

# LOtC Quality Badge Application Guidance Notes

## Supporting you to complete your LOtC Quality Badge Self-Evaluation Form

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

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

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

For further support -

- Visit the Learning Platform on your [online portal](#) for support videos
- Attend our [live support sessions](#) to ask your questions about the application process
- Email [qualitybadge@lotc.org.uk](mailto:qualitybadge@lotc.org.uk) if you have any further questions

## Guiding you through the Self-Evaluation Form

### Section 1 – Telling us about your organisation’s details

This section is straightforward to complete by adding your information in the grey boxes. Be mindful of the name you want to have on your certificate. It needs to reflect what schools/community groups will search for to find you. If this is a renewal application, we do not recommend you change your name without discussing it with us first. You can check the name on your current listing by searching our [online map](#).

### Section 2 – Confirming the type of assessment you need

We need you to confirm which type of assessment you think you are eligible for. [Visit this webpage](#) for a summary of the different types of assessment. This will be confirmed with you on submission.

### Section 3 - Completing the Activity / Experience Declaration

To ensure you are assessed by the correct Awarding Body, you must tell us of any activities / experiences you offer that involve more technical risk management, whether run by yourselves or a third party on your behalf. This is for any activity / experience you offer to schools, other educational settings and youth community groups. Please read the form carefully and email [qualitybadge@lotc.org.uk](mailto:qualitybadge@lotc.org.uk) with any questions.

### Section 4 - Evidencing against the Quality Indicators (QI)

To achieve the LOtC Quality Badge you must meet every Quality Indicator except in certain circumstances where it says on the form that you can write N/A e.g. where you don't have any buildings, if you only offer outreach opportunities or if you are a site only application.

#### How to provide evidence -

##### Describing your practice

Having referred to the guidance in the rest of this document, **you must write a brief description** in the grey boxes explaining how your practice meets each Quality Indicator. For example -

1a 'There is a process in place to ensure staff and volunteers are competent to carry out their work'

'Staff are recruited ensuring they have the necessary skills, experience and relevant qualifications for their role e.g our education staff are all qualified teachers, with minimum of 3 years working in a museum. New staff undertake an induction process and probationary period with review after 3 months. All staff undertake an annual performance review – see [1a Example of performance review](#). CPD needs are identified to enhance staff competence for all roles. All staff undertake annual Safeguarding training and First Aid training at the required intervals. Reviews of visits are discussed in weekly staff meetings and feedback is actioned'.

#### Linking or uploading to supporting evidence -

Where examples of additional evidence are requested, or you wish to provide supporting documents/ information you can:




- Hyperlink to documents that are on your website or intranet ensuring we can access them
- Provide screenshots within the SEF (minimising the file size of each image)
- Upload files into your online portal into the 'LOtC Quality Badge Application' folder
  - Each piece of uploaded evidence must be cross-referenced ensuring the file name on your SEF matches that in the portal folder (as in the example above)
  - Where a document can be used as evidence for more than one quality indicator, upload it only once and cross-reference the file name to the SEF each time it is referred to as evidence.

## What we expect you to have in place to achieve the LOtC Quality Badge -




This section explains each Quality Indicator - telling you what you must have in place, what evidence you need to provide and what the assessor will look for during the online meeting and site assessment if you are due to have one for your type of application.

There is also additional guidance around Building Risk Management in Appendix 1.

We assess a wide range of providers of LOtC from sole traders to organisations with multiple sites so we appreciate that you operate in many different ways. However, to achieve the LOtC Quality Badge you must meet all of the Quality Indicators unless it is indicated otherwise. Where additional guidance for certain applicants is available, you will see a symbol in the left hand column referring you to Appendices 2-4 for:

Appendix 2 - Site only  Appendix 3 -Sole traders  Appendix 4 - Outreach only 

### 1 - Risk Management

Q.I.1	The provider has health and safety management processes in place to manage risk effectively
1a	<p><b>There is a process in place to ensure staff and volunteers are competent to carry out their work.</b></p>
 	<p><b>What you must have in place</b></p> <p>You must ensure your 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 specific to their role. A staff performance review and monitoring process should be in place.</p> <p><b>Evidence</b></p> <p>You must briefly describe your practice and upload/link to the following:</p> <ul style="list-style-type: none"> <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></p> <p>Assessors may choose to see training 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>
1b	<p><b>There are risk assessments in place for sites and activities where necessary. These are regularly reviewed, updated and shared with staff.</b></p>
	<p><b>What you must have in place</b></p> <p>You 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 your organisation is small enough for this not to be legally required. It is common to use an approach based on “Risk / Benefit Assessment”.</p> <p>Additionally, risk assessment in LOtC is frequently carried out dynamically. If this is a significant part of the risk management process you need to demonstrate that staff have the skills and experience to carry this out.</p>

	<p><b>Evidence</b></p> <p>You must briefly describe your practice for risk assessing your activities and the sites they are run on and upload/link to a sample <b>activity</b> risk assessment which demonstrates your practice and 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></p> <p>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 dynamic risk management is an important part of the risk management, the assessor will look to ensure this is evident during the observed session.</p>
<p><b>1c</b></p>	<p><b>The risks of fire are managed appropriately.</b></p>
<p><b>OR</b></p>	<p><b>What you must have in place</b></p> <p>You must ensure you 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 <b>competent</b> staff or contractors. Any actions identified in the Fire Risk Assessment must have been, or are due to be, actioned. 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>If you offer camping or other temporary accommodation, for example residential use of usually non-residential premises – ‘Night in a museum’, you 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></p> <p>You must briefly describe your practice and for any buildings used confirm the date of your last Fire Risk Assessment or Local Authority Fire inspection and that all actions have been completed, or due to be done.</p> <p>For outdoor sites, camping or other temporary accommodation, like ‘Night in a museum’ experiences the management of fire risk may be within a general site risk assessment.</p> <p>For providers offering Outreach you should give details of how you work within the procedures set out by the sites you are working on.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p> <p>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>



1d	<p><b>There is a general building and accommodation and other infrastructure risk management process.</b></p>
<p><b>OR</b></p>	<p><b>What you must have in place</b>  You 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. You should consider all the points in the <a href="#">Building Risk Management</a> section in Appendix 1.</p> <p><b>Evidence</b>  You must briefly describe your practice and upload/link to your general buildings / grounds risk assessment document. In addition, you will need to confirm on your SEF that you 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. You do not need to upload certificates.</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 assessment or risk management scheme</li> <li>• Evidence of British and Irish Association of Zoos and Aquariums (BIAZA) membership where appropriate</li> </ul> <p>You can type N/A for any that are not relevant or if you are an outreach only provider working on the user’s site.</p> <p>If a 3<sup>rd</sup> party venue is used, due diligence checks of the above will need to be evidenced.</p> <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, PAT/EET testing, 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 you where appropriate.</b></p>
<p><b>SO</b></p>	<p><b>What you must have in place</b>  You need to collect relevant information about your users, both children and visiting staff, to ensure you meet their needs e.g. <b>medical and dietary needs</b>. You need to determine what information you collect, how you collect it and how it is shared with relevant staff. This will probably be captured on your booking form. It is good practice to also gather information about additional education needs that might impact on the activity/session/visit.</p> <p><b>Evidence</b>  You must briefly describe your practice including how the information gathered is shared with your staff, and upload/link to your 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 your staff working with groups have received the information collected and how it is used in 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>OR</b></p>	<p><b>What you must have in place</b>  You must have contingency planning and emergency procedures in place. This should include your:</p> <ul style="list-style-type: none"> <li>• plans for changes to activities due to weather/group needs etc.</li> <li>• first aid provision;</li> <li>• emergency evacuation, invacuation, lockdown and Run, Hide, Tell plans for fire, chemical release, <a href="#">terrorism</a> including compliance with the <a href="#">Terrorism (Protection of Premises) Act</a>, and animal escape if relevant;</li> <li>• missing child/young person procedures;</li> <li>• staff training for emergency response;</li> </ul> <p><b>Evidence</b>  You must briefly describe your practice with <b>reference to all the points above</b>. You should show evidence that you have a contingency plan and emergency procedures document(s) by sharing a screen shot of the front page showing when it was written and when it is due for review, and a contents page. You must <b>not</b> upload any sensitive information onto their online portal.</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 you undertake any drills or discuss scenarios in staff meetings/during training. The assessor may choose to discuss an example of how your organisation has responded to an emergency.</p>
1g	<p><b>For all you 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 you must have in place</b>  You must provide support to visiting groups overnight. This might be by your 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. Your approach should be written into pre-visit documentation ensuring visiting staff are made aware before their visit. You 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>  You must briefly describe your practice and upload/link to your pre-visit information or other documentation where this is stated.</p> <p>If you do not offer overnight visits, you 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 about procedures 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 you must have in place</b>  You must have a process to record incidents, accidents and “near misses”, and a procedure to ensure this information is used to inform your risk management process.</p>

	<p><b>Evidence</b> You must briefly describe your practice including what you do with the information, and upload/link to one 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>And</p> <ul style="list-style-type: none"> <li>• Meeting notes where reported issues have been discussed and actions agreed.</li> </ul> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may ask to view an example of an incident, accident or near miss that has directly led 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>SO</p>	<p><b>What you must have in place</b> You 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 all equipment used 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> You must briefly describe the equipment you provide and how you ensure its suitability for the learners, and give details of your monitoring and maintenance procedures.</p> <p>For any ‘Fairground or amusement devices’ you 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, so N/A may be written.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b> Assessors may choose to view equipment to assess condition and 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>

## 2 - Safeguarding

Q.I. 2	<p><b>The provider has effective policies and procedures for safeguarding children, young people and vulnerable adults.</b></p>
2a	<p><b>The provider has clear and robust safeguarding policies and procedures.</b></p>
<p>SO</p> <p>ST</p>	<p><b>What you must have in place</b> You must have clear safeguarding procedures ensuring your provision meets any statutory guidance on safeguarding children, young people and adults at risk/protected 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> </ul>

	<ul style="list-style-type: none"> <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>You should look to your local ‘Safeguarding Children Board/Partnership’ (England/Wales) or Child Protection Committee (Scotland) for your local safeguarding procedures, advice and training.</p> <p>The statutory guidance you should refer to depends on which nation you 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>Further support on this can be found on the Learning Platform on your <a href="#">online portal</a> as a video and good practice guides.</p> <p><b>Evidence</b>  You must briefly describe your practice and upload/link to your safeguarding policy and any related procedures/policy documents to demonstrate you have <b>all</b> of the above in place. If working in England you must ensure you are up to date with <a href="#">Working Together to Safeguard Children (2023)</a> and it is referenced in safeguarding documents.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b>  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.</p>
<b>2b</b>	<b>Staff receive safeguarding training and regular updates appropriate to their role.</b>
	<p><b>What you must have in place</b>  You must ensure you provide suitable safeguarding training for staff at all levels within your organisation not just staff working directly with young people. This also includes senior staff, directors, trustees or similar. What you offer might be described in your main safeguarding policy or evidenced in an alternative way.</p> <p><b>Evidence</b>  You must briefly describe your practice including for senior staff members/trustees and upload/link to any relevant documentation if not included in your 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 you must have in place</b>  You must manage safeguarding risks posed by ICT devices, digital imaging or online activity appropriately. This includes staff use of personal phones, tablets, laptops or other devices with</p>

	<p>cameras, staff connecting with your users on their personal social media or other sharing online, and retention of CCTV images. As technology develops, new risks may be identified and will need to be covered here. Guidelines for staff might be included in your 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 your 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>
2d	<p><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>
<p>SO</p> <p>ST</p> <p>OR</p>	<p><b>What you must have in place</b></p> <p>You must undertake appropriate checks on your staff to ensure their suitability to work with children and young people. Your approach should be outlined in your 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 organisations in England and Wales can be found <a href="#">here</a>, for Scotland <a href="#">here</a> and Northern Ireland <a href="#">here</a>.</p> <p>You should look to your local ‘Safeguarding Children Board/Partnership’ (England/Wales), Child Protection Committee (Scotland) and Safeguarding Board for Northern Ireland for guidance on safer recruitment and vetting checks.</p> <p>If you work in England, Wales or Northern Ireland you should be aware that Basic DBS Checks have no eligibility criteria so can be carried out on all your staff.</p> <p>NB “staff” includes volunteers, and some volunteering roles will require vetting / suitability checks to be carried out. Where vetting checks are not required for their role you should use other methods to check suitability including references.</p> <p><b>Evidence</b> You must briefly describe your 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. DBS certificates and similar are documents that belong to the applicant and are confidential. You 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 you 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>OR</b></p>	<p><b>What you must have in place</b>  You must have arrangements in place to ensure the security of any buildings or sites you manage. If you operate in public spaces or in buildings controlled by others, you will need to demonstrate any control measures used that may be relevant here.</p> <p><b>Evidence</b>  You must briefly describe your 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> <li>• Information given to visit leaders if working on a public space</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>OR</b></p>	<p><b>What you must have in place</b>  You must ensure that if your 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>You 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. Suitability and degrees of separation will vary according to the group and purpose of the visit. Proximity of visiting adults is important in some circumstances. Ideally for all residential visits staff should be accommodated in the same area as their young people but this is essential for primary aged children and SEND groups. You should ensure visiting staff understand they need to manage any risks associated with shared facilities and inform parents of this beforehand.</p> <p><b>Evidence</b>  You must briefly describe your practice including how you inform users, and upload/link to your pre-visit information where this is stated.</p> <p>You may type N/A if this is not relevant to you.</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 your staff and with the visiting staff to confirm.</p>
2g	<p><b>Appropriate measures are used to ensure privacy.</b></p>
	<p><b>What you must have in place</b>  You 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,</p>

	<p>you must consider how to manage this whilst ensuring privacy e.g. stipulating where and how to toilet.</p> <p><b>Evidence</b> You must briefly describe how you provide appropriate privacy for toileting, changing and first aid.</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 your staff and the visiting staff.</p>
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### 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 you must have in place</b> You must ensure that any risks associated with providing any food or drink as part of your contract with groups of children and young people are managed appropriately and that all staff are aware of any 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> You must briefly describe your practice and upload/link to the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Local Authority or similar statutory inspection certificate / report if applicable</li> <li>• Food safety policy</li> <li>• Risk assessment</li> </ul> <p>If you do not offer any refreshments or catering as part of your contract, you 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>



### 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 you must have in place</b> Transport means any vehicle used to move visiting groups for any purpose including travelling between sites, evacuation of individuals in emergencies and movement around the site e.g.</p>

	<p>tractor and trailers rides on farms and driving experiences. You will need to ensure you 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 as being 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> You must briefly describe your practice and upload/link to:</p> <ul style="list-style-type: none"> <li>• Details of PSV Operator’s Licence if held</li> <li>• MIDAS Training if applicable, or</li> <li>• Transport policy</li> </ul> <p>If you do not offer any transport as part of your contract with your users you 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>
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## 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 you must have in place</b> You must ensure that you communicate the roles and responsibilities of your organisation and your visitors before a visit. You must inform visiting staff about who is responsible for delivering the activity, for managing behaviour of students, and 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 visit leader to sign to say they have read and agree to this information on their booking form.</p> <p><b>Evidence</b> You must briefly describe your 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 staff 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 you must have in place</b> You need to offer a variety of activities that can be adapted to meet the needs of your users. Session, lesson or activity plans should be clear about the intended learning objectives and may</p>


	<p>describe how this meets any curriculum requirements, where relevant. You must 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>For site only applications - You must provide information and advice about how your site may be used by visiting groups to meet their educational aims for the visit.</p> <p><b>Evidence</b> You must briefly describe your 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 you provide to 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>
5c	<p><b>Planned learning activities and supporting infrastructure take into account the needs of the group, including equality, diversity and inclusion.</b></p>
	<p><b>What you must have in place</b> You 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>You should ensure that your provision meets the needs of children and young people with disabilities, with protected beliefs or other characteristics such as ethnicity, gender identity and sexuality. You should also consider if your displays or promotional materials reflect diversity and encourage inclusion.</p> <p>You should have an Equality, Diversity and Inclusion Policy which includes reference to your users as well as your own staff.</p> <p><b>Evidence</b> You must briefly describe how you take your users' needs into account, and confirm you have an Equality, Diversity and Inclusion Policy which includes reference to your users as well as your staff. Examples of accessible facilities and how learning is differentiated for people of all abilities will be helpful. You do not need to upload the policy.</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 you must have in place</b> You must ensure that any 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 questions at the beginning to gauge prior learning/thoughts about the site or activity and then review of</p>

	<p>learning, emotions, enjoyment of the 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> You must briefly describe your 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 will observe how staff use questioning and other assessment techniques before, during and after a session.</p>
<b>5e</b>	<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 you must have in place</b> You must provide visiting staff with resources to help them prepare learners for a visit. This might be equipment lists, FAQ lists, resource packs for use in school, or information about the site and the purpose of an educational visit. Where appropriate, it should also include access to online resources or data to extend the learning or reflect on the experience following a visit. It might also include follow up visits or support from your staff.</p> <p><b>Evidence</b> You must briefly describe your practice and upload/link to a sample of resources you have available.</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 you and/or visiting staff.</p>
<b>5f</b>	<p><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>
	<p><b>What you must have in place</b> You 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 part of an activity. Examples might include use of environmentally friendly products and other sustainable procurement, recycling, water and energy use, protection of the sites they are visiting, increasing biodiversity.</p> <p><b>Evidence</b> You must briefly describe your practice, confirming you have a policy in place and how the key messages are shared with users. You do not need to upload the policy.</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 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 you must have in place</b>            You must ensure your website, social media and other promotional materials describe your offer accurately to any potential customers. This must include an accurate description of charges and any additional fees, including your cancellation terms, and how these are advertised and administered.</p> <p><b>Evidence</b>            You must briefly describe what materials you have available and add a link to your 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 you must have in place</b>            You must have an evaluation process in place to ensure you gather and use information from visiting staff, children and young people to make changes if needed. This might include verbal conversations, evaluation and review games and activities, questionnaires, and online surveys. You must have a complaints policy/procedure in place.</p> <p><b>Evidence</b>            You must briefly describe your practice including how you act on feedback, and confirm you have a complaints policy/procedure. You do not need to upload it.</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 in response to feedback.</p>
<b>6c</b>	<b>The provider has a process to obtain informed consent for participation where appropriate.</b>
	<p><b>What you must have in place</b>            You may have a process in place to obtain informed consent for participation if required, and a method to communicate this to your 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 the visit leader about these risks and for them to inform the participants and their parents so that informed consent may be gained. You may ask your users (the school or community group leader) to sign to say they have read and understood the information by including it in the terms and conditions of a contract or ask them to sign a separate document, often called an 'Acknowledgement of Risk'.</p>

	<p>Where bookings are made by a school, it is not acceptable for parents to be asked directly by you to sign any contractual documents, including waivers or disclaimers. 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 you, you 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>Please note it is not good practice to present any document called a ‘Waiver’ or ‘Disclaimer’ even if it is not seeking to reduce or remove a provider’s liability.</p> <p>This Quality Indicator is only likely to apply if you:</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>This Quality Indicator is not referring to consent for photo permissions.</p> <p><b>Evidence</b> You must briefly describe your practice and upload/link to any relevant documents. If you do not need to gain informed consent, you 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 discuss 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 you must have in place</b> You must hold current public liability insurance which covers all the activities you deliver. For further advice please see <a href="#">OEAP NG</a> and <a href="#">SAPOE “Going Out There.”</a></p> <p><b>Evidence</b> You must briefly describe your insurance cover and upload a copy of the Public Liability Insurance Certificate which is in date and covers the activities offered. You do not need to give evidence of 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 you must have in place</b> Data security in your organisation should be underpinned by a policy, sometimes called UK GDPR, data protection, privacy or data security policy. The policy should be clearly dated and reviewed appropriately. You should have a process in place to ensure this is shared with staff and adhered to. Visit <a href="#">Information Commissioner’s Office</a> for advice on data protection and whether you need to pay a data protection fee.</p>

	<p><b>Evidence</b></p> <p>You must briefly describe your practice confirming you have a policy in place and how it is shared with your staff. You do not need to upload the policy.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p> <p>Assessors may choose to discuss the sharing of data with staff and view the 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 you must have in place</b></p> <p>You 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. Ideally the 3<sup>rd</sup> party organisations would hold a LOtC Quality Badge if they are eligible. Many will not be eligible, and if this is the case, you should be able to demonstrate evidence of any checks you make to ensure quality and safety. The Building Risk Management Further Guidance in Appendix 1 and other Quality Indicators are a guide to what should be in place at a 3<sup>rd</sup> party venue.</p> <p>If you use a 3<sup>rd</sup> party to offer activities that are normally assessed by another Awarding Body (as per the Activity / Experience Declaration on the SEF) the 3<sup>rd</sup> party must hold the LOtC Quality Badge or the application will need to go through a different Awarding Body – please <a href="#">email us</a>.</p> <p>Site only applicants must not offer any activities through a 3<sup>rd</sup> party as part of your contract with your users.</p> <p><b>Evidence</b></p> <p>You must briefly describe your practice and upload/link to:</p> <ul style="list-style-type: none"> <li>• a list of any 3<sup>rd</sup> parties you use and their LOtC Quality Badge status</li> <li>• a list of checks carried out for 3<sup>rd</sup> parties 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></p> <p>Assessors will discuss this with your 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 you must have in place</b></p> <p>You should have a system in place to provide secure storage for users’ valuables, sensitive documents, or controlled medication during a visit. If this is not available, you must have a process in place to inform users before their visit.</p> <p><b>Evidence</b></p> <p>You must briefly describe your practice including how you inform users.</p> <p><b>If a site assessment/online meeting is undertaken, what will the assessor look for?</b></p> <p>Assessors may choose to discuss this with the provider or with visiting staff.</p>

## Appendix 1 - Building Risk Management Further Guidance

Below is further guidance on what needs to be in place for 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 /invacuation / lockdown 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

- Fixed wire electrical certificate/ Electrical Installation Condition Report 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.
- Frequency of fixed wiring testing is determined by the type of venue but is normally a minimum of every 5 years. Some venues - theatres, and places of entertainment and leisure centres are every 3 years, and swimming pools, cinemas (front of house) and some other higher risk venues are 1 year. (According to BS 7671:2018 and IET Wiring Regulations).
- NB Large sites may have many electrical circuits so sampling of Electrical Installation Condition Report is appropriate.
- Electrical Equipment Testing (EET, previously known as Portable Appliance Testing) has been conducted in line with HSE guidance. Some items need annual testing such as kettles, hairdryers, or portable electric heater.

### 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 so details should be given of a sample of these.

- 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 like that found in some 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 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 features 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.

### **Safety/Toughened glass**

Safety/toughened glass should be present in all low-level glazing, doors and critical locations, where an injury is most likely in the event of a breakage.

Doors and windows which are lower than 800mm from the floor, and other glazing areas which are within 300 mm of the door edge and within 1500 mm of the floor level should have suitable glass which may include wired glass. The accepted standard is BS EN 12600.

Tape cannot be used to show glass areas instead of toughened glass.



<b>1a</b>	<b>There is a process in place to ensure staff and volunteers are competent to carry out their work.</b>
	You may have little contact with the young people that come to your site but you need to evidence that anyone that may come into contact with them are competent in their roles and you have induction and performance review systems in place to support, develop and reflect on your practice. Appropriate safeguarding training is good practice for all staff and first aid training as applicable.
<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>
	Although you must not be offering led activities for the Site Only badge you may still have self-led activities or features within your site that visitors can use that will need to be risk assessed. For example, self-led trails, interpretation, interactive displays, play equipment.
<b>1e</b>	<b>Details of any special medical or dietary needs of visiting staff and students, are sought and shared with staff or 3rd party service you where appropriate.</b>
	Even if you have limited contact with the group you need to capture medical information that may affect their visit. This will enable you to advise them on how to use of your facilities and offer further support if needed.
<b>1f</b>	<b>Contingency plans and emergency procedures are in place, risk assessed, regularly reviewed, updated, and shared with staff and users.</b>
	As you may have limited contact with the visiting group communication around your contingency plans and emergency procedures before their visit and on arrival is really important as they will not necessarily have a member of your staff to guide them. You need to evidence how and what is communicated.
<b>1i</b>	<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>
	This QI will apply to you if you offer a site with displays, trials, any equipment that visitors use, play equipment, fairground or amusement devices.
<b>2a</b>	<b>The provider has clear and robust safeguarding policies and procedures.</b>
	Any organisation that has children, young people or vulnerable adults to their site must have safeguarding policies and procedures in place so must follow the main guidance on this QI above.
<b>2b</b>	<b>Staff receive safeguarding training and regular updates appropriate to their role.</b>
	Any organisation that has children, young people or vulnerable adults to their site must have safeguarding training.
<b>2c</b>	<b>The provider’s safeguarding policies and procedures include managing risks posed by ICT devices, digital imaging or online activity.</b>
	Any organisation that has children, young people or vulnerable adults to their site must include this in policy and staff code of conducts.
<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>
	Any staff member that has access to children and young people on your site will need an appropriate DBS check depending on the country you are working in and their job role.
<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>
	You may have only limited interaction with your visiting groups but it is really important to set out your expectations around visiting staff being responsible for the group at all times, giving further details as required depending on your site.

<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>
	You must provide information and advice about how your site may be used by visiting groups to meet their educational aims for the visit.
<b>5c</b>	<b>Planned learning activities and supporting infrastructure take into account the needs of the group, including equality, diversity and inclusion.</b>
	You will need to give details of your site supports any differing needs of the group. This might include differentiation of text within interpretation displays/boards, diversity considered in the images used in displays, prayer/quiet spaces, hearing loops and other accessibility features.
<b>5d</b>	<b>Assessment or review of learning, appropriate to the learning activity and the group, is included during planned activities.</b>
	You can put N/A for this one.
<b>5e</b>	<b>The provider offers guidance, educational resources and activities to assist visit leaders to prepare learners prior to and after the visit.</b>
	You should have webpages or other documents to support the visiting group to use your site or the surrounding area for learning, and prepare them for their visit.
<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>
	Even if you have very little contact with your users, you must have a means to evaluate what you are offering them. This could be via an online feedback form shared on their departure or sent to them post visit via email.

### Appendix 3 – Sole Traders Further Guidance



<b>1a</b>	<b>There is a process in place to ensure staff and volunteers are competent to carry out their work.</b>
	You need to evidence that you are competent for your role so describe the qualifications you have, what training you have undertaken ensuring you are up to date, what networks/professional bodies you are part of to keep abreast of current issues in your sector and how you reflect on your practice.
<b>2a</b>	<b>The provider has clear and robust safeguarding policies and procedures.</b>
	You must have clear safeguarding policies and procedures. You will obviously be the designated safeguarding lead and you will need to reference the Local Authority Designated Officer (LADO) for any escalation of safeguarding issues within your organisation.
<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>
	You will need an appropriate vetting check depending on the country you are working in and your role. In England and Wales sole traders can use a DBS registered body to apply for their DBS.

<b>1c</b>	<b>The risks of fire are managed appropriately.</b>
	As you work on sites that are not managed by you, you will need to evidence how you discuss fire risk management with the site you are visiting before you run activities there, and how you impart this information to the group you are working with. For example, if you are in a school you need to identify their fire drill procedure to be aware of what is required should a fire alarm be activated. You should also be aware of fire extinguishing equipment available in your location should a fire occur as a result of your activity. If you are bringing equipment onto their site that poses a fire risk this should be discussed with the site and a risk assessment shared with them e.g. fire lighting pit, cooking equipment.
<b>1d</b>	<b>There is a general building and accommodation and other infrastructure risk management process.</b>
	You can type N/A for this if you are contracted to work on the user’s own site but if you have booked to use a 3 <sup>rd</sup> party venue like a village hall you will need to evidence that you have checked all the points in this QI to show you have undergone due diligence checks as mentioned in QI 6f.
<b>1f</b>	<b>Contingency plans and emergency procedures are in place, risk assessed, regularly reviewed, updated, and shared with staff and users.</b>
	As well as evidencing your own contingency plans and emergency procedures as you are working on a 3 <sup>rd</sup> party’s site you will need to familiarise yourself with their procedures and agree with the group leader a way forwards for various scenarios. For example, if you are offering outdoor activities you will need to agree a contingency plan for extreme weather, identify their lockdown procedures etc. How and when you undertake such discussions should be evidenced here.
<b>2a</b>	<b>The provider has clear and robust safeguarding policies and procedures.</b>
	As well as evidencing your own safeguarding policies you will need to demonstrate that you work within the procedures of the site you are visiting. For example, if you are working regularly within a school as a sports coach you will need to be aware of what you should do if a disclosure is made, or you have concerns about the welfare of a child.
<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>
	You need to have the required vetting check in place for the country you are working in. If you go into schools, you need to identify what their vetting check policy is as this will vary. If you are on the DBS Update Service you should give them your certificate number, Date of Birth and show them the hardcopy of your certificate on arrival so they can use the service to do the check (this takes just a minute to do). Changes to PVG checks were introduced in Scotland in April 2025, and changes are expected for DBS checks in England and Wales which will increase the eligibility for Enhanced with Barred List checks for anyone working with children and vulnerable adults. Check your online Learning Platform for updates on this.
<b>2e</b>	<b>Security arrangements are in place to manage the risk posed by unauthorised visitors accessing the site during the visit.</b>
	You will need to demonstrate that you work within the site owner’s arrangements, and what you have in place to make your staff easily identifiable – ID badges, uniform.
<b>2f</b>	<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>
	If you are working on a public site or organising an event where other groups will be present you will need to show how you communicate this information to your users.