirements of the University's insurance cover and health and safety policy, Tutors must complete the fieldwork risk assessment form at the beginning of the course. Reasonable travelling expenses may be payable to Tutors who need to visit a field site prior to the field trip itself, if prior agreement is reached with the Head of Academic Centre Administration.

Field trips and excursions can only be undertaken with prior approval of the risk assessment procedures.

Please return the completed form to the relevant Academic Centre Coordinator at the beginning of the course and at least four weeks **before** the event takes place.

Risk assessment

The risk assessment should identify all the foreseeable hazards associated with the work, and then assess the actual risk that these hazards present under the particular circumstances of the field trip. To assess the actual risk, Tutors:

- identify the people who may be exposed to the hazard
- evaluate the significant risks of exposure
- recognise the likelihood of foreseeable incidents

Tutors then identify the control measures that can be put in place to reduce the risks to acceptably low levels and evaluate the residual risk.

The aim is to make all risks as small as possible by adding precautions as necessary. For insurance purposes, ICE must be able to demonstrate that:

- a proper check was made
- the Tutor considered who might be affected
- the Tutor dealt with all the obvious significant hazards, taking into account the number of people who could be involved
- the precautions are reasonable and the remaining risk is low

In most cases the main requirement is that students are warned of any possible danger prior to the commencement of fieldwork. For example, for a field trip to an outdoor site, students may need to be advised that they will require warm and

waterproof clothing, that they will be walking over wet ground and should exercise special care, or that they will be climbing steep steps etc.

If fieldwork takes place in open country involving, for example, the study of flora, fauna, geology etc. Tutors should ensure that access to the site is legal, and if the work takes place off public land, the permission of the landowner must be obtained.

Tutors should make contingency plans for reasonably foreseeable emergencies, bearing in mind the likely hazards of the field trip. Tutors should have access to first aid equipment if appropriate, and have the means to call upon additional help if required.

Only students enrolled on the course are covered by the University's liability insurance whilst undertaking fieldwork.

Any accidents or incidents which had potential for harm should be reported to ICE as soon as possible.

These codes of practice apply only to fieldwork carried out within the UK. For further information please consult: <http://www.safety.admin.cam.ac.uk/>

Transport to fieldwork

If arrangements have been made for students to meet at a gallery, laboratory or fieldwork site, they are normally responsible for arranging their own transport to the venue. Tutors arrange to meet the students at the venue.

If transport is by coach, students may be expected to make payments to cover the cost of coach hire (except on residential and bespoke courses where the cost has been included in the course fee).

Tutors are asked not to suggest or direct that the students share car transport. Car share or offers of lifts are a private arrangement between the students concerned. In this case transport is not the responsibility of the Tutor, and the Institute's insurance cover commences when the students arrive at the fieldwork site.

Risk assessment practice is reviewed annually.

Fieldwork Risk Assessment Form

For the purposes of health and safety considerations fieldwork **includes any off-site** work carried out by staff and students for the purposes of teaching, research or other activities while representing ICE.

If you intend to undertake any fieldwork as part of your course, you **must** complete this risk assessment form and return it to the relevant Academic Centre Coordinator at the University of Cambridge Institute of Continuing Education, Madingley Hall, Madingley, Cambridge, CB23 8AQ at the beginning of the course and **at least four weeks BEFORE the fieldwork takes place**. Before completing the form, please read the guidance notes.

Course details

Name of Tutor	
Title of course	
Type of course	
Course venue	

Fieldwork details

Date and time	
Number of students	
Supervisor(s)	
Fieldwork location/venue	
Mode of transport to the site	
Details of the fieldwork, what will the activity involve?	
Are there any individuals or groups of people that will be at particular risk?	

Identify the potential hazards and assess the level of risk in each case.	Nature of hazard	What control measures are in place and what steps will be taken to mitigate the risk?	Residual risk High, Medium or Low
See guidance notes.	1.		
(Continue on a separate sheet if required)	2.		
	3.		
	4		
	5		
	6		
	7		

Emergency Procedures

<p>What first-aid equipment will be taken on the trip?</p>	
<p>How will help be summoned in an emergency?</p>	
<p>Are any members of the party known to suffer from any serious health problems?</p> <p>If yes have any additional precautions been taken?</p>	
<p>How can the Institute contact the fieldwork party in an emergency?</p>	

I have completed this form correctly to the best of my knowledge. I will ensure that any identified risks are discussed with the students at the beginning of the fieldwork trip and that any accidents/ incidents are reported in writing to the Institute immediately.

Signed.....Date.....

NB. ONLY STUDENTS ENROLLED ON THE COURSE WHO PARTICIPATE IN THE FIELD TRIP ARE COVERED BY THE UNIVERSITY'S INSURANCE POLICY.

Appendix 2 – Fieldwork/Excursion Risk Assessment Form for a visit to a public venue

For the purposes of health and safety considerations fieldwork **includes any off-site** work carried out by staff and students for the purposes of teaching, research or other activities while representing ICE.

If you intend to undertake any fieldwork as part of your course, you **must** complete this risk assessment form and return it to the relevant Academic Centre Coordinator at the University of Cambridge Institute of Continuing Education, Madingley Hall, Madingley, Cambridge, CB23 8AQ at the beginning of the course and **at least four weeks BEFORE the fieldwork takes place**. Before completing the form, please read the guidance notes.

Fieldwork Risk Assessment Form for a visit to a public venue

Course details

Name of Tutor	
Title of course	
Type of course	
Course venue	

Fieldwork details

Date and time	
Number of students	
Supervisor(s)	
Fieldwork location/venue	
Mode of transport to the site	
Details of the fieldwork, what will the activity involve?	
Are there any individuals or groups of people that will be at particular risk?	

Identify the potential hazards and assess the level of risk in each case.	Nature of hazard	What control measures are in place and what steps will be taken to mitigate the risk?	Residual risk High, Medium or Low
See guidance notes.	1. Moving around gallery/museum: uneven surfaces, polished floors, stairs, low rope barriers	Verbal warning. Remind students to be vigilant of hazards and to take reasonable precautions e.g. holding onto handrails where provided. All students advised to wear sensible shoes.	Low
(Continue on a separate sheet if required)	2. Risk of fire	All students to familiarise themselves with the emergency procedures of the gallery/museum they are visiting. Advise students to locate the location of fire exits in the building and note the assembly point.	Low
	3. Accident or illness Sustaining light injury e.g. banging into display cases and counters.	Advise students to locate the location of the venue's first aid facilities.	Low
	4. Handling objects	Ensure that clear instructions are given for handling and passing of objects	Low
	5. Toxicity in artifacts (e.g. preservative in Victorian taxidermy specimens)	Verbal warning. Remind students to wash hands.	Low
	6. Gallery/Museum staff engaged in cleaning, conservation or other curatorial tasks.	Verbal warning. Remind students to be vigilant of hazards and to follow the health and safety directions provided by staff.	Low

Emergency Procedures

What first-aid equipment will be taken on the trip?	
How will help be summoned in an emergency?	
Are any members of the party known to suffer from any serious health problems? If yes have any additional precautions been taken?	
How can the Institute contact the fieldwork party in an emergency?	

I have completed this form correctly to the best of my knowledge. I will ensure that any identified risks are discussed with the students at the beginning of the fieldwork trip and that any accidents/ incidents are reported in writing to the Institute immediately.

Signed.....Date.....

NB. ONLY STUDENTS ENROLLED ON THE COURSE WHO PARTICIPATE IN THE FIELD TRIP ARE COVERED BY THE UNIVERSITY'S INSURANCE POLICY.