

Student Services Guidance to Support Students on University Fieldwork

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Purpose of the Document

1. The purpose of this guidance is to support staff members who are responsible for planning and/or attending fieldwork either abroad or in the UK, involving University students who have support needs.
 - 1.1 This document sets out guidance for fieldwork, with a focus on supporting students with disabilities, health conditions, (including mental health) and students experiencing significant personal difficulties.
 - 1.2 It provides a framework for staff who may be faced with difficult decisions, either prior to or during fieldwork, about the student’s fitness to attend/or continue with the fieldwork.
 - 1.3 Although specifically related to fieldwork, the guidance could be helpful for other activities such as:
 - 1.4.1 Students taking a year abroad
 - 1.4.2 Students conducting research away from campus
 - 1.4.3 Students on work placements
 - 1.4 This guidance is not an official University policy, instead it provides a framework of strategies and approaches which may be adapted to the department or specific trip. Other University documentation/resources to be consulted include:
 - 1.5.1
 - 1.5.2
 - 1.5.3
 - 1.5.4

[Student Support Review Regulations](#)

[Principles for Fieldwork](#)

[Fieldwork code of Conduct](#)

[Health, Safety and Risk Fieldwork SharePoint site](#)

- 1.5.5 This document includes key milestones, points for consideration and emergency preparedness information; to ensure that staff involved in the planning and delivery of fieldwork are equipped with the information and support from professional services colleagues they require to support students on fieldwork.
- 1.5.6

1.6 Background

2. The educational environment experienced during fieldwork is significantly different from the on-campus environment. Many students thrive in this environment and benefit hugely from the experience, citing it as the most rewarding part of their University studies.
- 2.1 However, increased levels of stress and physical strain can result in physical, social, and psychological problems for a minority of students, who struggle for various reasons to adapt to the changes.
- 2.2
- Including but not limited to:
 - mental health conditions, which are experienced for the first time
 - complex mental health issues surfacing such as self-harm, and suicidal thoughts
 - pre-existing well managed health conditions can be exacerbated
 - increased levels of physical fatigue
 - lower resistance to disease
- 2.3 This document supports staff to act in an anticipatory manner to prevent discrimination against protected characteristics¹, as well as, to identify foreseeable eventualities, to mitigate risk of harm to student(s), staff or others.
- 2.4
- 2.5 The University must not discriminate against a person who is enrolled on a course it provides, including fieldwork. This document has been produced to assist those that planning fieldwork to act in an anticipatory manner to meet those obligations.
- 2.6 This document addresses an ever-increasing number of incidents relating to poor mental wellbeing in fieldwork, where psychosocial issues can be exacerbated by new experiences or exposures that may be difficult to process. The incidence of evacuation and repatriation for mental health issues is much higher when compared with other medical conditions, significantly influenced by the available standard of healthcare, together with cultural and language related constraints.
- 2.7 Contributory factors include: separation from family and friends and experiencing different cultures and languages, peer pressure and different standards of living. It is not always easy to maintain positive mental wellbeing on fieldwork, such as, enjoying quiet time, private personal space, eating and sleeping well and keeping in touch with familiar social support systems.
- Risks relating to mental health should be assessed and controlled as part of the risk assessment process and preparations for the fieldwork, as with other health conditions.

¹The 9 protected characteristics. 1 Age. 2 Disability. 3 Gender reassignments. 4 Marriage and civil partnership. 5 Pregnancy and maternity. 6 Race. 7 Religion or belief. 8 Sex. 9 Sexual orientation

Following the steps in this guidance and applying them to considerations around mental health will help to minimise number of emergency incidents.

Most disabilities and health conditions can be supported with planning, good communication, training and robust systems for support in an emergency. However, there may be situations where alternative assessment options need to be designed. To support the students to ensure the quality of the educational experience. To allow students to participate at an equivalent level of quality; to meet the learning outcomes and be in line with accrediting bodies, where relevant.

2.8

Pre- Planning stages - Initial planning

3. This stage should take place in enough time prior to the planned fieldwork trip to organise any staff training, substantial changes to the travel or accommodation plans and to be able to organise good quality alternative options to the planned fieldwork, if required. The level of pre-planning and designed alternatives will be determined by the support needs of the student cohort.
- 3.1

Consider Anticipatory Measures

- 3.2 Student support needs must be considered for the entirety of the trip, including educational activities, social activities, travelling to and from the fieldwork location and travel which is part of the fieldwork itself.

- 3.3 When planning fieldwork, anticipatory measures must be considered during scheduling of details of the trip, e.g., duration and location. Consider inclusivity and accessibility for all students, including those with disabilities, physical and mental health conditions, and personal difficulties

- 3.4 If this is a regular trip, review previous incident records and risk assessment so attendees the following year benefit from experiences and any feedback received.
- 3.5

Anticipatory measures include but are not limited to:

- Decide on staffing requirements
- Assess the training gaps amongst the staff attending the fieldtrip
- Design alternative fieldtrip or assessment options
- 3.6 • Plan key milestones between initial planning and the departure date
- Create a grab pack
- Share the trip overview with Student Services

- 3.7 Acting in an anticipatory way reduces the amount of additional work required following a disclosure of a health condition.

Decide on Staffing Requirements

Staff members can include trained staff and demonstrators. Be aware of staff availability for the trip with back-up staffing support in case of unexpected absence, increased student numbers, or additional resource due to disability/support needs, for example where a student has a learning support assistant for their studies or personal assistant for personal care. Wherever possible endeavour to plan for a balanced staff group, considering experience, gender and cultural diversity.

If there is an emergency during the fieldtrip, it is good practice as part of the planning stages of the fieldtrip to have a pre-agreed Faculty contact to co-ordinate the logistical arrangements, the University response and provide a liaison role between the University Professional Services and fieldtrip staff.

Assess Staff Training Requirements

3.8 Training should be provided to all staff involved in the fieldwork. This will vary depending on the location, length of trip, activities, and the number and support needs of the students attending. Some training will be required in the initial planning stages, some in the direct planning stages and some on the fieldwork itself.

3.9 Training related to student support needs may include:

- First Aid for Fieldwork
- First Aid for Mental Health
- 3.10 • Supporting Student Mental Health training
- Dealing with difficult situations

3.11 Training courses in First Aid, Supporting Student Mental Health and First Aid for Mental Health run all year round. For staff running fieldwork the Mental Health courses deliver useful skills to help with spotting the early warning signs of poor mental health. This could mean that students are referred to support services in good time to help them prepare for fieldwork. Dates and course outlines can be on the [Health and Safety SharePoint site](#).

3.12 There will be requirements for activity specific training which is not related to student support needs such as driving specific vehicles, the use of tools or other equipment or safety at sea. Certain fieldwork will require specialist training, which is not covered in this guidance, contact hs@soton.ac.uk for advice and guidance on where to find relevant, training providers.

3.13 The factors to be taken into account when deciding on the composition of the fieldwork leadership team and the ratio of staff to students should include the:

- Nature of the adventure
- Experience of the group involved and the needs of the individuals within the group
- environment and conditions in which the venture takes place
- 3.14 • Experience of the Fieldwork Leadership team
- Requirements of external agencies affecting the venture

3.15 The training needs should be addressed as part of the anticipatory measures and the risk assessment preparation. The number of trained staff required will increase with the number of students attending with complex needs. If you require any further guidance on training ratios contact your local Faculty Health and Safety Liaison Office and/or Student Services.

Design Alternative Assessment Options

There should be an alternative option available that allows students with disabilities, the same opportunity to meet the learning outcomes as per the main trip; this will need to be in-line with accrediting bodies where relevant. Where the main trip is not available to all students, the alternative trip would be considered a reasonable adjustment for students who cannot attend the main trip.

It's important to consider the reasons why someone cannot participate in the main trip, as these may not just be physical disabilities, they may be health conditions or difficult personal circumstances. To meet good inclusive practice standards, this alternative would be an option for all students, but this is to be decided locally and may not be possible for all courses or trips.

3.16 The alternative to the main trip could be a separate trip or alternative methods of assessment on the main field trip. For example, sometimes a lot of walking is required, so could there be an option for work to be completed closer to the fieldwork base.

Plan Key Milestones

3.17 Milestones should be created to cover all required actions for students; these could include attending information meetings, bespoke training sessions and return of forms regarding emergency contact and health or support requirements.

3.18 The milestones then form part of an early warning system and indicate which students are engaging with the process and which are not. The milestones should be shared with students at the beginning of the year with the understanding that neglecting to meet them may result

3.19 in being unable to attend the trip.

Create a Grab Pack

3.20 The creation of a 'grab pack' ensures all staff attending the trip have the same information; the skeleton outline of this pack should be agreed in the anticipatory planning stage. An example of the contents can be found in [Appendix 3](#). Appendix 3: Emergency Grab pack template

Contacting Professional Services

3.21 At this initial planning stage, a key milestone would be sharing a brief overview of forthcoming trips with University Professional Services, such as Health, Safety and Risk, the Insurance Office and Student Services. This will better enable these services to proactively support the fieldtrip organisers when required. Provide teams with the information so in the event that they

3.22 meet student they can discuss the impact the fieldtrip.

For Student Services: the following details specific to the trip and relevant to student support needs will assist the team when discussing fieldwork with students who have or who are looking to receive Student Support Recommendations (SSRs) or students with no formal diagnosis who reach out for support:

3.23

- proposed daily activities
- accommodation arrangements
- time students spend working alone/in groups
- location of nearest medical centre, shop, transport links

This overview should be sent to Studenthub@soton.ac.uk marked for the attention of the Student Disability and Inclusion team/Fieldwork.

Summary of actions

- Begin planning in good time prior to the trip
- Put in place anticipatory measures
- Agree the dates of key milestones
- Ensure all fieldwork staff and students are aware of key milestones

- Anticipate possible reasonable adjustments
- Confirm alternative to the main trip
- Create or update grab pack for the trip
- Agree minimum trained staffing requirements
- Trip details confirmed and shared with relevant Professional Services

Direct planning for the fieldtrip

Disclosure of support needs

4. This stage should begin at the start of the academic year or a few months prior to the trip, as all students need to be aware in good time that it is essential to disclose their support needs and appreciate the benefits of this. The student should be encouraged to disclose their support needs at the earliest possible point. For them to do that, they will need to be aware of the what the trip entails and the options available to them, for example, an alternative type of assessment as a reasonable adjustment
- 4.1

This conversation should include:

- 4.2 Information on why it is necessary to disclose support needs
- How the information will be used and stored
 - An explanation of the duty of care staff has for all students
 - Highlighting the responsibility students have for themselves and their peers
 - Potential consequences of not disclosing any health conditions or difficulties.

- 4.3 All students should be asked to return the information asking for disclosure, even if they have nothing to disclose, as this will assist with the early warning system and ensure that students have had every opportunity to disclose. Students should complete the disclosure information even if they have previously disclosed to student Services: Student Wellbeing Team or Student Disability and Inclusion teams. If they have not previously disclosed they should do so as soon as possible by sending their medical evidence (where it exists) to the Student Support Hub for the attention of Student Disability and Inclusion, making reference to the upcoming field trip.

- 4.4 Please note that Student Disability and Inclusion will do their best to accommodate last minute appointment requests prior to field trips, but this will be subject to capacity at that time.

- 4.5 As part of the study preparation for the Fieldwork you may consider inviting a Wellbeing Practitioner, part of the Student Wellbeing Team, to run a Reflective Practice session, this can help students to understand the benefits of early disclosure. These actions support students to take responsibility for their health, wellbeing, and engagement with the course and trip.

Provision of Emergency Contact

Students should be asked to provide a specific emergency contact for the fieldwork trip. The emergency contact will be used by the University in the event of an accident, illness, need to return home or other significant concern.

It is important to note that an emergency contact is not the same as the next of kin – on Banner, the University requests students provide an emergency contact. Often, ‘next of kin’ refers to a person’s closest living blood relative, which may not be the person nominated by the student in the event of an emergency. The emergency contact will be used by the

University in the event of an accident, illness, need to return home, or other significant concern. The person listed must be willing, able and on hand to act on behalf of the student in those circumstances.

Liaison with Student Services

4.7 Students registered with the Student Disability and Inclusion team will have a Student Support Recommendation (SSR), outlining their support needs. These are sent to Faculty Offices in accordance with the agreed process, with faculty offices sharing the SSRs on a need-to-know basis. Full information can be found in the accompanying **guidance**. This Faculty information should be consulted once the student cohort attending the fieldtrip is confirmed. The SSRs should be reviewed at this direct planning stage by the fieldwork trip organisers in conjunction with the risk assessments and emergency plans for the trip. For most students the adjustments can be simply accommodated but for more complex cases please contact Student Services – Disability and Inclusion team for advice.

4.8 In the small minority of cases where a student's reasonable adjustments as set out in the SSR are particularly complex, or where there has been recent disclosure indicating complex needs, it may be helpful for the Faculty to convene a meeting with the student to agree additional adjustments, specifically related to the fieldwork trip. These meetings should be organised by the Faculty and may be carried out with support from the Student Disability and Inclusion team and Student Wellbeing teams who need to be made aware.

4.9 Faculties should arrange a pre-meeting with Student Disability and Inclusion or Student Wellbeing teams to agree, which students require a supplementary meeting. The Faculty should convene the pre-meeting, where the following will be discussed:

- Which students require further support
- The relevant staff to be present at the meeting
- Dates and times of the meeting

4.10 Ability to attend the meeting will depend on the capacity and workload demands of the Student Services team.

4.11 The agreed recommendations from the meeting may require a further review of the risk assessment or staffing numbers.

4.12 See **Appendix 1** for a list of sample recommendations

Risk Assessment

4.13 In depth guidance on writing risk assessments for fieldwork and placements can be found on the Health and Safety SharePoint site: [Fieldwork and Placements \(sharepoint.com\)](https://sharepoint.com).

4.14 Suitable and sufficient risk assessments must be undertaken of the risk to health and safety of employees and students who may be affected by their actions or omissions – these are to be completed by Faculty staff (by those responsible for the trip) with support from the Health and Safety Faculty Liaison Officers. Any international travel on University business includes individual fieldwork or research trips requires a risk assessment to be completed.

The purpose of risk assessments is to assess the significant foreseeable hazards that may be associated with a trip so that the actual risk can be minimised. The higher the level of potential risk, the more in-depth the risk assessment will need to be; all details about risk and the

mitigation of these risks should be recorded and made available to all staff and students attending the trip.

Many factors must be considered when carrying out risk assessments, including the location and duration of the trip, the nature of tasks and the environment in which they will be conducted, any harmful substances that may be used or encountered, and the number of staff and students. Where reasonably foreseeable emergencies or challenging situations exist, a contingency plan should exist to cover this.

- 4.16 Following the risk assessments, it may become clear that further additions must be made to the trip planning, in some cases this may result in increasing the number of staff attending, further training or adjusting the tasks due to take place on the trip, or seeking further advice from Student Services or Health, Safety and Risk. Contingency planning should also be included
- 4.17 when writing risk assessments and considering potential risks and hazards.

- 4.18 Explain to students the role of risk assessments and the consequence of not being able to mitigate risk (i.e., the student cannot attend). Advise students that the University reserves the right to refuse attendance to any student if they do not engage with the programme, or due to disciplinary or health and safety matters

- 4.19 The risk assessment should cover the risks relating to the majority of the students, however, those with complex needs may require further consideration.

- 4.20 The risk assessment should be shared with the students and staff attending the trip and used to communicate the University's duty of care as well as the duty students have for themselves and their peers. The Fieldwork code of conduct will support these responsibilities.

Finalise the Grab Pack

- 4.21 Finalise the grab pack for the trip and ensure all staff to attend the trip have a copy of the grab pack. An example of the contents can be found in Appendix 3: Emergency Grab pack template.

Summary of actions
<ul style="list-style-type: none">• Make all students aware of the trip itinerary and key details• Informing all students of the key milestones• Obtain emergency contact details from all students• Invite a Wellbeing Practitioner to run a Reflective Practice session for the group. Allow at least one month to plan practitioner workload.• Ask all students that they must provide emergency contact details• Inform all students about the need to disclose reasons for support needs• Review all Student Support Recommendations for students attending the trip• Create risk assessments for the trip as well as plans for any individuals with additional needs• Inform all students the University's duty of care• Inform students of the code of conduct• Finalise the grab pack for the trip• Ensure all staff training is up to date

Late Disclosures

Students may disclose health conditions or wellbeing concerns later than requested for several reasons, including, but not limited to:

- 5. only recently become aware of the issue
 - 5.1 recently experienced an exacerbation of symptoms
 - 5.1 concerns about disclosure
 - 5.1 neglected to follow the process outlined to them.
- Late disclosures can be challenging for staff, especially when they result in the student's suitability to attend being questioned. Following the planning stages outlined in this document should minimise the impact of late disclosures, however they may still occur.
 -
 -
 -
- 5.2 The University should make efforts to accommodate the student's support needs. However, as outlined to the students previously, timescales were agreed, and milestones were put in place in advance to ensure there is time to make support arrangements. Depending on how late the disclosure has come in, it may not be possible to accommodate all the student's needs. In
 - 5.3 some cases, this could result in the student still attending the trip but with reduced involvement. Or it may require the student to take part in the alternative to the trip instead if their support needs are extensive and it is not possible to organise them in time or mitigate any subsequent risks.

Next steps once late disclosure is received

- 5.4 If disclosure is not received in person, contact the student as soon as possible with an invitation to a meeting with the trip organiser to discuss the matter being disclosed and the reason for this not being mentioned when previously asked. Keeping in mind the student may not have been aware of the health/wellbeing issue until recently.
- 5.5 Consider any additional risks or problems the matter being disclosed poses. Discuss the potential impact of the disclosure with relevant Faculty and Professional Services colleagues, to assist in deciding the next steps, such as:
- 5.6 Review the risk assessments for the trip and consider the feasibility of mitigating any risks now presented, keeping in mind the time left until the trip commences. Liaise with the Faculty Health and Safety Liaison Officer where required.
- 5.7 Advise Student Services at the earliest opportunity, so that a last-minute case conference can be considered. The student, one Faculty member, one representative from Student Services (either a Specialist Practitioner or a member of the management team) would be invited to this meeting.

Summary of actions
<ul style="list-style-type: none">• If disclosure is not received in person, contact the student as soon as possible with an invitation to a meeting with the trip organiser• Discuss the situation with a colleague– to assist in deciding the next steps• Consider any additional risks or problems the matter being disclosed poses• Review the risk assessments for the trip• Advise Student Services and consider a case conference

Case Study One – Late Disclosure

A student emails the fieldwork leader 3 days before the trip departs stating they have a diagnosis of schizophrenia but did not feel comfortable disclosing this previously. The student and the fieldwork lead have a telephone conversation to discuss the possible support needs and the student admits they have not been engaging with formal support recently and have been experiencing hallucinations and delusions. The field lead contacts Student Services, however the student is not registered with the team so there are no existing reasonable adjustments. The student is unable to obtain medical evidence that confirms their suitability for the trip.

A decision is made between the Faculty and Student Services that at this late stage, the possible risks cannot be adequately determined or mitigated, so the student will not be able to attend the trip and must instead take part in the alternative offering – it is explained to the student that whilst this will be a different experience, it does still cover the same learning outcomes.

Case Study Two – Late Disclosure

A student tells their personal tutor that they have recently been experiencing high levels of anxiety and would like to share a room with one of their friends – the friend is present and agrees with this suggestion. The student did not disclose earlier as they find it challenging to discuss their mental health. The fieldwork leader amends the room allocations to accommodate this request but reiterates that the student does have the option of an alternative to the fieldwork.

During the Fieldwork Trip

Managing an incident on site

6. Should an incident arise during the trip, staff will need to assess the situation to determine the best course of action. The safety of all staff and students should take priority. Where necessary implementing the emergency contingency plan(s) agreed at the planning stage. The incident may be able to be managed with the staffing resources available, relying on the most appropriately trained staff for the type of incident, e.g., a trained first aider for an accident and a First Aider for Mental Health for a panic attack.
- 6.1
- 6.2 There may be local medical support available, such as a pharmacy or medical centre which can provide support to the student and trained staff members. The Student Services Wellbeing Team can be contacted for advice and support 24/7 for an incident related to poor mental wellbeing.
- 6.3 Further resources and helpful information regarding health, wellbeing and crisis can be found in [Appendix 5](#).
- 6.4 If, the incident is serious in nature and pertains to behaviour, significant mental or physical health concerns, or another matter that resulted in, or may result in, a high or unmanageable level of risk to the student or others; it may be appropriate to ask the student to leave the trip and return home. and/or communicate with the emergency contact the student provided prior to the trip. This also ensures the other students continue getting the educational experience from the trip.

Contacting the Emergency Contact

- 6.5 When making the decision to call the emergency contact, the purpose of the communication must be determined – staff need to decide what the ideal outcome is to mitigate the risk and how the emergency contact will assist with this, keeping in mind the emergency contact may not be a parent/guardian. Ensure that the decision-making process resulting in speaking to the emergency contact is documented in writing.

6.6 Liaising with the University support services

It is recognised that it isn't always easy to decide about whether to send a student home and/or contact their emergency contact. The University can provide advice and support remotely through:

- 6.7
- [Health & Safety - Home \(sharepoint.com\)](#)
 - **Insurance Office (24hr helpline)**
 - **Studenthub@soton.ac.uk**
 - [Legal Services | University of Southampton](#)
- 6.8
- **Security (for out of hours support 24/7)**

These professional services can be contacted to discuss challenging situations, concerns, or to assist with decision making where appropriate. It is important to note that **some of these services are not available 24/7 and none of them are emergency services**. Therefore, the response will not always be immediate. Contact details can be found in [Appendix 7](#).

In the event that immediate support is required, local police or medical support should be sought.

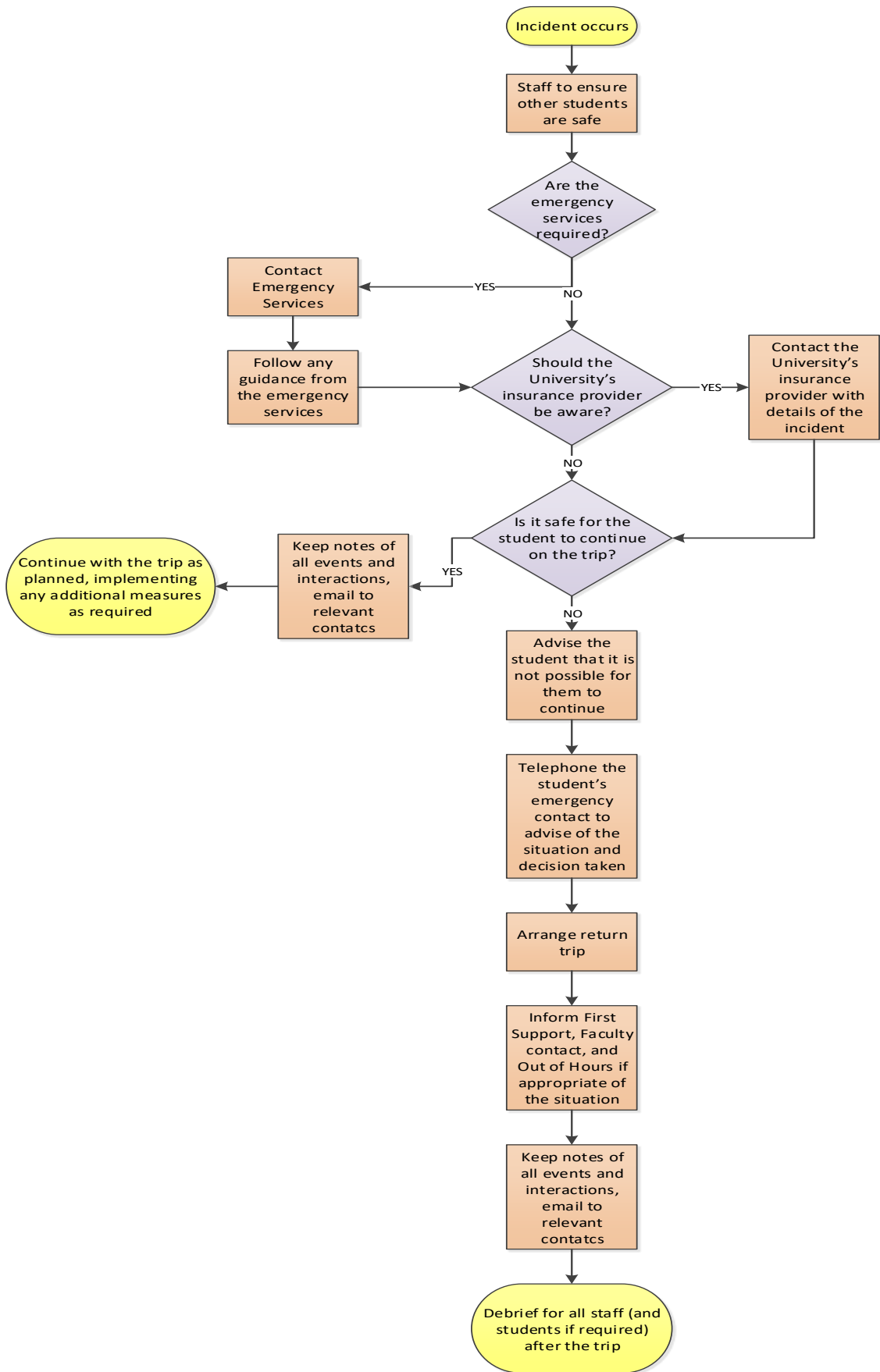
The pre-agreed Faculty contact can co-ordinate the logistical arrangements, the University response and provide a liaison role between the University Professional Services and the fieldtrip staff.

Sending a Student Home

If a student is unable to continue with the trip, despite there being risk assessments in place, arrangements will need to be made for them to return home. This could be due to health or behavioural reasons, or other unexpected occurrences

Summary of actions - Unexpected incident occurs involving a student
<ul style="list-style-type: none"> • Staff take responsibility for ensuring other students are safe • If required, contact local emergency or medical services • Advise the student that due to the level of concern, it is not possible for them to continue on the trip – agree future steps to ensure the student is able to meet the required learning outcomes • Inform the student that staff will be telephoning their emergency contact to advise them of the incident and create a plan for the student getting home • Arrange return trip – may involve booking flights, transport to airport, travel from a UK location to Southampton or other destination. Contact a colleague at the University or the Student Services Out of Hours team via CCR if local assistance is required (CCR: +44(0)23 8059 2811) • Keep notes of all actions taken and details of incidents – if possible, email these to a Faculty contact at the University and Student Services (Student hub@soton.ac.uk) to ensure all decisions are recorded, as well as to alert University staff to possible actions • Once the trip has ended, arrange for debrief session with all staff and consider similar with students if required
Case Study – Incident During a Trip: A student must return home
<p>A student with a mental health condition reports that they are feeling unwell whilst on a 2-week fieldwork in Spain. They disclose that they are feeling very anxious and low, haven't been sleeping or eating, and cannot focus on any of the tasks required of them; the student has been self-harming and refusing medical attention. The student is very upset and is unable to respond to questions and suggestions to alleviate their concerns. The staff members present consider the risk to the student, including the level of distress and refusal to take proper care of their injuries, and take the decision that as the risks cannot be adequately mitigated, the student will be unable to remain on the trip. The student is made aware of the decision and informed that their emergency contact will be informed and asked to arrange for someone to meet the student upon arrival in the UK. All conversations are documented in an email to the Student Wellbeing team and a relevant Faculty contact, and the University Out of Hours team are made aware of the actions taken, as well as the timescale for the student arriving back in the UK, where possible – this will ensure the University follow's up with appropriate support when the student returns and also provides an audit trail of the decision process.</p>

Follow the process described in this flowchart:



Roles and Responsibilities

Students

Students must be made aware that they have a number of responsibilities when on the trip, as well as before. It should be made clear to all students that they are expected to take responsibility for the following:

7. Meeting all key milestones, including attending relevant meetings, training provided and completing required forms by the deadline
- 7.1 Disclosing any known medical conditions or compelling personal circumstances to ensure staff are fully aware and able to complete risk assessments and fulfil support needs (where possible) accordingly
 - Providing emergency contact details and agree to this nominated person being contacted if required (as outlined by the Faculty).
 - Understanding that the University reserves the right to deny attendance if health and safety issues prevent the concerns outlined in the risk assessment from being mitigated. This will be used as a last resort and if this relates to a medical or health issue, may include conversation with Student Services
 - Advising the Faculty and/or Student Services if their circumstances change after completing the disclosure form, e.g. exacerbation of symptoms, development of new health condition, change in personal circumstances, change of emergency contact
 - Adhering to all other policies and guidance, such as University regulations, code of conduct etc..
 - Taking responsibility for their own wellbeing needs in preparation for the trip and whilst on the trip. For example, taking enough medication, researching the name of their medication in the fieldwork location, maintaining an honest and open dialogue with the staff responsible for the fieldwork about their health and wellbeing.

7.2

Frequently Asked Questions for students can be found in [Appendix 3](#).

Faculty Staff

- Faculty staff have a number of responsibilities around planning and executing fieldwork, including reflecting and debriefing post trips. Their responsibilities will include (potentially with support from SAA, FOS and other Professional Service teams):
- Writing the module/fieldtrip objectives and learning outcomes, and other pedagogic issues related to the field-based activity
- Planning the logistics and dates of fieldwork, and liaising with student services as part of this (see 7.4 below)
- Booking travel and accommodation (may be done by SAA teams, and through UoS agent as appropriate)
- Working through the pre-planning and direct staff planning of fieldwork, as outlined in sections C and D above. Note the importance of pre-planning meetings with students well in advance of the fieldwork, to allow for (1) student disclosures around fit for field, and (2) liaison with student services
- Working with Department/School/Faculty leads, ensure staff training is up to date and appropriate for the specific fieldwork
- Working with student services to ensure students are briefed/trained around being on fieldwork, mental health and related issues as appropriate

Creation of a risk assessment that is supported by HSR teams and signed off by Head of School/Department/Faculty as appropriate. Work with students to go through risk assessment, code of conduct, and duty of care

Create a grab pack – all the vital logistical, travel and student information needed for all staff members when on the fieldwork

Liaising with insurance office pre-fieldwork as appropriate

- Coordinating the fieldwork. The risk assessment will inform staff of roles and responsibilities if unexpected incidents occur, so broad planning should have taken place if, for example, students or staff may need to return home, or be cared for in country etc. Details and examples are outlined in section F above
- Staff are responsible for their own wellbeing during the fieldwork, and adhering to University policies and guidelines, as laid out in this document and the code of conduct. On return, staff should debrief (with HSR if appropriate) on the activities, and ensure that any recommendations, especially around the risk assessment, are forwarded onto the relevant teams if the fieldwork, and/or related activities, are to take place again in the future.
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Student Services

7.4 Keeping Student Services informed of any concerns regarding students will allow the team to be better prepared to support the students with complex support needs throughout the planning of the trip. Contact details can be found in [Appendix 7](#).

7.5 The roles and responsibilities of Student Services include:

Student Wellbeing team:

- As part of the module preparation for large and complex fieldwork trips the Student Wellbeing team will, where workload allows, make available a practitioner to facilitate a Reflective Practice session. This session will support early disclosure and encourage students to engage self-help strategies to manage their health and wellbeing.
- The Wellbeing team can provide wellbeing advice and support 24/7 for students through either online chat or telephone calls. This can be accessed whilst the student is on the fieldtrip.
- Similarly, advice and support can be provided to staff during the fieldtrip who may need some reassurance about the best way to support a student's health and wellbeing.

Student Disability and Inclusion team:

- Prior to the start of the course, contacting all students who have disclosed health conditions on their UCAS applications to offer an appointment to discuss required support. Student Support Recommendations will be completed where required and shared with Faculties. These SSRs can be consulted as part of the planning for the fieldtrip. See [Guidance on Reasonable Adjustment](#) process for further information
 - The majority of these meetings are conducted at the beginning of the students' first year and without detailed information of the trip, so further meetings may be required for the small minority of students with more complex needs.
- In the handful of cases where it is agreed, as part of the Student Support Recommendation meeting that there is such a significant risk to the student's health, safety and/or wellbeing, that they can not attend the trip, Student Services will support

the Faculty staff to communicate that decision with the student and where required the Student Wellbeing team will offer follow up wellbeing support.

Health and Safety

Health and Safety Faculty Liaison Officers should be the first point of contact and can assist with assessing the overall risks pertaining to the entirety of the trip and ways to mitigate them.

Comprehensive guidance on Health and Safety for Fieldwork and Placements can be found on the [Health and Safety Sharepoint site](#).

7.6 Contact details can be found in [Appendix 7](#).

Insurance

7.8 The University holds insurances that will cover staff members and certain University activities. These include employers' liability, public liability, professional indemnity insurance, property damage, motor insurance, and personal accident and travel insurance. Guidance and policy is

7.9 available at the [Insurance website](#):

During the fieldtrip if you or a student are ill or injured abroad, for emergency medical assistance contact the University's insurers RSA immediately on the 24 hour helpline.

7.10

This 24 hour a day, 365 days a year, multi-lingual service deals with the following:

7.11

- medical advice, referral or treatment
- emergency repatriation via Air Ambulance or scheduled flights as appropriate
- local payment of hospital bills
- replacement of essential maintenance medication or drugs

7.12

All incidents that could result in a claim must be reported as soon as possible. Please note, RSA are the University's insurance provider for these scenarios at the time of writing. Always check

7.13

with the Insurance team prior to travelling for the most up to date information.

Contact details can be found in [Appendix 7](#).

Appendix 1: Student Support recommendations examples

The following outline some possible recommendations, however this is not an exhaustive list:

- 8. Sharing a room with a friend/having a room alone
- 8.1. Dietary requirements (i.e. coeliac, lactose intolerant, nut allergy)
- 8.1. Access to toilet facilities (previously this has been done by ensuring a car is close by to transport student to nearest bathroom if working away from these facilities)
- 8.1. Fridge to store medication such as insulin
- 8.1. LSA to attend the trip (support staff are there as either practical or study assistants, not mental health support workers. Very rare cases warrant this support)
- 8.1. Organise regular telephone/online check ins with the Student Wellbeing team
- 8.1. Able to join the trip late or leave early (dependent on learning outcomes and any tests delivered during the trip)
- 8.1. Student to have an alternative to the fieldwork as unable to travel abroad or be away from local support
- 8.1. Staff on the trip to be prepared for student leaving early if health condition is exacerbated
- 8.2. Student Services make recommendations in consultation with the student and only after receipt of medical evidence. It is necessary to remember that there is a legal obligation for the University to make 'reasonable adjustments' in order to accommodate the needs for disabled students. The recommendations made by Student Services are intended to meet this obligation whilst maintaining academic standards, and so, if problems are anticipated in meeting them, please inform Student Services at the earliest opportunity so that solutions can be sought.
- 8.3. Recommending support provision for each student, where required, on the understanding that these recommendations are made following consideration of medical evidence, a discussion with the student, and cannot possibly cover all eventualities. A combination of training, an agreed support plan for the student and a comprehensive risk assessment including contingency plans for any foreseeable emergencies is required.

Appendix 2: Confidentiality and Information Sharing

Information disclosed by students to University staff members can be shared without obtaining explicit consent from the student on the proviso that the information is being shared on a *'need to know'* basis.

9. If a student discloses information to a University staff member, the University as a whole is deemed to be aware; in practice, this means any information disclosed that is relevant to other teams within the University should be shared. For example, if a student discloses a health condition or concern to the Faculty, Student Services should be made aware and vice versa as this is relevant information to both teams.
 - 9.1
 - 9.2 It is important the students are made aware that information will never be shared with another student but that disclosures may be shared with other University staff members.
 - 9.3 We are unable to offer students the promise of confidentiality for their own health and safety and that of others.
 - 9.4 Student information may be disclosed to third parties if there is a risk to life, or where the University is under a duty to disclose or share personal data in order to comply with any legal obligation. The University's Legal Services should be made aware if student information is to be shared with a third party without the student's consent.
 - 9.5
 - 9.6 It is important that the latest disclosure provided by the student is the one referred to. If the student is known to have made a previous disclosure which may lead the staff member to have cause for concern that attendance on the fieldtrip is not advisable, then the student should be consulted and given the opportunity to update this information, which gives the student the agency in the decision-making process. Therefore, acknowledging that both mental and physical health conditions can vary over time.

Appendix 3: Emergency Grab pack template

Each member of staff attending the trip should have their own Grab Pack; it will contain confidential information so must not be made available to students. At least one member of staff from the Faculty who is not attending the trip should also have a copy in case remote assistance is required.

10.
 - 10.1
 - Emergency contact information for all students on the trip
 - The disclosure information completed by all students on the trip
 - List of medications for all students attending the trip
 - Current Student Support Recommendations from Student Services (for those registered)
 - All risk assessments pertaining to the trip
 - Insurance policies and related documents
 - Full details of the fieldwork including list of all staff and students, travel arrangements, and tasks to be undertaken
 - Key contact numbers, including University Security/CCR, Student Services, local emergency services, and mobile numbers of staff on the trip (where possible). All contact numbers should include the country code for the UK (+44) for trips abroad, and staff on the trip should ensure mobile phones taken on the trip are able to call the UK as well as local numbers

Appendix 4: Information for students – FAQs

This information can be sent to all students due to attend the trip, edited as required for the specific course.

How is disability defined?

11. *You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.*

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

You automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer, or multiple sclerosis.

I have a diagnosis or health issue but it is not a disability – do I need to disclose this?

Any health condition or difficulty should be disclosed to your Faculty prior to a trip, this includes allergies, asthma, mental health conditions, phobias, and mobility difficulties.

I have a health condition or disability – what do I need to do?

You should disclose this to your Faculty to ensure they are aware of any support needs and can include this in risk assessments if required. You should also contact Student Services to arrange an appointment with the Disability team as you may be entitled to support for the fieldwork, if required, as well as further support, including exam arrangements.

I've already told the University about my health condition – do I need to do anything else?

If you have told your Faculty and Student Services about your health condition you should still include details when asked on the forms prior to the fieldwork.

I have a health condition or disability, but it has no effect on my daily life – do I still need to declare it?

Yes. The University needs to complete risk assessments and other planning documents prior to trips and require all information relating to your health to ensure we are prepared and informed.

I don't want to share details of any medical conditions with my Faculty - do I have to?

For the safety of every individual on the trip, it is vital that the University is aware of all health conditions and disabilities.

If I disclose personal information, who will see it?

All personal and sensitive information will be stored in line with the University's confidentiality policy and wider data protection policies. Information may be shared with other staff members on a need-to-know basis but will never be disclosed to other students.

What if I am unable to attend the trip due to ill health?

If you are unwell and cannot attend you must alert your Faculty as soon as possible; an alternative assessment will be arranged to ensure you are able to meet all learning outcomes, however this is unlikely to be an alternative trip and may be a written alternative.

Why do I need to provide emergency contact details?

The University requires details of a person we can contact in case you become unwell or other issues arise whilst you are away. You will not be permitted to attend the trip if the University does not have up to date details of a designated person who can be contacted if required. This is to ensure the University is able to adequately fulfil the duty of care to students and staff.

When would you call the emergency contact?

The University would call the emergency contact if you become unwell or are involved in an accident, if you need to return home for any reason, if there is an emergency or incident, or any other significant event that requires assistance or awareness.

Under what circumstances could I be sent home from a trip?

If you become unwell, are involved in an accident, or pose other cause for concern, you may be required to leave the trip. If you put yourself or other students, staff or members of the public at risk, or if you breach University regulations, you may be asked to leave the trip and return home.

Appendix 5: Helpful Resources and Information

Should a student on a fieldwork start to experience significant difficulties or crisis, the following tips may be helpful:

Assess Risk

12. **Remain calm**

Check that you are safe (consider your environment, potential hazards, etc.) and check the safety of the student (e.g. do they require medical attention, should the emergency services be called, etc.)

Offer Support

Listen to the student, be non-judgemental, and try to establish the key facts of the situation and how the student is feeling in the present moment

Remain neutral and open, avoid conveying strong emotions or reaction, including shock, upset, fear or disapproval

Seek Help

Make the relevant teams aware, such as the Out of Hours manager, Student Services, or the Faculty contact not on the trip

Things to Avoid

- Diagnosing or treating students – instead gather the main facts of the situation as they are presented and use this document and emergency contingency plans as appropriate
- Making assumptions – instead focus on the details presented to you without judgement
- Impatience and hurrying the next action – Instead, keep in mind that a person who is upset is vulnerable and probably not in a state for successful decision-making. When a person is in crisis, they can feel like all control has been taken from them; try to make decisions as collaboratively as possible with the student. Note - It is recognised that this is not always possible when risk is very high and actions must be taken quickly to ensure safety.
- Taking on all the responsibility yourself – instead, seek support from colleagues on the trip or at the University, including using the 24/7 Student Wellbeing team
- Making rushed decisions – instead liaise with colleagues to come to a collaborative decision that best suits the student in question, as well as other students and staff on the trip
- Ignoring the situation – instead if you have concerns about a student, discuss this with them
- With any crisis situation there may be an element of risk i.e. may lead the student to have suicidal thoughts or engage in destructive behaviours such as self-harm, alcohol or drug abuse.
- If there is an immediate concern for safety, stay with the person if possible, call for assistance from colleagues or local emergency services. Don't be afraid to name your concerns i.e. "I am feeling concerned about what you have told me and want to make sure you get the right support" and be direct, ask questions to allow you to gauge the level of risk.

Further Reading

The following websites contain useful information relating to common health conditions and link to various other pages that include further information, self-help strategies, and useful services. You may wish to familiarise yourself with this information prior to a fieldwork and print any particularly helpful pages to add to your grab pack.

Trained First Aiders for Mental Health all have a course booklet which details how to manage an urgent mental wellbeing situation.

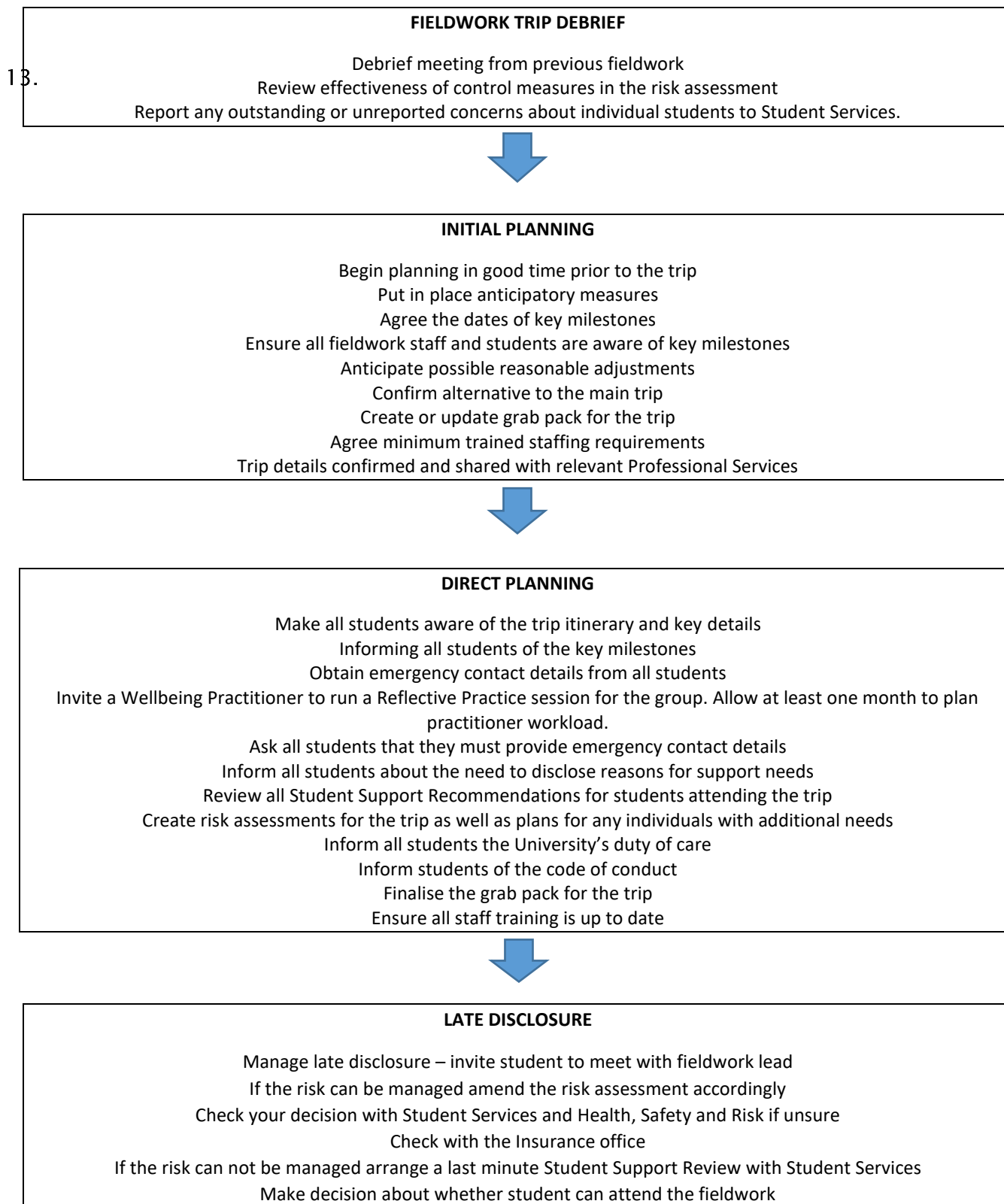
NHS Choices: <http://www.nhs.uk/Conditions/Pages/hub.aspx>

Mind: <http://www.mind.org.uk/information-support/a-z-mental-health/>

Mental Health Foundation: <https://www.mentalhealth.org.uk/a-to-z>

Appendix 6 : Flow Diagram

Note: there are many more elements to this planning, this is from the point of view of student support only. For further information refer to the Health, Safety and Risk Sharepoint site.



Appendix 7- Key Contact Information

Contacting Support Services

The following University services can be contacted **24/7 – 365 days of the year**

- Student Services
- 14. • The Central Control Room
- The University's Insurance provider

Remember: In an emergency, dial 999 for emergency services (or the local equivalent if abroad) BEFORE contacting the numbers below.

STUDENT SERVICES

Student Services can be contacted through the Studenthub. The Student Hub is the first point of contact for questions and concerns. Contact made through the Student Hub can be directed to the Student Wellbeing team.

Telephone: +44 (0)2380 599599

Email: Studenthub@soton.ac.uk

CENTRAL CONTROL ROOM

When contacting the **Central Control Room** for Out of Hours support your call will be taken by a member of the University's Security team; they will have access to the list of contact numbers for both Faculty and Professional Services managers who are on call across the University.

Telephone:

External: +44(0)23 8059 2811

Internal: 2811

Emergencies (Internal only): 3311

Email: unisecurity@soton.ac.uk

UNIVERSITY INSURER - RSA

If you or a student are ill or injured abroad, for emergency medical assistance contact the **University's insurers, RSA** immediately

Telephone: +44 (0)2086 084100

Email: rsa@healix.com

Policy number: RTT 306251/LUPC37

The following University services can be contacted Monday-Friday 9am-5pm

- Health, Safety and Risk
 - The Insurance Office
 - Legal Services
-

HEALTH, SAFETY AND RISK

Faculty Safety Officers should be the first point of contact for all health and safety issues

Sharepoint site: [Health & Safety - Home \(sharepoint.com\)](#)

External: +44(0)23 8059 3277

Internal : 23277

Email: hs@soton.ac.uk

INSURANCE OFFICE

Sharepoint site: [Insurance \(sharepoint.com\)](#)

Telephone External: +44 (0)23 8059 4790

Internal: 24790

insure@soton.ac.uk

LEGAL SERVICES

Sharepoint site: [Legal Services | University of Southampton](#)

Telephone External: +44 (0)23 8059 4684

Internal: 24684

Fax:+44 (0)23 8059 5781

General Email - legalservices@soton.ac.uk
