

Using and Pre-Visiting an Adventurous Activity provider: Check List

1 Learning Outcomes clearly prioritised by Visit Leader and their staff team?

- 1.1 How does the experience fit the Every Child Matters agenda?
- 1.2 Has the visiting staff team come together to agree the learning outcome priorities?

2 Competent visit staff? Do the staff setting up the experience have a proper understanding of what they are contracting?

- 2.1 Employer competence indicators in place?
- 2.2 Roles and responsibilities of all visiting staff have been agreed and understood?
- 2.3 Responsibility boundaries between visiting and provider staff have been clearly established?
- 2.4 Have the visiting staff undertaken employer-recommended/required Visit Leader training?
- 2.5 Does the Visit Leader have breadth of experience regarding the range of provision available? Should the Visit Leader be seeking advice from the employer's Advisory Team?

3 Visiting staff familiar with Ofsted Report: Learning Outside the Classroom - How Far Should You Go? (2008)

4 Visiting Staff have established a rigorous procedure for visit evaluation?

- 4.1 Visiting staff have read and understood the publication *"High Quality Outdoor Education"?(EOC 2006)* **check**
- 4.2 Visit Leader has established a clear role for the provider in evaluating outcomes?
- 4.3 Provider can supply materials and support for the evaluation process for both before and after the visit?

5 Visiting staff familiar with provider marketing materials? Can the provider actually supply what they say they offer "on their tin"?

- 5.1 Does the provider hold an **AALS Licence** or **"Adventuremark"** accreditation?
- 5.2 Does the provider hold a **LOtC Quality Badge**? If not, what assurances of educational quality are available?
- 5.3 Does the provider hold any NGB Centre Approval?
- 5.4 Do provider staff have "educational credibility"? Are activity staff personal profiles available for inspection?
- 5.5 What are the provider's expectations of visiting staff during activity sessions / mealtimes / between sessions / downtime / overnight?
- 5.6 Do domestic arrangements support the learning outcomes?
- 5.7 Can the provider supply a contact with another user who will attest to quality?
- 5.8 Does marketing material accurately describe the facilities and nature of provision?

6 There are procedures for negotiating or identifying learning outcomes and how the activity programme will support their delivery?

- 6.1 Can the provider supply a clearly nominated point of contact for pre-course communication; for communication during the course; after the course?
- 6.2 Is the programme a "fixed menu" or can the programme content be negotiated?