

# Policy for the Management of Educational Visits and Learning Outside the Classroom

## **PURPOSE**

This policy is written to ensure all students, staff, parents, Governors, Inspectors, the LA and other relevant stakeholders are fully aware of our view of the importance of educational visits and learning outside the classroom and ensures that everyone is aware of how we manage risk and processes to provide a rich curriculum for our students.

## **COMPILED BY:**

**Stephen Brown (Outdoor Education Adviser)**

Reviewed and adapted for Isebrook by Michelle Brett, EVC

## **PRESENTED TO GOVERNORS**

**September 2022**

SIGNED

DATE

**To be reviewed August 2023**

## **Wellbeing in our Trust**

We understand the responsibility involved in planning, leading and supporting educational visits and learning outside the classroom. Managing this responsibility can be challenging at times so this document aims to set out procedures to be followed to ensure staff are fully supported at all stages of the process.

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Perkbox account).
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

## Document Control

<b>Author / Contact</b>	<b>Stephen Brown (Outdoor Education Adviser)</b> <b>Reviewed and adapted for Isebrook by Michelle Brett, EVC</b>
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## Scope and Rationale

Isebrook School provides a rich and varied programme of opportunities for students to learn outside the classroom - on the school site, the local area and further afield. The programme of visits is structured and progressive to directly support the curriculum by providing different contexts for learning and applying skills and knowledge, and beyond the curriculum into the whole school life supporting SMSC, Personal development and cultural capital, to develop young peoples' confidence, independence, responsibility and specific learning objectives.

We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional and learning needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and the team of Trained Educational Visit Coordinators.

## Provision of Guidance for staff planning visits

Isebrook School has formally adopted **the OEAP National Guidance (NG)** as the source of guidance, [www.oeapng.info](http://www.oeapng.info)

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore employees must follow the requirements of "National Guidance", set within the context of this policy.

## Systems for Managing this Activity

Isebrook School has systems in place covering a range of key areas vital to the safe and successful delivery of off site activity.

## Specific Arrangements

Isebrook School has a service level agreement for specialist advice from the Outdoor Education Adviser.

The school has a team of Educational Visit Coordinators who are trained and remain up to date. There is a clear process for planning and approval of visits, using Evolve software for all visits where students are taken off site.

Oversight for this system rests with the Head Teacher, with the Management/Trust receiving reports when appropriate and requested.

## Insurance

Isebrook School has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

### **Managing Risks**

Isebrook School has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A "Risk-Benefit Assessment" approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

### **Emergencies and Critical Incidents**

The School Critical Incident plan is regularly reviewed and updated. It covers and manages the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

### **Monitoring**

As an employer the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

### **Links to other Key Policies**

This policy links to other school policies and therefore these areas are acknowledged and not repeated.

### **Staff**

#### **Staff Roles are defined on the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role**

Roles include, visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers. Annual in-house training supports staff to understand and undertake these roles effectively and on-going support is provided by the team of EVCs.

Staff are judged as competent to lead visits by the EVC. For specialist activities, the Outdoor Education adviser will provide this guidance and advice. The EVC will lead on this process but may involve other senior staff.

Appendix 2 covers the qualifications required to lead Duke of Edinburgh's Award and other self-led Expeditions.

The EVC should view the original documents and certificates when verifying leader's qualifications, not rely on photocopies, and retain a copy. Advice can be sought from the Adviser.

### **Vetting**

Staff deployed onto visits are subject to the school's safeguarding processes and arrangements. Volunteers are also included.

### **Effective Supervision**

The school follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times.

### **Working with outside providers**

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet your expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people.

### **Planning for Inclusion**

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

### **Good Practices**

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

### **Transport**

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

**The Trips & Visits Procedures & Protocols for 2022/23 can be seen in Appendix 1.**

## Appendix 1



### Trips & Visits 2022/2023

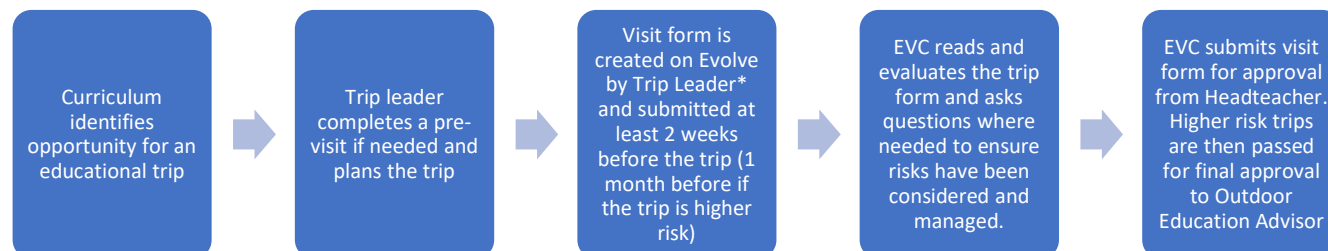
Educational trips and visits play an important part in the education of young people. At Isebrook School, we aim to provide a programme of visits that is structured and progressive to directly support the curriculum by providing different contexts for learning and applying skills and knowledge. Trips and visits also support SMSC, personal development and cultural capital, developing young peoples' confidence, independence and responsibility. At Isebrook, trips and visits are also an integral part of the Preparation for Adulthood, Employability and Skills Builder parts of the curriculum.

We aim to:

- Provide a broad programme of visits that contribute to the curriculum and Preparation for Adulthood
- Ensure access for all students including those with additional and learning needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

To support the development of our visits programme and ensure all trips are planned and evaluated fully, **from 1<sup>st</sup> September 2022, all educational trips and visits will be added to Evolve**, including those trips previously categorised as Zone 1. Regular review, evaluation and discussion will feed into the development of the visits programme and assist the re-evaluation of categories of trips including local area visits (Zone 1).

### Process



**\*All trips should be named using the prefix ISE**

### Timescales

Trip forms should be submitted to an EVC via Evolve at least **2 weeks** before the trip is planned. Trips with a higher risk level (eg overnight stays, adventurous activities, visits to London or abroad) should be completed and submitted **a month** before the trip is planned.

### Pre-visit

Pre-visits are an essential part of trip planning and ensure that all potential risks are identified so steps can be put into place to mitigate. The trip leader must have completed a pre-visit or must have been on a school trip to the venue previously.

### Regular trips (eg swimming, RDA etc)

One visit form can be submitted for weekly visits over a half term period. Towards the end of a half term after 4 or 5 visits, the visit can be evaluated and a new visit form created and submitted on Evolve, reflecting any changes or adaptations made in response to on-going risk assessment. A visit form should not cover visits over any more than 7 weeks.

## **Risk Assessments**

The most important risk assessment is the one completed in response to a pre-visit and after planning consideration and discussions specific to the visit. Generic risk assessments and those provided by venues will inform planning and should be considered but each trip needs to be fully assessed individually and generic (not specific and completed by someone else) risk assessments are no replacement for careful consideration and planning.

**STAGED** – A planning proforma is available to ensure all variables of the trip are considered:-

- S STAFF – eg how many staff are needed, are staff experienced?
- T TIMINGS – eg in school hours or out of hours?
- A ACTIVITY – eg is the activity adventurous or unusual?
- G GROUP – eg what are the needs of the group?
- E ENVIRONMENT – eg does the environment prevent additional risks?
- D DISTANCE – eg could someone easily come from school in an emergency?

We are building a bank of generic risk assessments to support trip planning and there are also templates as a starting point to support thinking around risk mitigation.

### **Templates**

- Visit Risk Assessment Planning Form
- Mini-bus seating plan
- STAGED Planning form

### **Generic RAs**

- Driving & Transportation of Students

## **Student preparation**

Before the trip, students should be given information to support them. This will include discussion of why the trip is happening as well as images of where. Students will need a clear timetable of the day and all information should be suitable and supportive of students' needs. Students should also be made aware of expectations on the trip and should be made aware of what to do if they come separated from the group or in a fire etc.

## **Staff Briefing**

All staff going on the trip should attend a briefing led by the visit leader. Risk assessments, planning, timetables for the day etc should be shared so everyone is clear of the role they play in keeping students safe. Staff should sign a copy of the main Visit Risk Assessment Planning Form to indicate they have read and understood all relevant information.

## **Registers & signing out**

A register for the trip should be added to Evolve and printed out. The register should be completed to indicate students absent on the day and a copy of the register left with reception so it is clear exactly which students are off site and when.

## **Evaluation**

After the trip, the visit needs evaluating on Evolve.

## **Support with planning**

The EVCs are able to provide help and support with all stages of trip planning and risk assessment.

## Appendix 2

### OEAP Guidance for Unaccompanied Expeditions

Adopted by Cambridgeshire County Council working with Academies.

The Outdoor Education Advisers' Panel recognises the huge benefits that remotely supervised, unaccompanied expeditions e.g. DofE award, BTEC Public Services, GCSE Trekking, John Muir Award, field work trips and all other self-supported expeditions can bring to individuals and teams. These include leadership, teamwork, self-motivation, communication, confidence, resilience and consideration for others. Expeditions typically take individuals out of their comfort zones and provide a broad range of challenges for them. The sense of achievement from completing an expedition can be significant and profound.

This document provides a framework for the planning and supervision of self-supported expeditions and self-led activities (including day walks) in the terrain defined in this document.

Expedition staff teams should emphasise the benefits of all adults working as a team.

However it is good practice to have a lead Expedition / Visit leader who holds the overview of the whole expedition and an appropriately competent deputy.

Employers need to ensure that staff involved in remote lone working during expeditions are competent and aware of the safety implications including emergency procedure and relevant issues. Staff should ensure safe working practices.

### Leader Competence

**There are four recognised ways to demonstrate the competence of leaders**

- 1) To hold the relevant qualification
- 2) To hold an equivalent qualification (uniformed services, overseas awards etc)
- 3) To have received appropriate in house training (verified by a technical expert)\*
- 4) To be competent through experience (verified by a technical expert)\* [www.hse.gov.uk/pubns/priced/L77.PDF](http://www.hse.gov.uk/pubns/priced/L77.PDF) Paragraph 22-28

\*A statement of competence written by an appropriately qualified technical adviser must provide evidence for options 3 & 4.

**The leader's competences need to be matched to the terrain in which the expedition teams will be working and the mode of travel used.**

### Deploying staff who do not hold NGB awards or Statements of Competence

**Where an accompanying member of staff does not hold a relevant NGB Award, or does not have a current Statement of Competence from a suitable Technical Adviser, the Expedition Leader may determine the best use of such staff by taking into account additional training or awareness courses that have been undertaken. Examples of these are:**

- Training Courses for NGB Awards - e.g. Mountain Training Awards (LL/HM/ML), Sports Leaders UK (LWL / LEL)
- Training Courses for AALA recognised Awards e.g. The Countryside Leader Award
- Training / Skills Based Courses such as the DofE Expedition Supervisor Course and the DofE Expedition Skills Course
- Training / Skills Based Courses provided by LA's and other organisations such as Uniformed and Voluntary organisations – Cadets / Scouts / John Muir Award etc.

**The final decision on deployment of staff lies with the employer and judgements should be supported by robust Risk Management strategies, documentation and evidence of competence**

**In addition, there should be careful scrutiny of the suitability of the expedition and the safety cover provided by a competent person (E.g. the Outdoor Education Adviser).**

Table 1: Roles and Responsibilities

	Name	Responsibilities	Competence
Staff assessed as competent (See Table 3)	<b>Expedition/ Visit Leader</b>	Responsible for the overall planning & management of the expedition including the deployment of assistant leaders and additional adults For all considerations please see: <a href="http://www.oeap.info">www.oeap.info</a> 3.4 Visit Leader NOTE: For DofE expeditions: Refer to DofE Supervisor role description on <a href="http://www.dofe.org">www.dofe.org</a> and <a href="http://www.oeapng.info">www.oeapng.info</a> OEAP National Guidance document 7B.	<ol style="list-style-type: none"> <li>1. See Table 3 below</li> <li>2. OEAP visit leader training recommended/ mandatory dependent on employer requirements</li> <li>3. Familiar with the area where expedition is taking place and competent to look after themselves in that environment.</li> </ol>
	<b>Assistant Leaders</b>	Works under the direction of the Expedition/ Visit Leader to train and supervise the participants to the appropriate standard	<ol style="list-style-type: none"> <li>1. Need to be competent for the role assigned by the Expedition leader.</li> <li>2. Must meet the criteria in Table 3</li> <li>3. OEAP visit leader training recommended/mandatory dependent on employer requirements</li> <li>4. Familiar with the area where expedition is taking place and competent to look after themselves in that environment</li> </ol>
S	<b>Additional Support Staff</b>	<p>May support the Expedition Leader/Assistant Leaders with training/supervision where appropriate</p> <p>Must operate under the supervision of the Expedition Leader/Assistant Leaders at all times</p> <p>Where Additional Support Staff are deployed, the Expedition Leader/assistant leaders will remain responsible for all groups</p> <p>Additional Support Staff are present only in a supporting role</p> <p>Additional Support Staff MUST NOT supervise the use of camping stoves unless they have been suitably trained and are overseen by an appropriately qualified</p>	<p>Deployed by Expedition Leader:</p> <ol style="list-style-type: none"> <li>1. Staff with appropriate experience who have completed NGB Training (e.g. Lowland Leader training)</li> <li>2. Staff with appropriate experience who have completed a DofE DES Course</li> <li>3. Experienced walker with navigation skills, able to look after their own safety, and able to retrieve their situation in an emergency</li> </ol> <p>Additional considerations:</p> <ul style="list-style-type: none"> <li>• Experienced teacher/teaching assistant/youth worker/or similar</li> <li>• Prior knowledge of the group</li> </ul>

		person (eg the Expedition Leader)	<ul style="list-style-type: none"> <li>• Familiar with route and area used</li> <li>• Current First Aid qualification</li> </ul>
	<b>Adult Helper</b>	<p>Works under the direction of the Expedition/ Visit Leader to carry out limited tasks that do not require the competences outlined in the Table 3 below.</p> <p>To support with:</p> <ul style="list-style-type: none"> <li>• Welfare/behaviour/pastoral care</li> <li>• Logistics/transport/backup</li> <li>• Non-remote check points</li> <li>• Additional First Aid cover where qualified</li> <li>• Adult Helpers can also help with lone working scenarios &amp; with staffing gender issues.</li> </ul>	<p>Assessed (by the EVC/ Organisation Head/Manager with advice from the Expedition/ Visit leader) as competent to support the activity.</p> <ol style="list-style-type: none"> <li>1. Undergone safeguarding checks (essential)</li> <li>2. Prior knowledge of the group</li> <li>3. Basic knowledge of the area</li> <li>4. Ideally possess knowledge &amp; understanding of First Aid</li> </ol>

**Table 2: Ratios of Adults to Young People.**

**A minimum of 2 adults must accompany an Expedition. If there are male & female participants, it is advisable to have a leader of each sex. The following expedition staffing ratios are starting points for consideration based on risk assessment.**

Staff Ratios on Unaccompanied Expeditions		
Terrain 1 (see Table 3)		
1 Team	1 Expedition Leader and either 1 Assistant Leader, 1 Additional Support Staff or 1 Adult Helper	
2 Teams	1 Expedition Leader and either 1 Assistant Leader or 1 Additional Support Staff	
3 Teams	1 Expedition Leader and 1 Assistant Leader	<ul style="list-style-type: none"><li>If 2 members of staff are supervising 3 or 4 teams, serious consideration must be given to the emergency plan should one member of staff be incapacitated or need to take a participant to hospital. In these instances a third competent member of staff will be required in order to continue with the expedition as planned.</li><li>There will be some circumstances where an Assistant Leader (or an appropriate member of Additional Support Staff) may be necessary for <u>each</u> team. The risk assessment process will determine this.</li><li>(e.g. practice expeditions or where teams are working independently - different routes/large areas)</li></ul>
4 Teams	1 Expedition Leader and 1 Assistant Leader	
5 or more Teams	The minimum ratio of 1 Expedition Leader/Assistant Leader for every 2 teams must be maintained Eg. 5 teams require at least 2 Expedition Leader and 2 Assistant Leaders	
Terrain 2 & 3 (see Table 3)		
1 Team	1 Expedition Leader and either 1 Assistant Leader, 1 Additional Support Staff or 1 Adult Helper	
2 or more Teams	1 Expedition Leader and normally 1 Assistant Leader for each team (Consider whether a third member of staff is required in order to effectively manage an emergency situation)	
3 Teams	1 Expedition Leader and 2 Assistant Leader	<ul style="list-style-type: none"><li>In order to deal with Emergencies effectively a third competent member of staff is required where there are 3 or more teams operating There will be some circumstances (e.g. practice expeditions) where an Assistant Leader may be necessary for <u>each</u> team. The risk assessment process will determine this.</li></ul>
4 Teams	1 Expedition Leader and 2 Assistant Leader	
5 Teams (or more)	The minimum ratio of 1 Expedition Leader/Assistant Leader to 2 teams must be maintained E.g. 5 teams will require 1 Expedition Leader and 2 Assistant Leaders (additional Leaders may be required)	
Taken from AALA Guidance Note 5.13: Supervision of DofE Expeditions		
In licensable terrain:		
<ul style="list-style-type: none"><li>Where teams are operating independently (not in the same area / immediate vicinity) then each AssistantLeader deployed to supervise a team should hold a HML (or higher) or hold a statement of competence from an appropriate technical adviser</li><li>Where Teams are operating in close proximity then each assistant deployed to supervise a team would need at least a statement of competence from an appropriate technical advisor</li></ul>		

Expedition Leaders and their advisers should ensure that sufficient numbers of competent staff (see Table 3) are deployed to ensure effective supervision is in place at all times. Effective supervision is essential- this table provides the minimum framework under which expeditions can take place.

## Risk Management

Expedition/ Visit leaders and assistant leaders should consider all relevant factors before and during the expedition to inform the 'risk-benefit' assessment. This should include all-weather routes for expeditions in Wild Country as well as good-weather routes.

The proximity of the teams must be taken into account at all times as well as the starting and finishing points and the location of the check points. This must be part of the on-going risk management process.

See OEAP National Guidance: [www.oeapng.info](http://www.oeapng.info) Section 4.3c Risk management – An overview, Section 4.3f Risk management- some practical advice and 4.3g Risk management – what to record and when.

All Expeditions must be approved/ scrutinised/notified by the appropriate Educational Visits Co- ordinator/Head Teacher/Manager/ Education Visit Adviser/ Employer.

Section 1: Walking Expeditions (summer conditions)\*:

**Table 3:**

Terrain 1	Competence	First Aid
<p><b>Lowland Country</b></p> <p>Farmland, valleys and woodland with no hazardous terrain (e.g. cliffs, very steep slopes, water hazards etc.) and no more than 3km away from a key access points such as a car park, lay-by or populated area (any potential escape routes should also lie within Lowland Country).</p> <p>Walks must follow paths or tracks that are both marked on a map and clearly visible on the ground and that do not require navigation across untracked areas, and must use bridges or other recognised water crossing points.</p>	<p>Lowland Leader (LL) OR Lowland Expedition Leader (LEL)/Basic Expedition leader (BEL) OR Countryside Leader Award (CLA) OR a higher qualification OR</p> <ul style="list-style-type: none"> <li>• Equivalent qualification</li> <li>• In house training with a statement of competence signed off by a technical adviser</li> <li>• Appropriate experience signed off by a technical adviser.</li> </ul>	<p>Minimum of 16hrs with an outdoor element recommended</p>
Terrain 2	Competence	First Aid
<p><b>Moorland Country</b></p> <p>Open, uncultivated, non-mountainous, high or remote country (known variously as upland, moor, bog, fell, hill or down), which should not require movement on steep or rocky terrain in either a planned or unplanned situation.</p> <p>Walks should be in areas enclosed by well-defined geographical or man-made boundaries such as classified roads (areas that merge with mountain regions without well- defined boundaries should be regarded as Mountain Country).</p>	<p>Hill and Moorland Leader Award (HML) Walking Group Leader (WGL) OR a higher qualification OR:</p> <ul style="list-style-type: none"> <li>• Equivalent qualification</li> <li>• In house training with a statement of competence signed off by a technical adviser</li> <li>• Appropriate experience signed off by a technical adviser.</li> </ul>	<p>Minimum of 16hrs Required Outdoor element recommended</p>
Terrain 3	Competence	First Aid

<b>Mountain Country</b>  Wild country which may contain steep and rocky ground where walkers are dependent upon themselves for immediate help.	Mountain Leader Summer (MLS) or a higher qualification OR <ul style="list-style-type: none"> <li>• Equivalent qualification</li> <li>• In house training with a statement of competence signed off by a technical adviser</li> <li>• Appropriate experience signed off by a technical adviser.</li> </ul>	Minimum of 16hrs Required Outdoor element recommended
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Please Note:

1. \*In case of winter conditions refer to your outdoor education adviser for further advice before planning.
2. There is an additional camping module for Lowland Leader and Hill and Moorland Leader awards.
3. A 3 year first aid revalidation is required to keep all first aid qualifications valid.

When applying this guidance to DofE Expeditions please ensure you follow the DofE requirements:

<http://www.dofe.info/en/content/cms/leaders/resources-download/expedition-d...>

#### Remote Supervision

<http://www.mountain-training.org/walking/other/downloads> please click on walking and download 2016 remote supervision guidance PDF  
[www.oeapng.info](http://www.oeapng.info) Section 4.2a group management and supervision.

#### Emergency Planning

[www.oeapng.info](http://www.oeapng.info) Section 4.1 all documents.

#### DofE Approved Activity Providers

Many schools now buy in leadership services (i.e. leaders with appropriate NGB awards) from Approved Activity Providers. If you engage the services of an AAP to deliver your expeditions they must follow the requirements of this policy. An AAP should be providing competent instructors in accordance with this guidance and the qualification matrix.

If the expedition falls into the description of Terrain 1 (Table 3) the school's DofE Manager / Coordinator should:

- Check if the provider (AAP) holds a current Learning Outside the Classroom (LOtC) Quality Badge. <http://lotcqualitybadge.org.uk/search> and or an AALA Licence
- If the provider does not hold a LOTC quality badge - seek further evidence and assurances about safety and educational quality.
- Require the Provider/AAP to complete a Providers' Questionnaire ([www.oeapng.info](http://www.oeapng.info) 8p)

If the expedition terrain falls into the description of Terrain 2 or Terrain 3 in Table 3, or if watersports are done on 'specified water' (that is the sea, tidal waters, inland waters more than 50 metres from the nearest land or on turbulent inland waters) then the

AAP you engage should hold an Adventurous Activities Licensing Authority license. This license can be checked by using the provider search:  
[http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php).

When engaging the services of an AAP, schools must remember that they retain the overall responsibility for their students on expedition at all times. It is good practice that there should be staff from the school/ organisation in attendance on the expedition, particularly overseeing and supporting the pastoral care and welfare of students.

## Section 2 – Cycling Expeditions

### Leader Competence

The table below gives the qualification requirements for levels of terrain for cycling expeditions. These cycling specific qualifications are in addition to and must be complemented with walking expedition qualifications as detailed in Section 1.

Cycling expeditions may take place using public roads, towpaths and other non-technical terrain. Alternatively the expedition may take place on marked trails in wilderness areas, and the leaders qualifications need to be matched to the terrain in which the expedition teams will be working. For simplicity this terrain has been split into two distinct categories, please note this does not directly relate to Bronze, Silver and Gold DofE Expeditions.

Table 4:

Description of Terrain	NGB Qualification
<p>1) Trail terrain: non-technical, that does not involve specific route selection; gentle to moderate rolling terrain, for example, rocks, roots or other obstacles in order to ride on it. It can be as narrow as handlebar width.</p> <p>Typical trail terrain includes: Canal paths and public highways, way-marked routes, rights-of-way on which cycles are permitted, identifiable routes, tracks and trails with obvious navigational features. These routes will be 90-95% rideable and take the group no more than 30 minutes walk by a reasonably fit person away from the nearest accessible road or a shelter with communication.</p>	<p><b>On Road:</b> British Cycling Ride Leader Level 1</p> <p><b>Off Road:</b> British Cycling Ride Leader Level 2 Off Road Non Technical Terrain</p> <p>CTC Trail MTB Leader Award</p> <p>COLA Level 1 Mountain Bike Trail Leader</p> <p>MBLA Trail Cycle Leader</p> <p>Cycling UK Trail Mountain Bike Leader</p> <p>MBCUK Trail Leader</p> <p>MIAS Level 1 and 2</p> <p>or</p> <ul style="list-style-type: none"> <li>• Equivalent qualification</li> <li>• In house training with a statement of competence signed off by a technical adviser</li> <li>• Appropriate experience signed off by a technical adviser.</li> </ul>

<p>2) Technical terrain: routes with obstacles, which require technical skill to be ridden over or avoided, such as roots, rocks or holes. It does not necessarily mean large drop offs or seemingly unachievable sections, but the sort of terrain that most mountain bikers may come across on a normal ride.</p> <p>Typical technical terrain includes: single-track, farm and moorland tracks and paths and other mountain bike accessible rights of way with sections requiring line selection to ride. Technical Terrain also includes trail terrain and public highways and roads.</p> <p>Areas of remoteness to any height above sea level and more than 30 minutes walk from the nearest shelter with communication that are easily exited in a few hours, returning to a refuge or an accessible road.</p> <p>(Areas that merge with mountain regions and do not have well defined boundaries are excluded)</p>	<p>British Cycling MTB Leader Level 2</p> <p>BSCA Mountain Bike / Off Road Leader</p> <p>Cola level 2 MBA</p> <p>CTC Technical Terrain Leader Award</p> <p>MIAS Level 2</p> <p>Cycling UK Technical Mountain Bike</p> <p>MBCUK Technical Trail Leader</p> <p>MBLA Mountain Bike Leader or</p> <ul style="list-style-type: none"> <li>• Equivalent qualification</li> <li>• In house training with a statement of competence signed off by a technical adviser</li> <li>• Appropriate experience signed off by a technical adviser.</li> </ul>
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For overnight expeditions Leaders must also hold the relevant walking qualification for the level of terrain they are operating in. See Table 1

**It must be noted that participants will be carrying all of their expedition equipment both on their bikes and on their person and good route selection and planning is essential, as bike handling will become more difficult with a loaded bike.**

**For all other considerations for cycling expeditions follow ALL the on foot expedition guidelines.**

### Section 3 – Paddlesport

The link below gives the qualification requirements for training and supervising young people for expeditions on water. These paddlesport specific qualifications are in addition to and must be complemented with walking expedition qualifications as detailed in Section 1.

Paddlesport expeditions may take place using canals, rivers and other inland waterways, lakes or at sea. These waters can be familiar to the participants but as participants improve the waterways are usually in rural areas and unfamiliar and more advanced expeditions could pass through wild country and moving water either current, tide or large bodies of water could be part of the challenge.

Leader's competence and qualifications need to be matched to the environment in which the expedition teams will be working.

Please visit: <https://www.britishcanoeingawarding.org.uk/guidance-documents/>  
British Canoeing Environmental Definitions & Deployment Guidance for Instructors, Coaches and Leaders

For all other considerations for paddlesport expeditions  
follow ALL the on foot expedition guidelines.

For Advice and support – please refer to the Adviser at an early stage

## D of E Expeditions – Horse

### Rationale

The use of horse travel is encouraged, and will be used mainly in a road and bridleway environment. It allows a group to explore at greater distance and into new areas. There is some significant complexity to this activity that needs to be included in training young people. This includes horse competence on roads and tracks, group management, equine care and carrying expedition equipment. There are also expedition and camping issues that might not be covered in training courses.

### Qualifications

At present (2021) there is no national award for leading, training and supervising expeditions. The Adviser for Outdoor Education will take advice from the British House Society to determine the training and qualification required.

Please ask the Adviser for Outdoor Education for advice when considering this activity to ensure that all aspects have been considered.

Environment	Qualifications	Group Size - Training	Group Size - Assessment	Other considerations
Road and Short tracks linking roads, usually all on minor roads  Normal countryside	OE advice with BHS	This will vary according to route and environment, experience of the staff. Normally defined by the Awarding body.	This will vary according to route and environment, experience of the staff. Normally defined by the Awarding body.	First Aid Qualification is required and camping experience
Road and more extensive tracks, moving from one track to the next, demanding journeys and remoteness.	OE advice with BHS	As above	As above	First Aid Qualification is required and camping experience
Extensive use of off road and upland environments, remote settings and navigational challenges	OE advice with BHS	As Above	As Above	First Aid Qualification is required and camping experience

