

## LOtC Quality Badge Application Guidance Notes

These guidance notes are written to support an application for the LOtC Quality Badge assessed by Council for Learning Outside the Classroom in the following sectors:

- Site Only (Day)
- Site only (Residential)
- Everyday Risk (Day)
- Everyday Risk (Residential)
- More Technical Risk – Nature, Countryside and Farming
- More Technical Risk – Alternative Provision

These notes set out what an applicant is expected to have in place to meet each Quality Indicator, what evidence they need to present and if a site assessment/online meeting is undertaken, what an assessor may look for.

### Completing the Self-Evaluation Form (SEF)

For each Quality Indicator, applicants must describe their practice. This should be kept brief but must explain how their practice meets the Quality Indicator. They must meet every Quality Indicator unless it states that they may type N/A. For example, if they do not provide food or transport, please put N/A.

Where examples of evidence are requested, or applicants wish to provide additional evidence they may:

- Hyperlink to documents that are their website or intranet ensuring they can be accessed externally
- Provide screenshots within the SEF minimising the file size
- Upload files onto their online portal into the 'LOtC Quality Badge Application 2024' folder
  - Each piece of uploaded evidence must be cross-referenced ensuring the file name on their SEF matches that in the portal folder
  - Where a document can be used as evidence for more than one criterion, they should upload it only once and cross-reference the file name to the SEF each time it is referred to as evidence.
- For site only applications they need to look out for additional information on the SEF and this guidance.

### Navigating these guidance notes

Click below to navigate to the different sections of these guidance notes.

Sections of the Self-Evaluation Form:

[1 – Risk Management](#)

[2 – Safeguarding](#)

[3 – Food Safety](#)

[4 - Transport](#)

[5 – Education Quality](#)

[6 – Communication](#)

Further Guidance:

[Building Risk Management](#)

## 1 - Risk Management

<b>Q.I.1</b>	<b>The provider has health and safety management processes in place to manage risk effectively</b>
<b>1a</b>	<b>There is a process in place to ensure staff and volunteers are competent to carry out their work.</b>
	<p><b>What does this mean?</b> Providers must ensure their approach to staff recruitment, induction and ongoing CPD means staff have the necessary skills, experience and relevant qualifications for their role with regards to both quality of teaching and learning and risk management. This will include safeguarding training, first aid, GDPR or similar, fire safety or other emergency procedures, and any technical skills, training or qualifications. A staff performance review and monitoring process should be in place.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to a sample of one or more of the following:</p> <ul style="list-style-type: none"> <li>• job descriptions</li> <li>• staff training records</li> <li>• induction plans</li> <li>• performance review processes</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to see records for a sampled member or members of staff for any or all of the items above looking specifically for evidence of competence to work with children in the relevant context.</p>
<b>1b</b>	<b>There are risk assessments in place for sites and activities where necessary. These are regularly reviewed, updated and shared with staff.</b>
	<p><b>What does this mean?</b> Providers must have a robust approach to risk assessment for the activities and the sites they are run on that are used with children and young people.</p> <p>Risk assessments may be generic, or specific to a site or activity. These are likely to be in written form, even if the provider is small enough for this not to be required legally. It is common in some sectors providing LOfC to use an approach based on “Risk / Benefit Assessment”. Additionally, risk assessment in LOfC is frequently carried out dynamically. If this is a significant part of the risk management process providers need to demonstrate that staff have the skills and experience to carry this out.</p> <p><b>Evidence</b> The provider must briefly describe their practice for their activities and the sites they are conducted on and upload/link to a sample activity risk assessment which demonstrates the providers’ practice and which covers the most significant hazards likely to be present.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to see the risk assessment for the activity to be observed, checking that there is evidence that staff are aware of the risk assessment and are working accordingly. If</p>

	dynamic risk management is an important part of the risk management, the assessor will look to ensure this is evident during the observed session.
<b>1c</b>	<b>The risks of fire are managed appropriately.</b>
	<p><b>What does this mean?</b>  Providers must ensure they manage the risks posed by fire. It is a legal requirement in all UK nations for any organisation that controls premises to have conducted a Fire Risk Assessment using competent staff or contractors. Any actions identified in the Fire Risk Assessment must have been, or are due to be, actioned. A recent fire risk assessment document, carried out by a competent person, with no outstanding actions, is likely to show that this Quality Indicator is met. Most fire risk assessment documents will include a review date, and if actions are required there will be clear time frames / deadlines given.</p> <p>Providers who offer camping or use other temporary accommodation, for example residential use of usually non-residential premises, need to ensure the risks of occasional residential use are considered in the general risk management process and that risks are effectively controlled.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and confirm that they have an up to date Fire Risk Assessment or Local Authority Fire inspection and that all actions have been completed.</p> <p>Where applicable, they will need to upload a risk assessment which addresses fire risk for camping or other temporary accommodation, like 'Night in a museum' experiences.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may ask to see the fire risk assessment and will check a sample of any or all of the following: fire extinguisher / alarm panel / emergency lighting labels for service history, records of staff training, records of drills / alarm activations / walk a fire exit from bedroom to muster point checking signage and housekeeping etc.</p> <p>In the case of a non-residential property being used for residential purposes the assessor will need to consider the control measures that have been put in place to manage fire. It is most important to ensure that any fire risk assessments include the residential use of the property, and that any specific recommendations are put into practice. This may require more in-depth scrutiny of the fire risk assessment than is usually required.</p>
<b>1d</b>	<b>There is a general building and accommodation and other infrastructure risk management process.</b>
	<p><b>What does this mean?</b>  Providers must have a process that manages risks presented by any buildings, accommodation and other infrastructure including temporary structures and the outdoor environment under the control of the provider. Providers should consider all the points in the <a href="#">Building Risk Management</a> section at the end of these notes.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link their general buildings / grounds risk assessment document. In addition, they will need to confirm on their SEF that they have the following in place and that any required or recommended actions have been carried out for electrical, gas or water hygiene risk management, where relevant.</p>

	<ul style="list-style-type: none"> <li>• Gas safety certificate or evidence of suitable maintenance for heating / hot water systems using other fuel such as wood, oil or biomass</li> <li>• Electrical fixed wiring certificate</li> <li>• Evidence of a water hygiene risk management scheme or risk assessment</li> <li>• Evidence of British and Irish Association of Zoos and Aquariums (BIAZA) membership where appropriate</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors will check electrical distribution boards are labelled and that inspection dates given match the dates shared. General risk management practice will be checked onsite, including managing the risks of falling from height (window restrictors, balcony safety barriers etc.) finger trapping in doors, structural integrity of buildings or other structures.</p>
1e	<p><b>Details of any special medical or dietary needs of visiting staff and students are sought and shared with staff or 3rd party service providers where appropriate.</b></p>
	<p><b>What does this mean?</b> Providers need to collect relevant information about their clients to ensure they meet their needs e.g. medical and dietary needs. They need to determine what information they collect, how they collect it and how they share this with relevant staff. This might be on their booking form, guidance notes for visiting staff or website or other materials shared with school staff.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to their booking form or other document that captures this information.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to have conversations with visiting staff and check that the provider's staff working with groups have received the information collected and how it is used in their practice.</p>
1f	<p><b>Contingency plans and emergency procedures are in place, risk assessed, regularly reviewed, updated, and shared with staff and users.</b></p>
	<p><b>What does this mean?</b> Providers must have contingency planning and emergency procedures in place. This should include their first aid provision; emergency evacuation and invacuation plans (fire, chemical release, terrorism, and animal escape as relevant.); Missing/lost child/young person procedures; Staff training for emergency response; Planning for changes to activities due to weather/group needs etc.</p> <p><b>Evidence</b> The provider must briefly describe their practice and show evidence that they have a contingency plan and emergency procedures document(s). This could be a screen shot of the front page showing when it was written and when it is due for review.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to view your documents and have a discussion with the staff to determine if they are aware of the procedures, if they undertake any drills or discuss scenarios in staff meeting/during training. The assessor may choose to discuss an example of how the provider has responded to an emergency.</p>

1g	<p><b>For all providers offering overnight visits there are staff available to support the group, either onsite or remotely. Procedures for overnight support are shared in advance.</b></p>
	<p><b>What does this mean?</b>  Providers must provide support to visiting groups overnight. This might be by the provider’s staff being onsite overnight, or more remotely through telephone support. Support required may be called upon in emergency situations such as fire alarm activations or medical emergencies, or may also be for purposes of customer care. Their approach should be written into pre-visit documentation ensuring visiting staff are made aware before their visit. They may also have evidence of overnight duty cover rotas and information shared with visiting staff on how to access help / support when onsite.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link to their pre-visit information or other documentation where this is stated.</p> <p>Providers who do not offer overnight visits should write N/A.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may choose to see examples of notices or discuss with visiting staff to ensure effective communication.</p>
1h	<p><b>There is an incident / accident / near miss reporting procedure and log in place.</b></p>
	<p><b>What does this mean?</b>  Providers must have a process to record incidents, accidents and “near misses”, and a procedure to ensure this information is used to inform their risk management process.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link to one or more of the following:</p> <ul style="list-style-type: none"> <li>• Links to, screen shots or descriptions of online systems</li> <li>• Anonymised reporting forms</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may choose to ask for the incident, accident, and near miss records for the activity being observed. Assessors may ask to view an example of an incident, accident or near miss that has directly lead to a review in a risk assessment and any changes in practice as a result.</p>
1i	<p><b>Equipment, infrastructure, and other materials are suitable for the tasks and activities offered, the age and ability of the learners, and are current and in good working order.</b></p>
	<p><b>What does this mean?</b>  Providers must ensure any fixed and portable equipment and resources used by visitors, including Personal Protective Equipment, is fit for purpose, well maintained and that risks are managed appropriately. This should include keeping maintenance/monitoring records for equipment or other site checks eg. checks of play equipment, pond dipping platforms, public life saving equipment, PPE or other clothing or equipment offered. Certification via LEAPS or ADIPS may be required.</p>

	<p><b>Evidence</b></p> <p>The provider must briefly describe their monitoring and maintenance procedures for any equipment they use with visitors.</p> <p>For ‘fairground or amusement devices’ providers must include a valid ADIPS ID number for a sample of the devices present. Where infrastructure is certified through the <a href="#">LEAPS</a> process, instead of ADIPS, the LEAPS certificate should be uploaded and be either 3 or 5 stars.</p> <p>For Site Only applications this may not apply.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p> <p>Assessors may choose to view equipment to assess condition and may review maintenance / visual check records. Where ADIPS or LEAPS details have been given, they will check these details on the relevant websites - <a href="#">ADIPS ID</a> and <a href="#">LEAPS</a>.</p>
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## 2 - Safeguarding

<b>Q.I. 2</b>	<b>The provider has effective policies and procedures for safeguarding children, young people and vulnerable adults.</b>
<b>2a</b>	<b>The provider has clear and robust safeguarding policies and procedures.</b>
	<p><b>What does this mean?</b></p> <p>Providers must have clear safeguarding procedures ensuring their provision meets any statutory guidance on safeguarding children, young people and vulnerable adults as applicable. Policy and/or procedures should cover:</p> <ul style="list-style-type: none"> <li>• Safer recruitment, including relevant checks of suitability to work with children</li> <li>• Staff training in safeguarding, including senior staff up to board/trustee level</li> <li>• Staff roles and responsibilities including up to board/trustee level</li> <li>• Staff code of conduct</li> <li>• Managing allegations against staff/volunteers</li> <li>• Clear guidance for staff on how to report concerns/incidents/disclosures</li> <li>• Whistleblowing</li> </ul> <p>Providers should look to their local ‘Safeguarding Children Board/Partnership’ (England/Wales) or Child Protection Committee (Scotland) for their local safeguarding procedures, advice and training.</p> <p>The statutory guidance a provider should refer to depends on which nation they are working within –</p> <p>England - <a href="#">Working Together to Safeguard Children (2023)</a> Page 128-129 in particular  Wales - <a href="#">Working Together to Safeguard People: Code of Safeguarding Practice</a>  Scotland - <a href="#">National Guidance for Child Protection in Scotland</a>  Northern Ireland – <a href="#">Co-operating to Safeguard Children and Young People in Northern Ireland</a></p> <p><b>Evidence</b></p> <p>The provider must briefly describe their practice and upload/link to their safeguarding policy and any related procedures/policy documents to demonstrate they have <b>all</b> the above in place.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p>

	Assessors may choose to assess staff knowledge of safeguarding procedures through discussion. Assessors may ask if staff are aware of the organisation’s safeguarding policy, how they would report concerns if they thought a colleague was behaving inappropriately with a child, or if they know who to report to if a child had disclosed that they were a victim of abuse.
<b>2b</b>	<b>Staff receive safeguarding training and regular updates appropriate to their role.</b>
	<p><b>What does this mean?</b> Providers must ensure they provide suitable safeguarding training for staff at all levels within their organisation, including senior staff, directors, trustees or similar. What they offer might be described in their main safeguarding policy or evidenced in an alternative way.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to any relevant documentation if not included in their main safeguarding policy.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to sample staff training files and may assess staff understanding through discussions. Suitable training for those with senior roles should be evident.</p>
<b>2c</b>	<b>The provider’s safeguarding policies and procedures include managing risks posed by ICT devices, digital imaging or online activity.</b>
	<p><b>What does this mean?</b> Providers must manage safeguarding risks posed by ICT devices, digital imaging or online activity appropriately. This does include staff use of personal phones, tablets, laptops or other devices with cameras, as well as staff use of social media. As technology develops new risks may be identified and will need to be covered here. Guidelines for staff might be included in their induction pack, training materials, code of conducts or staff handbook.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to any relevant documentation if not included in their main safeguarding policy.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may assess staff understanding through discussion and conversation.</p>
<b>2d</b>	<b>All staff including freelance staff are subject to appropriate criminal records checks according to the statutory framework of the provider's UK home nation. UK Government Guidance will be followed in relation to suitable checking of overseas staff and volunteers if required.</b>
	<p><b>What does this mean?</b> Providers must undertake appropriate checks on their staff to ensure their suitability to work with children and young people. Their approach should be outlined in their main safeguarding policy or in a separate document. The policy should state which roles require vetting checks, at what level, and the frequency of repeat checks if carried out. Full guidance for providers in England and Wales can be found <a href="#">here</a>.</p> <p>Providers should look to their local ‘Safeguarding Children Board/Partnership’ (England/Wales) or Child Protection Committee (Scotland) for guidance on safer recruitment and vetting checks. Providers working in England and Wales should be aware that Basic DBS Checks have no eligibility criteria so can be carried out on all their staff. NB “staff” includes volunteers, and</p>

	<p>some volunteering roles will require vetting / suitability checks to be carried out. Where vetting checks are not required for their role providers should use other methods to check suitability including references.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to:</p> <ul style="list-style-type: none"> <li>• Any relevant policy/documentation if separate from their main safeguarding policy</li> <li>• Anonymised vetting check summary lists. NB. Disclosure and Barring Service certificates and similar are documents that belong to the applicant and are confidential. Providers must not upload individual certificates or other related personal information</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to see staff files and evidence of vetting checks.</p> <p>Where providers work internationally, the UK Government Home Office provide different guidance for each country. Assessors will check that Home Office Guidance has been followed. This may not provide equivalent checks to the UK system but will represent the best possible practice.</p>
2e	<p><b>Security arrangements are in place to manage the risk posed by unauthorised visitors accessing the site during the visit.</b></p>
	<p><b>What does this mean?</b> Providers will have arrangements in place to ensure the security of any buildings or sites they manage. If they operate in public spaces or in buildings controlled by others they will need to demonstrate any control measures used that may be relevant here.</p> <p><b>Evidence</b> The provider must briefly describe their practice including:</p> <ul style="list-style-type: none"> <li>• Staff uniforms or ID badges</li> <li>• Signing in sheets or visitor badges</li> <li>• Security systems, fencing and CCTV</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to check they are asked to sign in or are given a visitor badge. They may check staff uniforms and staff ID are used consistently if this is part of the system and may visually check entry to the building and site. Assessors may discuss security arrangements with visiting staff and groups.</p>
2f	<p><b>As far as possible, when more than one group is using the facilities, users are made aware of this at the time of booking, and procedures are in place to ensure suitable separation and security appropriate to the nature of the group.</b></p>
	<p><b>What does this mean?</b> Providers must ensure that if their work takes place in spaces that are shared with others that this is managed appropriately and the arrangements are communicated to the visiting group.</p> <p>Providers need to demonstrate that there is open and honest communication of the nature of the facilities and whether or not other groups, individuals or general public will be using the site at the same time as any school bookings. Suitability and degrees of separation will vary according to the group and purpose of the visit. Proximity of supporting teachers and other</p>



	<p>school staff is important in some circumstances. For primary school residential visits teaching staff should be accommodated in the same area of the accommodation. Providers should ensure visiting school staff understand they need to manage any risks associated with shared facilities and inform parents of this before the visit.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to their pre-visit information where this is stated.</p> <p>They may type N/A if this is not relevant to them.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss practice with the provider’s staff and with visiting staff to confirm.</p>
<b>2g</b>	<b>Appropriate measures are used to ensure privacy.</b>
	<p><b>What does this mean?</b> Providers must ensure privacy in areas for changing, washing, toileting and first aid. This applies to toilets, showers, washrooms, bedrooms or changing areas. Measures provided need to be appropriate to individual and group needs, and the activity. When away from fixed toilet facilities, providers must consider how this is takes place whilst ensuring privacy e.g. stipulating where and how to toilet.</p> <p><b>Evidence</b> The provider must briefly describe their practice.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to look at bedroom or bathroom curtains or other measures. Where activity is remote from toilet or bathroom facilities procedures may be discussed with the provider and visiting staff.</p>

### 3 - Food Safety

<b>Q.I. 3</b>	<b>Where provision includes refreshments and catering, effective food safety measures are in place.</b>
<b>3a</b>	<b>Risk associated with providing refreshments and catering are managed appropriately.</b>
	<p><b>What does this mean?</b> Providers must ensure that any risks associated with providing any food or drink for groups of children and young people are managed appropriately and that all staff are aware of an procedures in place. This includes food hygiene, allergies, and relevant infectious diseases.</p> <p>If subject to statutory inspections, a Satisfactory Local Authority inspection outcome is likely to demonstrate this Quality indicator is met. A score of 4 or above in England, Wales, and Northern Ireland, and a “Pass” in Scotland are satisfactory.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to the following:</p> <ul style="list-style-type: none"> <li>Local Authority or similar statutory inspection certificate / report if subject to statutory inspection</li> </ul>

	<ul style="list-style-type: none"> <li>• Food safety policy</li> <li>• Risk assessment</li> </ul> <p>If the provider does not offer any refreshments or catering as part of their contract with their clients, they should write N/A.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss food hygiene or allergy risk management with relevant staff. They may ask to see allergy information for the group present during the visit and will expect to see this information being used where food is served. They may ask to see “Safer Food Better Business” or equivalent processes in use. Assessors should not enter food preparation areas.</p>
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#### 4 - Transport

<b>Q.I. 4</b>	<b>Where provision includes transport, there is an effective risk management process in operation</b>
<b>4a</b>	<b>Where provision includes transport, there is an effective risk management process in operation.</b>
	<p><b>What does this mean?</b> Transport means any vehicle used to move visiting groups for any purpose including evacuation of individuals in emergencies and movement around the site e.g. tractor and trailers rides on farms and driving experiences. Providers will need to ensure they have a risk management process for such transport.</p> <p>If a Public Service Vehicle (PSV) Operator’s Licence is held this quality indicator can be considered to be met. If no PSV is held, for international providers, or if Section 19 Permits are used, transport risk management practice should be clearly described in either policy documents or risk assessments.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to:</p> <ul style="list-style-type: none"> <li>• Details of PSV Operator’s Licence if held</li> <li>• Transport policy</li> </ul> <p>Providers who do not offer any transport as part of their contract with their clients should write N/A.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> It is likely that the evidence provided will demonstrate that this Quality Indicator is met. If documentary evidence does not give confidence, assessors may choose to make visual checks of vehicles and their contents (tyres, lights, first aid kit / fire extinguisher etc).</p>

## 5 - Education Quality

<b>Q.I. 5</b>	<b>The provider delivers high quality educational experiences</b>
<b>5a</b>	<b>The provider offers information on the roles and responsibilities of both the user and the provider for all aspects of the visit.</b>
	<p><b>What does this mean?</b>  Providers must ensure that they communicate the roles and responsibilities of themselves and their visitors before a visit. They must inform visiting staff about who is responsible for delivering learning activity, for managing behaviour of students, for “down time” (lunchtime, use of play equipment, dormitories, after students are in bed). This may also include who is responsible for safeguarding and provision of first aid. This is often written into pre-visit information but it is good practice to get the lead member of the visiting staff to sign to say they have read and agree to this information on their booking form.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link to any pre-visit information where this is explained.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may choose to discuss this with visiting teachers when on site.</p>
<b>5b</b>	<b>The provider offers a variety of activities delivered through a range of teaching and learning styles, and learning objectives are discussed and agreed with users.</b>
	<p><b>What does this mean?</b>  Providers need to offer a variety of learning activities that can be adapted to meet the needs of their clients. Session, lesson or activity plans should be clear about the intended learning objectives and may describe how this meets any curriculum requirements, where relevant. The provider should have a process in place to discuss, agree and record learning objectives with visiting staff. Learning is defined in its broadest possible sense; academic, social, emotional, and health and well-being.</p> <p><b>For site only applications</b>  Providers must provide information and advice about how their site may be used by visiting groups to meet their educational aims for the visit.</p> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link to</p> <ul style="list-style-type: none"> <li>• an example of a session, lesson or activity plan</li> <li>• documents which demonstrate that clear learning objectives are discussed and agreed</li> <li>• (Site Only applications) any relevant information that they provide to their visiting groups</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may choose to discuss the lesson, session or activity plan for the session they will observe. They may also discuss this with visiting staff.</p>
<b>5c</b>	<b>Planned learning activities and supporting infrastructure take into account the needs of the group, including equality, diversity and inclusion.</b>

	<p><b>What does this mean?</b> Providers must offer activities that are differentiated for learners of varying abilities. This Quality Indicator also covers how accessible provision is in the broadest sense, including physical facilities.</p> <p>Providers should ensure that their provision meets the needs of children and young people with disabilities, with protected beliefs or other characteristics such as ethnicity, gender identity and sexuality. They should also consider if their displays or promotional materials reflect diversity and encourage inclusion.</p> <p><b>Evidence</b> The provider must briefly describe their practice and confirm they have an Equality, Diversity and Inclusion Policy. Examples of how learning is differentiated for people of all abilities will be helpful.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss differentiation with the staff delivering the learning activity. Assessors may comment on physical infrastructure such as accessible toilets or washing facilities, or other adaptations. Assessors may check displays or promotional materials for their inclusivity.</p>
5d	<p><b>Assessment or review of learning, appropriate to the learning activity and the group, is included during planned activities.</b></p>
	<p><b>What does this mean?</b> Providers must ensure that any learning activity is matched to the ability and age of learners and that the learning is assessed during and after the activity. There are many Assessment for Learning (AFL) techniques that can be used. This may be as simple as a verbal introduction at the start and review or plenary activities at the end of a session or include more formal, structured assessment and feedback. This is important in all types of learning outside the classroom.</p> <p><b>Evidence</b> The provider must briefly describe their practice. For site only applications – type N/A.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to observe how staff use questioning and other formative assessment techniques before, during and after a session.</p>
5e	<p><b>The provider offers guidance, educational resources and activities to assist visit leaders to prepare learners prior to and after the visit.</b></p>
	<p><b>What does this mean?</b> Providers must provide visiting staff with resources to help them to prepare learners for a visit. This might be equipment lists, FAQ lists, resource packs for use in school, or just simple information about the site and the purpose of an educational visit. It may also include access to online resources or data following a visit and follow up visits or support from site staff.</p> <p><b>Evidence</b> The provider must briefly describe their practice.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p>

	Assessors may choose to discuss this with the provider and/or visiting staff.
<b>5f</b>	<b>The provider has an environmental sustainability policy which seeks to reduce impact on the environment and key messages are shared with users where appropriate.</b>
	<p><b>What does this mean?</b> Providers must have an environmental sustainability policy and should share the key messages from the policy with their users. This could be in displays or interpretation materials, included in online resources or websites, or it could be the main focus of the activity delivery.</p> <p><b>Evidence</b> The provider must briefly describe their practice.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to check interpretation materials in use on site.</p>

## 6 - Communication

<b>Q.I 6</b>	<b>The provider communicates effectively with users before, during and after the visit</b>
<b>6a</b>	<b>The provider ensures that all promotional and other written materials provide an accurate description of all services provided, the charges applicable, and the contact details of the provider.</b>
	<p><b>What does this mean?</b> The provider must ensure that their website, social media and other promotional materials describe their offer accurately to any potential customers. This must include an accurate description of charges and any additional fees, including their cancellation terms, and how these are advertised and administered.</p> <p><b>Evidence</b> The provider must briefly describe their practice and add a link to their website.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss this with visiting staff.</p>
<b>6b</b>	<b>The provider gathers feedback from users to evaluate its services and has a process in place to implement changes where necessary.</b>
	<p><b>What does this mean?</b> Providers must have an evaluation process in place to ensure they gather and use information from visiting staff, children and young people. This might include verbal conversations, evaluation and review games and activities, questionnaires, and online surveys. Providers must have a complaints policy/procedure in place.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload their complaints policy/procedure.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to ask for examples of how the evaluation process has changed practice better to meet their customers' needs.</p>

6c	<p><b>The provider has a process to obtain informed consent for participation where appropriate.</b></p>
	<p><b>What does this mean?</b>  Providers may have a process in place to obtain informed consent for participation if required, and a method to communicate this to their users. For example, some activities may involve technical management of risks eg unaccompanied young people doing field work, higher risk activities. In these cases, it is good practice to inform clients about these risks and for the client to inform the participants and their parents so that informed consent may be gained. Providers may ask their clients to sign to say they have read and understood the information by including it in the terms and conditions of a contract or asking the client (the school or community group leader) to sign a separate document, often called an ‘Acknowledgement of Risk’.  Where bookings are made by a school, it is not acceptable for parents to be asked directly by the provider to sign any contractual documents, including waivers or disclaimers.</p> <p>Guidance on parental consent can be found here for <a href="#">Scotland</a> and here for <a href="#">England</a> and <a href="#">Wales</a>.</p> <p>“Waivers” or “disclaimers” which seek to reduce or remove a provider’s liability in the event of injury or death as a result of the provider’s negligence must not be issued by LOTC Quality Badge holders in the UK. Waivers of this type are sometimes used outside of the UK. If this applies to a provider, they should seek advice from <a href="#">CLOtC</a> directly. More details can also be seen on Contracts and Waivers in the OEAP National Guidance for <a href="#">England</a> and <a href="#">Wales</a></p> <p>This Quality Indicator is only likely to apply if providers:</p> <ul style="list-style-type: none"> <li>• Work with un-accompanied children or where children have remote supervision</li> <li>• Provide residential visits</li> <li>• Provide adventurous activities</li> <li>• Work in hazardous environments</li> <li>• Provide overseas visits</li> </ul> <p><b>Evidence</b>  The provider must briefly describe their practice and upload/link to any relevant documents. Providers who do not need to gain informed consent can write N/A.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors may choose to assess any paperwork in use.</p>
6d	<p><b>The provider carries appropriate public liability insurance covering the activities and services offered.</b></p>
	<p><b>What does this mean?</b>  The provider must hold current public liability insurance. It must cover the provider for the activities they deliver. For further advice please see <a href="#">OEAP NG</a> and <a href="#">SAPOE “Going Out There.”</a></p> <p><b>Evidence</b>  The provider must briefly describe their insurance cover and upload a copy of the Public Liability Insurance Certificate which is in date and covers the activities offered. We do not need to see your Employer’s liability insurance.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  Assessors will check the certificate and policy is in date.</p>
6e	<p><b>The provider has a data security policy which is regularly reviewed and shared with staff.</b></p>

	<p><b>What does this mean?</b> Data security policies are sometimes called GDPR or data protection policies. The provider should have a policy in place which is clearly dated and be reviewed appropriately. They should have a process in place to ensure this is shared with staff and adhered to.</p> <p><b>Evidence</b> The provider must briefly describe their practice and confirm you have a data security / UK GDPR policy.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss the sharing of data with staff and view your policy.</p>
6f	<p><b>Where 3rd party organisations are used as a part of the offer, they should be LOTC Quality Badge holders, or the provider has an effective system in place to assess the quality and safety of this provision. This is evidenced by a clear audit trail.</b></p>
	<p><b>What does this mean?</b> Providers must have a quality assurance process in place for the selection of any 3<sup>rd</sup> party organisations. “3<sup>rd</sup> party organisations” may be activity or accommodation providers, but could be other venues such as community facilities, museums, transport companies, caterers, or other service providers. The ideal here is that 3<sup>rd</sup> party organisations have a LOTC Quality Badge if they are eligible. Many will not be eligible, and where this is the case, providers should be able to demonstrate evidence of the checks they make to ensure quality and safety. The <a href="#">Building Risk Management</a> Guidance below and other Quality Indicators are a guide to what should be in place at a 3<sup>rd</sup> party venue.</p> <p>Where a provider offers activities through a third party that are normally assessed by another Awarding Body (see Activities Declaration in section 4 on the SEF) they must hold the LOTC Quality Badge or the application will need to go through a different Awarding Body – please <a href="#">email us</a> for clarification.</p> <p>Site only applicants must not offer/book any activities with a 3<sup>rd</sup> party on behalf of their clients.</p> <p><b>Evidence</b> The provider must briefly describe their practice and upload/link to:</p> <ul style="list-style-type: none"> <li>• a list of 3<sup>rd</sup> party providers and their LOTC Quality Badge status</li> <li>• a list of checks carried out for 3<sup>rd</sup> party organisations that do not hold the LOTC Quality Badge</li> </ul> <p>All applicants may type N/A if this does not apply. Site only applicants should write N/A unless they use 3<sup>rd</sup> party organisations for catering.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors will need to discuss this with the provider’s senior staff and may observe a 3<sup>rd</sup> party leading an activity.</p>
6g	<p><b>Secure storage for valuables, medication or other items is provided where necessary. If not available, users are informed well in advance of the visit.</b></p>
	<p><b>What does this mean?</b> Providers should have a system in place to provide secure storage for users’ valuables, sensitive documents, or controlled medication during a visit.</p>

	<p><b>Evidence</b> The provider must briefly describe their practice.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to discuss this with the provider or with visiting staff.</p>
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## Building Risk Management Further Guidance

Below is further guidance on what we would expect to be in place for a provider's building risk management:

### Fire Risk Assessment

- Fire risk assessment carried out by competent body or individual. This can be done "in house" or by an appropriate contractor. Suitable competence may be evidenced by 'IFCC 0099' certification, Institute of Fire Prevention Officers (IFPO) registration, Institute of Fire Safety Managers (IFSM) registration, or Institution of Fire Engineers (IFE) registration.
- Fire risk assessment reviewed in time frame suggested by the risk assessor.
- Identified actions carried out by deadlines set by the risk assessor.
- Non-residential properties – e.g. museums offering overnight stays, must have a fire risk assessment which includes occasional residential use, and any control measures recommended must be implemented. It will be particularly important in these cases for assessors to follow a fire escape route by following the signs, checking they are present and visible, and that fire exits are kept clear. It is also important to check how emergency procedures / evacuation instructions etc. are given to groups. Drills or walkthroughs are good practice everywhere, but especially in situations like this.

### Fire log book checks

- Fire Fighting Equipment - annual service
- Fire Alarm panel and detectors - annual service
- Emergency lighting and linked door closures - monthly checks
- Call points checks - weekly on a rota to ensure all call points are included
- Evidence of drills for staff – regular and at least quarterly
- Fire drills should be offered to groups – or a walkthrough / briefing

### Electrical safety

- Portable electrical equipment has been tested in line with HSE guidance. Some items need annual testing such as kettles, hairdryers, or portable electric heaters where possible.
- Fixed wiring certification should indicate whether an electrical system is satisfactory or not. Like the fire risk assessment actions will be prioritised and will have a time frame for completion. Confirmation / evidence that actions have been completed will be sought.
- NB Large sites may have many electrical circuits. Sampling of fixed wiring inspection certificates is appropriate.



## **Gas safety**

- Annual gas safety certificates should be in place for all fixed gas equipment and portable gas heaters if used. In education settings these must be carried out by a registered “Gas Safe” engineer. Complicated sites may have many gas safety certificates, sampling is appropriate in these cases.
- LPG stored in fixed, bulk tanks (eg 2000 litre Calor tanks) should be included in the gas safe inspection which should cover underground pipework as well as the tank and its surroundings – the engineer will indicate the intervals required between inspections.
- Portable cooking equipment using bottled LPG such as may be found in standing camping facilities should have evidence of annual maintenance and inspection by a competent person.

## **Other heating systems**

- Boilers using wood pellets, wood chip, or other solid fuels should have evidence of annual maintenance by a HETAS registered engineer.
- Oil fired boilers should be serviced annually by an OFTEC registered engineer.

## **Water Hygiene**

- A water hygiene risk management scheme should be in place. This should be written by a competent person and will include a schedule of temperature checks and other maintenance.
- A log or digital recording system should show the water hygiene risk management scheme is being adhered to.
- The type and frequency of checks is dependent on site-specific factors and the risks associated with the client group or staff.

## **Falls from height**

- Windows above ground floor level should have restricted opening so that it is not possible to climb out.
- Balustrade on balconies and landings or otherwise protecting a drop of more than 600mm should be a minimum of 1100mm high and should be constructed in a way that is not easy to climb. (There should be no horizontal bars or cables that could be used as footholds).
- Upper bunk beds should have safety rails fitted.

## **Finger trapping in doors**

The risks posed by finger trapping should be risk assessed, often in the general building risk assessment. Suitable control measures may be finger guards on the hinge sides, slow closure mechanisms, supervision, or restricted access. HSE prosecutions for injuries caused by finger trapping are common. Whilst younger children or those with disabilities may be particularly vulnerable, prosecutions have occurred following injuries to children of all ages. Fines can be large, finger guards are cheap.