

# **Adventure Activities and Residential Experiences**

**The Residential and Outdoor Youth Work Methodology  
Handbook**

## Overview

The aim of this handbook is to provide a resource from which youth workers can draw inspiration and confidence to organise adventure activities and residential opportunities for young people.

It draws upon the experiences of youth work practitioners and provides just a few examples of the wide variety of good practice evident across Wales

Adventure activities and residential experiences can provide the most memorable learning opportunities for young people. Creating opportunities to encounter new challenges, helping young people to build self esteem, increase motivation and gain a sense of accomplishment and achievement.

The scope of this hand book does not include the wide variety of environmental outdoor learning opportunities available across Wales though the planning principles and guidance could be applied to any offsite visit.

It is not an exhaustive guide and neither does it serve to replace any existing organisational or statutory guidance in place for your youth club regarding offsite adventure activities or residential experiences.

This Handbook is one of a library of Good Practice Methodology Handbooks commissioned by the Welsh Government to support the role of the many thousands of employed and volunteer youth work practitioners across Wales. The process of research and writing the documents has been undertaken by CWVYS, who has endeavoured to create significant partnerships between the voluntary and maintained youth work sectors for the Handbook development in order to provide the users with a broad range of material that can meet varied needs and situations. Examples of good practice have been gathered from across Wales and beyond and are provided to act as a catalyst for new and innovative ideas, and to encourage youth work groups and organisations to consider new ways of working and/or enhance their current practice.

The Handbooks that make up this library are designed to complement each other and references are made to other parts of the library rather than being repetitive. For example, information contained in the Cultural Experiences and Exchanges Handbook will further support the subject matter in this Handbook.

We hope you find this and all the Handbooks challenging, useful and stimulating.

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# Introduction

Over the last 15 years or more we have developed an increasingly litigious society and in doing so have reduced opportunities for young people to engage in activities that carry a greater element of risk than others. That in turn has created what some people call the “cotton wool” approach to working with children and young people. By seeking to minimise risk to nil, young people are not learning the very necessary skills of risk assessment, responsibility, caution and self-management, because either youth workers are doing all that work as part of the risk assessment and reduction planning, or activities that carry risk are simply not offered.

This handbook seeks to offer reassurance that risk-bearing activities are a necessary part of good youth work practice and amazing results can be achieved for both young people and youth workers. Put quite simply, good preparation and planning, with young people involved at every stage, will minimise risk yet offer a challenging, motivating, and potentially life-changing experience for each individual and the group as a whole.

If we take note of some of the most successful and long-standing organisations such as the Scouts, Guides and the Urdd, have outdoor activities at their core, community based activities and expeditions. These organisations thrive today and remain committed to providing exciting opportunities for young people in both residential and club settings.

Take note of the suggestions contained within this handbook and make sure you check for new legislation and guidance every time you plan, but don't be discouraged from delivering these kinds of activities as their benefits far outweigh the challenges we face as youth workers in organising them.

## **Adventure Activities**

**Adventure activities** provide situations in which young people can gain personal fulfilment whilst developing the skills of co-operation, communication and teamwork.

They provide opportunities to enhance young people's understanding of, and connection with the natural environment, developing responsible attitudes toward using and protecting wilderness areas. In Wales every community is within easy striking distance of open countryside, coastal and inland waters which can provide a fantastic learning environment for young people.

The activities themselves most often, though not exclusively, take place outdoors in the natural environment and include both elements of physical and mental challenge, they offer an alternative to traditional sports and games and can become lifetime pursuits which can increase physical exercise in an enjoyable and purposeful way.

Skill acquisition and risk management are often central to the experience.

It is common for there to be a level of risk that is judged to be tolerable and in balance with the benefits to be gained from participation in adventure activities. The maturity and experience of the young people involved will need to be considered alongside the identification of risks and their management. Engagement with actual risk is vital if young people are to develop the skills to deal with the succession of risks they will meet in their own lives.

## **Examples of Adventure activities.**

**Climbing:** including abseiling, coastering, gorge walking, rock climbing on indoor walls and in the natural environment, and high ropes courses

**Water Sports:** including canoeing, diving / Sub Aqua, dragon boating, improvised Rafting, kayaking / sea kayaking, kite Surfing, sail boarding, sailing and wind Surfing

**Trekking:** including fell running, mountaineering, hill walking, orienteering, pony trekking, mountain biking and skiing

**Caving:** including potholing and mine exploration

## Residential Experiences

**Residential experiences** offer opportunities for young people to live more independently alongside others away from the home environment and these unique and unfamiliar circumstances can enable the development of personal and social skills as well promoting citizenship and community cohesion. Visiting and exploring new environments also broadens young peoples' horizons and can deepen awareness of their own and others' abilities and needs.

The relationships between the young people and their leaders can often be enhanced and reinforced by participating in and overcoming challenges together in an unfamiliar activity or environment.

Adventure activities and residential experience are often combined and there are many outdoor centres, both commercial and local authority run, that specialise in such experiences. Staying away from home for any length of time can be a challenging experience for young people, particularly if they have not been away without family or close friends before.

The experience brings with it a certain amount of independence and sharing of responsibilities with others can be a daunting prospect, requiring the development and deployment of new personal and social skills.

In order to get the most out of any residential experience planning must begin at as early a stage as possible, engaging the potential participants and ensuring that there is sufficient time for the young people and leaders to prepare both in a practical sense and mentally.

Young people have the right to be consulted and to participate in decision making (see National Standards for Children & Young People's Participation <http://wales.gov.uk/topics/childrenyoungpeople/publications/participationstandards/?lang=en> ).



Planning a residential can be an empowering experience. The Youth Work Methodology Handbook 'Working in Partnership with Young People' has lots of useful advice and guidance on how to build a framework of participation for your activity.

The planning stages must also involve the necessary checks to ensure that risks are appropriately managed both for planned activities, down time and the residential facilities themselves.

If this is your first experience of managing a residential experience it is worth being aware the sleep deprivation can have a considerable impact on the ability of staff and young people to function efficiently on both a physical and emotional level. Whilst there is a temptation to fill every minute of the day with an activity, down time and relaxation should not be overlooked but supervision of these times needs to be planned.

This might appear a daunting task to those organising their first residential but most residential centres will be able to provide you with support and guidance during this process and should have their own assessments and procedures available to you for incorporation into your plans.

Later in the Handbook you will find a sample information request form which can be sent to residential/activity providers in advance of booking.

We have also provided a recommended check list of planning requirements for residential visits

## Health & Safety

Residential and outdoor activities by their nature have health and safety considerations which are unique to the activities being undertaken but also many considerations which are common to all activities organised with a youth work setting.. Different organisations will have developed their own responses to these issues and so it is extremely important that you are fully versed with your own organisation's policies before embarking on any plans. It is important that you make sure that what you are planning is practical and within the guidelines of your organisation before you commit any funds or raise the expectations of your young people.

We could write a whole, and very big, handbook just on the subject of health and safety, but it is likely to be outdated by the time it would be published. Good practice guides are available from many sources however for the most up to date information regarding requirements and recommendations for undertaking activities we signpost you to the Adventure Activities Licensing Authority (AALA) and to the All Wales Guidance on Educational Trips and Visits. .

The All Wales Guidance will give you practical advice and support on planning your visit, choosing activities and providers. AALA , which is regulated by the Health and Safety Executive will provide reassurance to those wishing to partake in activities that the provider is suitably qualified and experienced.

There is currently a consultation taking place about the future of AALs but at the time of writing this document they are still the recognised authority for this subject matter.

For further information visit:

<http://www.hse.gov.uk/aala/>

## **Balancing risks and benefits**

As a youth leader you should always recognise that there is a balance between risk and benefit.

Established risk assessment processes identify risks with the aim of eliminating them or reducing them to a tolerable level, the whole process is one of risk management and it is common for there to be a residual level of risk that is judged to be tolerable and in balance with the benefits of any activity.

It is desirable to give equal consideration to risks and benefits throughout the planning process to avoid benefits being eclipsed by a small possibility of harm.

Risks and benefits cannot be considered in isolation you must also consider the maturity and experience of the young people who will be participating, the expertise of those leading them, wishes of parents and many other factors.



**Model form Taken from All wales Guidance**

**Risk assessment form**

School/centre:

Visit date(s):

Visit leader:

Activity/activities:

Venue:

Risk assessment completed by:

Date risk assessment completed:

<b>Significant hazards and harm which may occur</b>	<b>Who might be harmed?</b>	<b>Safety measures:</b> <i>Measures that are in place and/or will be taken to reduce the risk to a tolerable level</i>

Additional notes:

# Case Studies

## Case Study: Cardiff Young Carers Forum

### Time 4 Me Young Carers Residential

### Newgale YMCA Outdoor Activity Centre

#### Why a residential?

The Cardiff YMCA Young Carers project wanted to bring young carers in Cardiff together to set up a Forum. A residential experience was chosen to support this work



as it was felt that by sharing experiences such as team building and outdoor activities, which were both fun and challenging, the group would develop positive relationships which would enhance their roles within the forum. The residential provided plenty of scope for consultation and

engagement in a relaxed but focused atmosphere, away from their usual daily routines, as well as allowing them to meet other carers and share their experiences.

#### What did they do?

A range of team building activities were organised by the Outdoor Centre, these also gave the young people an opportunity to discover new abilities and strengths. These activities were complimented by training and workshop sessions specifically designed to help the group to develop

the forum. These included learning about the purpose and organisation of a forum, publicity, roles and sustainability. The group decided to call the Forum Make a Difference for young Carers Cardiff which they abbreviated to 'MAD4YCC' and it is still going strong.

Key Outcomes for young people:
Development of positive relationships to help create a team in which open discussion and sharing of ideas is encouraged, valued and respected
Staying away from home with new people stretched the young people away from their normal comfort zone, building confidence and self esteem
Development of new skills both practical, personal and social.

### Could you run a residential like this?

One of the key considerations to making residential so successful was the preparation that took place before hand. spent finding out from the young people before hand what they wanted to achieve what their fears and concerns were was invaluable. You can't always please everyone but find a consensus and stick to the plan to help meet expectations and avoid unexpected shocks.



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## Dinefwr Parc, National Trust

### Why a residential?

The residential week was designed to take young people outside of their normal comfort zone, interacting with other young people and adults from different walks of life, providing opportunities for the development of maturity and independence.

The activities enabled the development of environmental skills and knowledge but also as the young people were actively volunteering for the National Trust, learning about the value and role of volunteers in society.

### What did they do?

The residential took place in the unique and beautiful surroundings of Dinefwr ParC and the group were expected from the outset to take responsibility for their shared living arrangements including planning and preparing meals (within a budget) and keeping the accommodation tidy. The evenings spent together were an important part

of the experience with social activities for downtime. In the days the groups were very much part of the National Trust volunteer force helping with a wide range of tasks including gardening (weeding!), painting, leading groups of visitors, counting bats and watching badgers.

Key Outcomes for young people:
Developing communication skills and learning to respect others
Accepting responsibility for themselves and others
New found confidence in unfamiliar environments
Understanding of the value and role of volunteers

### Could you run a residential like this?

Having a great partner really helps to make a residential successful but make sure you have plenty of meetings before hand and familiarise yourself with where you will be staying, what you will be doing and get to know the staff. This residential relies a lot on good weather so make sure you have alternatives planned or prepare the young people well in advance for what they will be doing so that they have the clothing to stay dry and warm. The young people on this residential were not all from the same group and chose to attend as part of their Duke of Edinburgh's Award so



communication before hand is vital – provide plenty of information about what they will be doing and what they will need, this helps to manage expectations

“I had a go at cooking which is new to me. I can now make a sponge cake and a trifle- so easy!”

Young Person

## Peer Mentoring Weekend St Madocs Residential Centre

### Why a residential?



This residential formed part of a Home Office funded outreach project: which focused on engaging the hardest to reach BME young males. The weekend long residential for 25 young people was the culmination of the project. The main objective of the weekend

was to help develop the skills and confidence of those attending so that they could provide peer mentoring support for others in similar situations when they returned. The residential setting enabled the group to be focused on the tasks in hand whilst also providing a great opportunity for them to develop positive and constructive relationships, which were often outside of the day to day experiences of the group.

### What did they do?

Though the young people were able to take part in some outdoor activities provided by the centre the main focus for the weekend was the delivery of Peer Mentor training. The training was provided by an external provider but EYST team members went along to provide support and manage the organisation of the whole weekend.

<b>Key Outcomes for young people:</b>
Providing the opportunity for young people to step outside of their day to day lives meant that they could concentrate on enjoying themselves as well as developing new skills without distraction or worry.
New skills which could help them to move on in their lives to further training or employment opportunities.

### Could you run a residential like this?

In order for this residential to be successful the EYST workers had to spend time building trust with the young people. Ensuring that the young people and their families felt confident that the weekend would be well managed was vital.

Also make sure you use a centre which is fit for purpose and build a relationship with the providers well in advance of the residential so that the young people can see that you have a rapport with the other adults that you are 'handing them' over to and there are no surprises for you or for them.



*"I would never have got the opportunity to go away like that. My parents felt comfortable and I felt comfortable due to the fact that we know and trust the EYST workers. I really enjoyed all of the activities and I can't wait for the next one!"* Young Person

## Case Study: Neath Port Talbot Youth Service

### ENGAGE project

#### Why Outdoor Activities?

This European project, funded by the Local Authority the European Social Fund, through the Welsh Government, aims to support young people at risk of becoming disengaged and those who are already NEET across South West Wales. The project in Neath Talbot Youth Service supports young people who are the verge of exclusion, currently underachieving or whose attendance has fallen below 70% in year 10.



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The programme offers, amongst other activities, the opportunity to take part in outdoor activities and DofE awards within the framework of an alternative curriculum. The sense of achievement gained from completing physical challenges in the outdoors could not have been replicated by many other opportunities. The programme has helped the young people appreciate that there are benefits to be gained from engaging positively in activities and that they do have skills and abilities which they can apply in their lives to reach their full potential.

#### What did they do?

The young people chose to undertake a canoe expedition and planned, trained for and carried out their journey on the Brecon and Monmouth and Montgomeryshire canals. As part of the training the young people also had the opportunity to gain British Canoe Union and First aid qualifications.

Those young people whose behavioural issues in the classroom got in the way of learning were generally much calmer and focused in the

outdoor environment. The young people faced some gruelling paddling against the

Key Outcomes for young people:
Learning the value of sharing responsibility for success, though leadership, teamwork, self reliance and co-operation
New skills and positive attitudes towards learning which could help them to move on in their lives to further training or employment opportunities.
More able to overcome expected and unexpected challenges
Learning to manage risk



winds and heavy rain on the last day of their expedition but showed strength of character and determination to complete. The opportunities presented through the ENGAGE project and in particular the outdoor activity opportunities have been successful in supporting the engagement of the young people involved, as well as giving them awards which are respected by communities, colleges and employers, helping to put them in a better position to be successful in the future.

### **Could you do this?**

Do plenty of research before you offer the opportunities to the young people to make sure that they can be delivered within budget and with the appropriate equipment and qualified instruction. Remember to consider transport implications, its not always essential to travel long distances to reach an outdoor environment, many of the objectives of outdoor activities can be achieved on your door step. Don't expect every young person to immediately respond in a positive way, remember that you are often exposing them to a new environment and a new activity which can be a daunting; this might bring out the worst in someone before it brings out the best!

## **Before, During, After**

We have made it clear throughout this handbook that planning and preparation is paramount to the success and safety of residential and outdoor activities. However, once you have set off on your adventure you need to deal with challenges and occurrences, personal and group situations, and the unexpected. It's really important to have regular meetings of staff / volunteers to plan the next activity and assess "the day so far", and to discuss any group dynamic or other issues that have arisen.

Residential activities are not holidays! For the team of staff and volunteers it will be extremely tiring and challenging, although still hopefully fun and exciting too. The leader in charge should keep aware of the team members and make sure everyone has enough sleep and rest to operate appropriately and professionally. This is especially important for any member of the team whose role involves driving a vehicle or leading an outdoor (higher risk) activity. If you are remaining on one site for several days, consider using other staff or volunteers who are not staying with you to drive you there and pick you up.

Once the activity has finished there will be a lot of memories and emotions to explore. The end of a residential can be a very sad time for a young person, particularly if they are returning to a difficult home or school situation. By working with young people for an extended and intense time, you are likely to have discovered many new things about each other and this can influence and enhance your future work. Make sure that you plan in time for reflection on and evaluation of your experiences either immediately at the end of the activity or the next time you meet as a group. It is often valuable to 'revisit' your experiences several months later as some benefits of the learning that has taken place may not be immediately evident to the young people.

### **Accreditation**

It is important to recognise and celebrate the achievements of young people, particularly those who stretch themselves by taking on new challenges and facing their fears. There are a number of ways this can be done, and you will find useful

ideas in the “Accreditation” Youth Work Handbook. It is good to hold an awards event, maybe inviting parents/carers along or other members of the community. This should be planned in as part of the programme for the activity and keeps the momentum from it after the group have returned home.

The Youth Achievement Awards Scheme operated by Asdan is a great way of accrediting residential and outdoor activities and can lead to further qualifications. They encourage young people to take responsibility for their own learning, and focus on participation, communication, peer education, personal and social development. Follow this link to find out more:

[http://www.asdan.org.uk/Award\\_Programmes/Youth\\_Achievement\\_Award](http://www.asdan.org.uk/Award_Programmes/Youth_Achievement_Award)

Many voluntary sector organisations have their own rewards systems inbuilt into their programmes which can be used to recognise achievement and the Duke of Edinburgh’s Award can also be used by any youth organisation to informally accredit achievements and commitment.

## **Resources**

### **Further reading**

Educational Visits. A safety guide for learning outside the classroom. All wales  
Guidance 2010

<http://wales.gov.uk/topics/educationandskills/allsectorpolicies/healthandsafety/educationalvisits/?lang=en>

The Outdoor Partnership

<http://www.partneriaeth-awyr-agored.co.uk/english/index.php>

A helpful document with ideas for evaluation of activities:

<http://www.englishoutdoorcouncil.org/HQOE.pdf>

## **Contacts**

For information on activity clubs affiliated to the national governing/representative bodies for outdoor adventure activities, visit:

- The British Canoe Union:  
[www.bcu.org.uk](http://www.bcu.org.uk)
- The British Orienteering Federation:  
[www.britishorienteering.org.uk](http://www.britishorienteering.org.uk)
- The British Mountaineering Council:  
[www.thebmc.co.uk](http://www.thebmc.co.uk)
- The British Caving Association:  
[www.british-caving.org.uk](http://www.british-caving.org.uk)
- The Royal Yachting Association:  
[www.rya.org.uk](http://www.rya.org.uk)



- SnowSport GB:  
[www.snowsportgb.com/](http://www.snowsportgb.com/)

The **Institute for Outdoor Learning** has a great resource that lists activity providers and residential centres with a clear description of activities offered.

<http://outdoor-source.org/providers/osb/index.htm>

The Association of Heads of Outdoor Learning Centres Provides information to young people, teachers and parents on the opportunities for residential visits to outdoor education centres across the whole of the UK

<http://www.ahoec.org>

## **Planning a Visit**

This page charts the likely stages of planning a visit

## **Preparation**

- what are the objectives of the visit?
- is the planned activity educative, participative, empowering and/or expressive?
- how have you engaged young people in the planning of this visit?
- do the aspirations of the young people for this visit match the expected outcomes?
- have you sought advice and/or in principal approval from your organisations management group/governing body or your Local Authority?



## **Planning**

### **Where and when do you intend to go?**

- are the venue, activities and time of year appropriate to aims and age/ability of group?
- Will you be using an independent provider? Check their suitability prior to making a booking
  
- Risk management**
- have you carried out an exploratory visit?
- what are the main hazards – of the planned activities, for down time, for accommodation arrangements?
- are the main hazards covered by the LA/group/centre risk assessment for this type of activity/visit?
- if yes, have you discussed these with other leaders and young people?
  
- Exploratory visit. Are venue/activities suitable for the group/visit aims? What could cause you to abandon your original plan? Contingency plans (Plan B) – what alternatives exist to meet the aims of the visit if you have to abandon the original plan?

- What are the transport options?
- Who will lead the group and who will help to supervise it (during activities and 'down-time')?
- Are staffing numbers and competence appropriate for the planned visit and group needs?
- Who will pay for the visit?
- Risk assessment – shared with all leaders and young people. Copy on file.
- Emergency procedures and contact arranged.
- How are you going to communicate with parents/carers?

See also the **Planning and Evaluation Handbook**

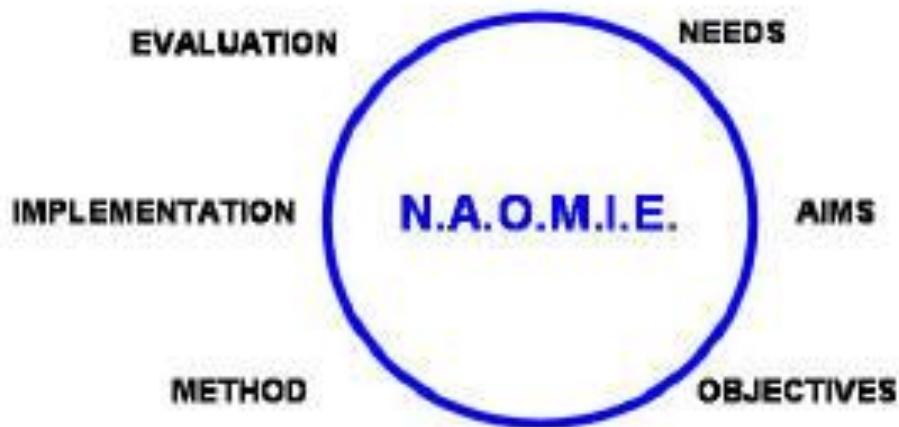
The NAOMIE planning tool below provides a framework that is easy to follow and incorporates each element of project development and evaluation and encourages participation of young people at every stage.

# NAOMIE

The **NAOMIE** loop training model is just one of a number that may be used when undertaking any form of planned activity.

The use of this type of training model should be regarded as an aid to programming and not be regarded as a constraint to planning an activity.

This method of programme planning may be used for various types of activities as well as participation such as; pool matches; inter-club events; residential training or outdoor pursuits.



**THE NAOMIE TRAINING MODEL**

## NAOMIE in Action

	<b>Actions</b>	<b>Example</b>
<b>Needs</b>	Determine the need for the activity – why are you planning this activity?	Is this a need identified by the young people / community / country etc?
<b>Aims</b>	Once you have established the need for an activity you can decide what the general aim of that activity will be. An aim is a long term statement of intent. They are imprecise, often ambiguous, give a general direction without time limit and are often written from the point of view of a professional, ie. you as the worker and what you intend to achieve with the activity.	To encourage the group to work together more effectively.  To grow in knowledge and understanding of independent living, and gain new skills.  To grow in confidence and self-esteem.
<b>Objectives</b>	Whilst your aim illustrates what you, as the youth worker, intend the activity to be, objectives describe what the young people will be able to do, or know, or value if the learning takes place, ie. objectives define a desired change of behaviour - the learning outcomes.	<ul style="list-style-type: none"> <li>• Identify and source resources</li> <li>• Consult with other young people on any current issues within the project</li> <li>• Consult with the Management Committee on any current issues within the project</li> <li>• Plan projects to increase levels of confidence and self-esteem that will enhance ability to live independently.</li> </ul>
<b>Method</b>	You need to decide what methods you are going to use in order to achieve your objectives. For example, are you going to show the young people a video or are you going to demonstrate the activity yourself, or are the young people going to learn by having a go themselves?	Agree the programme that will work towards meeting the aims and objectives, and identify how young people, staff and volunteers will engage in each part of it.  Where, when, who, how, why? etc.
<b>Implementation</b>	Once you have chosen the methods you are going to use then you need to decide how you will deliver the activity. This implementation plan will include resources, both human and material, timing, bookings that need to be made, ie. for a room or minibus, advertising the activity.	Booking venues, travel arrangements, catering, health & safety, programme of activity, roles and responsibilities etc. How are young people involved in this stage?
<b>Evaluation</b>	The Evaluation of the planned activity is as important as the activity itself. Critical analysis allows the activity to be improved in the future and also highlights reasons why an activity did not go as well as planned.	Notes of meetings, Evaluation sheets outlining what was good, what needs to be improved? Inform young people how you are going to feedback to them. This can happen throughout the process, not just at the end.

## Independent Provider Questionnaire

This questionnaire can be used by the visit leader as a basic check of a specialist activity provider e.g. outdoor activities (residential or non-residential), farm visit or similar. Visit leaders should ask the provider/venue to complete this form **before** making a booking.

### **Notes for independent providers and venues:**

You may have your own documentation that covers the same information in a different format e.g. as a download from your website. This is acceptable as an alternative to this form. If you do not supply this information in an alternative way then please complete all relevant sections of this form by answering **yes**, **no** or not applicable (**n/a**) after each question. If you wish to provide further information then please continue on separate sheet(s) and attach to this form. An electronic signature is acceptable on this form to allow you to email the completed form.

Name of Provider / venue

Address

Tel.

Email

Website

Name of person completing this form

Signed

Position in organisation

Date

1. Does the above Provider have any official recognition or accreditation?

If **yes**, please give details here:

2. Do you have written risk assessments for all of the premises/services/activities that you provide?

If **yes**, are these risk assessments available to view if required?

**Important note: please do not send copies of your risk assessments at this stage, although these may be requested later.**

3. Do you have safety and conduct rules for visiting groups?

If **yes**, how do you communicate these to the visiting group and their leader?

4. Do all of your facilities comply with relevant statutory requirements including Health and Safety at Work Act; Regulatory Reform (Fire Safety) Order 2005; Environmental Health and transport requirements?

5.

- Do you provide first aid equipment at the venue/activities?
- Will a trained first-aider be present while the group is visiting?

6. Can you provide, if required, contact details for similar groups who have recently used your services?

7. Do you provide opportunities for preliminary visits?

8.

- Do you provide activity equipment (e.g. personal protective equipment or play equipment)?
- Do you have a written and recorded system of safety/maintenance checks for this equipment?
- Where national standards exist, does the activity equipment conform to those standards?

9. Do you hold a public liability insurance policy which will be current at the date of the proposed visit, both in relation to all directly provided and sub-contracted activity?

If **yes**, please state here the Limit of Indemnity

10.

- Do you have written emergency procedures?
- For activities that take place off site do you have written late-back procedures?
- Do you have accident/incident/near-miss reporting and action procedures?

11. Do you have a procedure for dealing with complaints?

12. Residential establishments only

- Will the group be required to share sleeping accommodation with others not from their group?
- Are staff bedrooms adjacent to young person bedrooms?
- Is sleeping accommodation secure from intruders?
- Can the emergency services access the site easily if required?
- Do you carry out a fire drill with the visiting group before their first night?

13. Staffed venues or activities only

- Please indicate (by checking the relevant boxes) the group types that you/your designated supervisory staff have experience of working with:

Primary schools  Secondary schools  Youth Groups  Special schools

Young people with challenging behaviour  Sixth form and FE college students

- Do you provide regular opportunities for liaison between your staff and staff of the visiting group?
- Is there a clear definition of responsibilities between your staff and staff of the visiting group?
- How do you inform the leader of the visiting group about aspects of the visit for which they will have responsibility?
- Have any Provider staff who may have significant contact with young people undergone an enhanced CRB check?
- Are these staff also registered with the ISA?

14. Adventure activities only



- Do you offer adventure activities that are licensable under the Adventure Activities Licensing Regulations (for details please refer to [www.aals.org](http://www.aals.org))?

If **yes**, please list on separate sheet and attach to this form

- Do you provide any non-licensable adventure activities

If **yes**, please list on separate sheet and attach to this form

- Are records of activity leaders' experience and competence available for inspection on site if required?

15. Please supply any additional information that you think may be helpful to the visit leader.