

# **Adventure Activities Accreditation Scheme**

## **PROPOSAL**

### **Final Version for Industry Consultation & Feedback**

Drafted by  
Option 3 Working Group (O3WG) &  
Adventure UK  
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# PROPOSAL

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### **1. Aim of the scheme**

The aim of the adventure activity accreditation scheme is for provider accreditation in adventurous activities where the management, operating systems and personnel are appropriate to the scale and nature of adventurous provision and its intended target population. The scheme aims to give reassurances that 'good practice' is being upheld by those adventure activity sector providers who are accredited.

The requirements on the provider are drawn from existing adventure activity accreditation schemes within the UK (Adventure Activities Licensing Authority [AALA]<sup>1</sup>, Adventuremark<sup>2</sup>, Learning Outside the Classroom [LOtC] Quality Badge Adventurous Activities<sup>3</sup>, Association of Heads of Outdoor Education Centres [AHOEC] Gold Standard & British Activity Providers Association [BAPA]<sup>4</sup>). The scheme provides assurance that a provider has been inspected and has demonstrated compliance with relevant health and safety legislation and quality standards.

The scheme is aimed at anyone who provides 'adventure activities within the UK', regardless of who they provide it to (young people, adults, family groups, voluntary sector etc.) and where it is provided (natural and manmade environments). Its guiding principles enable the provider to demonstrate conformity with the scheme where all criteria and sub-criteria are considered and only those offered by the provider will be inspected.

### **2. The schemes definition of 'adventure activities**

Adventure activities relate to a wide and diverse number of factors and includes: *participants and communities; places and spaces; activities and experiences; approaches and mechanisms of change &; outcomes and impact*, and in the context of this new UK accreditation scheme is defined as:

*'facilitated approaches that take place in managed and natural environments, predominantly through activities and experiences requiring the outdoor professional to have situational awareness, understanding of the demands of the group and to adapt what they do in response to those combined factors. Those acting in an instructional or leadership role shall act with professional autonomy and make judgements within the framework of guidelines that support adaptability and lead to learning and environmental awareness.'*

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<sup>1</sup> AALA is a statutory inspection scheme that considers the safety of U18s when inspecting 'in scope' adventure activities delivered by adventure activity providers;

<sup>2</sup> Adventuremark is a non-statutory scheme that considers the safety of all when inspecting adventure activity providers;

<sup>3</sup> LOtC Quality Badge Adventure Activities provides both Direct Entry & Top-Up routes for adventure activity providers;

<sup>4</sup> AHOEC & BAPA schemes consider safety and quality of provision and are only accessible to their respective memberships.

### 3. Underpinning criteria

The scheme has been created, taking into account a set of criteria outlined by the Health & Safety Executive (HSE) against which designated adventure activity accreditation schemes will be measured.

The criteria set by HSE are:

1. Be underpinned by the requirements of the Health and Safety at Work (HSW) Act 1974 and any other relevant health and safety regulations.
2. Meet the aspirations of stakeholders and have broad adventure activity sector<sup>5</sup> support.
3. Maintain current standards.
4. Provide sufficient levels of reassurance to service users.
5. Reduce the administrative burden on business.
6. Provide better value for money for the public purse.
7. Allow mutual recognition across other comparable existing organisation and national governing body (NGB) accreditation schemes.
8. Be recognised and branded as the adventure activity sector<sup>5</sup> standard.
9. Reach across UK borders, to include Northern Ireland.

### 4. Guiding Principles

The scheme has been created to be representative of the following guiding principles:

- *Proportionality - taking action appropriate to the risks.*
- *Consistency - taking a similar approach in similar circumstances to achieve similar ends.*
- *Targeting - making sure priorities for inspections focus on where the hazards are least well controlled and where there are the most serious risks.*
- *Transparency - making it easy for providers to understand what is expected of them and distinguish between what is advice and what is compulsory; helping the public to identify providers with good safety management practices.*

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<sup>5</sup> adventure activity sector includes any provider of an adventure activity within the UK, as defined within the scope of the scheme, whether from a public, private or third sector organisation

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<b>Examples of adventure activities</b> (not definitive & can be adjusted)				
<b>A</b>	Abseiling	Archery		
<b>B</b>	Board Surfing	Boogie Boarding	Bouldering	
<b>C</b>	Canoeing	Canyoning	Caving in artificial & natural environments	Climbing on indoor & outdoor artificial walls
	Coastal Walking	Coastal / Offshore Sailing, Yachting & Tall Ships		Coasteering
<b>D</b>	Dinghy & Inshore Sailing	Diving		
<b>E</b>	Expeditions - on land &/or water, inc. overnight camps			
<b>F</b>	Fell Running	Flat Water Rafting		
<b>G</b>	Gorge Walking	Gorge Scrambling	Ghyll Scrambiing	
<b>H</b>	Hang Gliding	Hill Walking	Horse & Pony Trekking	
<b>I</b>	Ice Climbing	Improvised Rafting	Initiative Games	
<b>K</b>	Kayaking (inc. River, Sea & Surf Kayaking and Sit-on-Tops & Inflatables)		King Swings	Kite Surfing
<b>L</b>	Land / Sand Karting	Land / Sand Yachting	Lowland & Moorland Walking	
<b>M &amp; N</b>	Mountaineering	Mountain Boarding	Mountain Biking	Mountain Buggyng
	Mine Exploration			
<b>O</b>	Off-road Cycling	Orienteering		
<b>P</b>	Paragliding	Pot Holing		
<b>R</b>	River Studies	Road Cycling	Rock Climbing	Ropes Courses
<b>S</b>	Sailing & Yachting	Scrambling	Sea Level Traversing	Ski Touring & Freeride
	Snowsports - Snowboarding, Alpine & Nordic skiing on artificial & in natural environments		Stand Up Paddleboarding (inc. Inland flat & moving water, estuaries, surf & coastal water)	
	Swimming outdoors			
<b>T</b>	Team Building Tasks	Tyrollean Traversing		
<b>U</b>	Underground Trampolining			
<b>V</b>	Via Feratta			
<b>W</b>	Weaselling	White Water Rafting	White Water Tubing	Windsurfing
<b>Z</b>	Zip Wires & Lines	Zorbing		

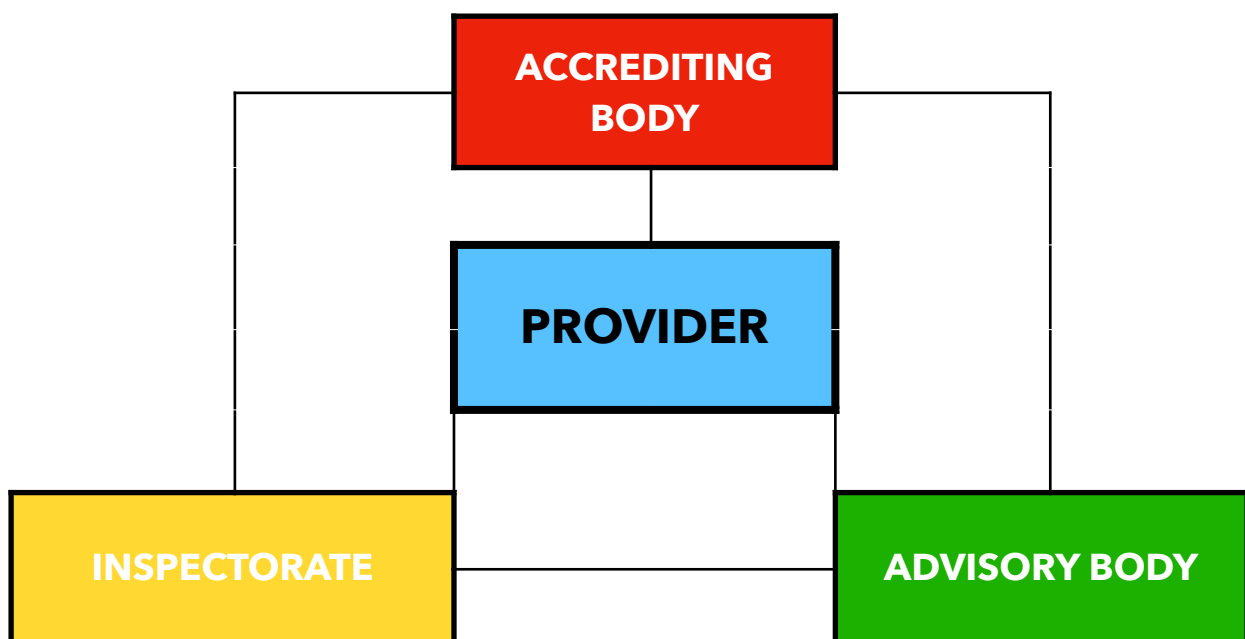
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### 5. Role, responsibility & accountability

The 'new' accreditation scheme relies on the:

- ACCREDITING BODY - **AdventureUK**,
- INSPECTORATE [To be determined via a tender and procurement process] and the
- ADVISORY BODY - **Adventure Activities Industry Advisory Committee**

all acknowledging their accountability and fulfilling their respective roles and responsibilities to ensure that the central player (THE PROVIDER) benefits from the wealth of knowledge, understanding and expertise to ensure they are able to fulfil their role. The following identifies the roles, responsibilities and accountability of all involved in the process.



#### 5.1 The role, responsibility & accountability of the Accrediting Body (AdventureUK):

1. To establish a competitive tendering and procurement process to assess and ensure the suitability of a contractor (Inspectorate), to deliver the scheme
2. To appoint an inspectorate to deliver the scheme.
3. To establish contractual arrangements with the Inspectorate, based on the required criteria, to ensure they deliver the accreditation scheme, in line with 'standards' of the Accrediting Body.
4. To periodically review the contractual arrangements against which the Inspectorate delivers the scheme.
5. To achieve and maintain the standards of the scheme, which shall include, but not exclusively: Health, safety and activity management, Informed parental/guardian consent, Operational requirements (including liabilities), Facilities, Learning and development, Leadership, management and professional services, Customer care, Environmental sustainability and, a Review / Development cycle.

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6. To ensure its insurance policy covers financial liabilities in respect of financial losses due to a provider complaint.
7. To establish and periodically review the scheme criteria against which the Inspectorate inspects.
8. To establish and maintain a register of accredited providers, in conjunction with the Inspectorate.
9. To provide quality assurance of the scheme to include, but not exclusively: examining inspection plans, reviews with the inspectorate and advisory body, standardisation activities, sampling inspections, reviewing achievement rates and patterns, preparing reports.
10. To be the final arbiter in matters of complaint.
11. To contribute to a CPD programme (as required), delivered by the Inspectorate.

**5.2 The role, responsibility & accountability of the Inspectorate:**

1. To administer and deliver the scheme as defined by the contract and directed by the Accrediting Body, including expressions of interest, enquiries and be the initial point of contact in matters of complaint.
2. To ensure its insurance policy covers financial liabilities in respect of financial losses due to a provider complaint.
3. To establish and manage a process that enables the Accrediting Body criteria to be appropriately evidenced.
4. To have a clear and transparent system for all aspects of the inspection and a documented programme and record of each inspection that is maintained and archived for the required duration of the inspection validity, and ideally an equal time measure beyond.
5. To ensure the provider has a systematic approach to the management of safety
6. To ensure a robust recruitment, selection, training, induction, monitoring, appraisal and CPD process for its inspection team.
7. To ensure a robust internal standardisation of the scheme is in place and maintained.
8. To establish and maintain a 'lessons learnt service', sharing insights from accidents/ incidents.
9. To establish and maintain a register of accredited providers, in conjunction with the Accrediting Body.
10. To promote / market the scheme to providers, facilities, resources and the end-user, in conjunction with the Accrediting Body.
11. To ensure 'good practice' is upheld by the provider and where necessary offer additional advise to the provider, in conjunction with the Advisory Body
12. To comply with all quality assurance requirements of the scheme.
13. To issue without undue delay a comprehensive report on the inspection, including a clear note of any minor non conformities with the scheme and a date for completion of subsequent action by the provider to rectify the situation. The Report may also include observations/ recommendations that indicate common good practice but that may not be a requirement of the scheme.

### **5.3 The role, responsibility & accountability of the Advisory Body (Adventure Activities Industry Advisory Committee [AAIAC]):**

1. To be available, should the need arise for either the Provider, Inspectorate and/or Accrediting Body to seek advice relating to 'good practice' in the outdoor sector.
2. To provide insight into 'good practice' updates, as and when appropriate.
3. To support the Accrediting Body to provide quality assurance for the scheme.
4. To maintain fitness for purpose of the scheme.
5. To ensure that the scheme relates to changes in the outdoor sector and advise the Accrediting Body of such proposed changes.
6. To promote / market the scheme to providers, facilities, resources and the end-user.
7. To establish and maintain a communication system to share 'lessons learnt', providing insights from accidents and incidents and near misses.

### **5.4 The role, responsibility & accountability of the Provider:**

1. To ensure the safety of those using their facilities for adventure activities.
2. To ensure they have a systematic approach to safety management, founded on the Health and Safety at Work Act 1974.
3. To show an expression of interest in the first instance, to the Inspectorate to ensure their needs meet the accreditation requirements.
4. To complete an application form and submit it together with documentary evidence as required that demonstrates conformity with the scheme, and to pay the agreed fee.
5. To meet with the Inspectorates nominated inspector to complete an online interview and provide any further information required for the inspection of the accreditation scheme.
6. To make the arrangements for the inspector to conduct an on-site visit, sample activity observation at appropriate locations and be available to confirm any outstanding issues following the online interview and/or activity observation.
7. To ensure that where displaying evidence of their successful accreditation to the general public via all media channels or on-site, it complies with the Accrediting Body and Inspectorate requirements.
8. To liaise, when needed or required, with the Accrediting Body, Inspectorate and/or Advisory Body on matters relating to 'good practice' in the outdoor sector.



## 6. The criteria, sub-criteria and examples of evidence requirements

<b>1</b>	<b>Adventure Activity' Health, safety and risk management</b>
1.1	<p><b>Competency of instructional staff</b></p> <p>The provider is to provide evidence that they maintain suitable and sufficient arrangements for the recruitment, training (including induction training) and ongoing development, assessment, and management of staff, which ensures that all staff with direct involvement in the provision of adventure activities are assigned to duties within their proven competence. Providers should ensure that instructors have the training, experience, personal qualities, and communication skills appropriate for ensuring the safety of the participants according to their age and taking account of any special educational needs.</p> <p><b>Examples of evidence requirements:</b></p> <ol style="list-style-type: none"> <li>a. Providers shall demonstrate and provide evidence of the competence of their instructors by externally awarded qualifications, local validations, in-house training, experience, alternative qualifications, or any combination of these. There may be other ways. The accrediting body / inspectorate will accept whichever means a provider chooses, so long as it is satisfied that instructor competence has been demonstrated and evidenced. Equivalent qualifications that can show they are accepted by a Professional Body (PBs), National Governing Bodies (NGBs) or Awarding Bodies (ABs) as setting equivalent standards of competence for a particular activity are also acceptable evidence e.g. vocational qualifications, those awarded by bodies in European or other nations.</li> <li>b. Where qualifications require periodic revalidation, are site-specific or have other endorsement, the provider shall demonstrate that they have arrangements to assure themselves that instructors have the qualifications they claim and that those held by individuals are valid.</li> <li>c. Equivalent qualifications that can show they are accepted by National Governing Bodies (NGBs), Awarding Bodies (ABs) or Professional Bodies (PBs) as setting equivalent standards of competence for a particular activity are also acceptable evidence e.g. vocational qualifications, those awarded by bodies in European or other nations.</li> <li>d. Where in-house training, rather than an externally assessed qualification, is the means by which the level of competence specified is assured, the training syllabus shall be specified by, and the competence of trained staff assessed by, someone with the competencies to fulfil these roles for the equivalent national qualification. For transferable qualifications, e.g. most NGB, AB, PB qualifications, it is good practice for someone other than the trainer to do the assessment.</li> <li>e. Where a provider wants to use instructors whose competence comes through experience, the provider would need to provide evidence acceptable to the accrediting body / contractor that the level of competence is equal to or exceeds the requirements of the task, as well as evidence that someone with the qualifications to fulfil this role for the equivalent national qualification has assessed their competence would generally be suitable.</li> </ol> <p><b>NB.</b> The qualifications / competency matrices (<i>to be added to appendix</i>) will be reviewed periodically to ensure currency and will assist all in defining and determining competence, acknowledging that holders of specified qualifications would be technically competent to take charge of, and have responsibility for the safety of a group of participants during an activity session without direct supervision at a particular hazard level in a wide range of circumstances.</p>

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**1.2 Risk management**

**1.2.1 Procedures for assessing risk and benefit**

The provider is to record their findings having assessed the risks and benefits of the activities provided and the locations for provision, demonstrating that such an assessment has been 'suitable and sufficient'. Such a process shall include:

- i. identifying the activity benefits;
- ii. identifying the hazards created by the activity;
- iii. deciding who might be harmed, and how;
- iv. evaluating the risk and deciding whether existing measures (safety precautions) are adequate or whether more should be done;
- v. recording the residual risks;
- vi. implementing the safety measures, including any required dynamic risk assessment because of changed circumstances e.g. weather conditions;
- vii. having arrangements in place for appropriate review and revision of the process;
- viii. having arrangements in place for acknowledgement of completed assessments of risk by a person of an equal or higher level of management responsibility e.g. a Director or Trustee with Health and Safety responsibility.

**Examples of evidence requirements:**

- a. Documentation relating to the findings, having assessed the risk as noted above. This may for example include: Generic risk assessments; Site-specific risk assessments; Risk benefit analysis documentation
- b. NGB / AB / PB guidance
- c. Method statements
- d. Training materials
- e. Safety data sheets / manufacturers instructions
- f. 'Housekeeping' rules

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### 1.2.2 Risk management arrangement - control measures, scope of assessed risk and 'good practice'

The provider is to set out the significant findings having assessed the risks as mentioned above, the control measures in place and the arrangements relating to it. The scope of the findings of the assessed risks should be sufficient to identify the significant (non-trivial) risks arising from the activity. The provider is to ensure its risk management arrangements are all based on sound knowledge of hazards and on accepted 'good practice' so that they can identify and prioritise the measures that need to be taken to ensure, so far as is reasonably practicable, the safety of participants or others who may be affected by the activity.

Where a provider has more than five employees, they need to record these matters to comply with health and safety legislation. It may be appropriate in many cases, to make reference to relevant NGB / AB / PB guidance for the management of some of the generic risks. This may include any requirements imposed by a NGB / AB / PB under any accreditation or registration scheme.

#### Examples of evidence requirements:

- a. NGB / AB / PB guidance
- b. Documentation relating to findings, having assessed the risk. This may for example include: Generic risk assessments; Site-specific risk assessments; Risk benefit analysis documentation
- c. Method statements
- d. Training materials
- e. Safety data sheets / manufacturers instructions
- f. 'Housekeeping' rules

## 1.3 Technical advice

### 1.3.1 Competent persons to advise of safety matters

The provider is to evidence that its management of safety is in the hands of, or effectively advised by, one or more competent people with sufficient knowledge of safety matters in relation to the facilities for adventure activities covered by the accreditation.

**NB.** There is no need for a separate appointment of a safety adviser if the provider has the appropriate expertise. People who advise on safety matters may be directors, centre managers, instructors, other members of the provider's staff or consultants; the important thing is that they are competent to give advice. Providers should also take heed of the advice of relevant NGBs / ABs / PBs and note that the holding of a higher level qualification on its own is not necessarily a measure of appropriate competence to act as a technical advisor. The people who advise on the safety management systems (assessed risks and the measures and arrangements arising from it) may be different from those who manage the systems day to day. Different people may advise on different aspects of the systems, as long as someone is able to take an overview of the arrangements for safety.

Examples of evidence requirements:

- a. Technical advisor portfolios that include competencies and all correspondence between the provider and the technical advisor

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**1.3.2 Experienced persons to advise on safety matters**

Experience is also important; a person who holds the right technical qualification but has little practical experience may not be competent to advise. It is possible that someone with extensive relevant practical experience who does not hold the qualification in the matrix may also be competent to advise. A provider who relies on such a person will need to satisfy the contractor that the person is competent; the contractor will take account of the history of relevant experience and knowledge of relevant guidance material.

**NB.** Appendix ??? (*Matrix to be added*) sets out qualifications available from national awarding bodies that will normally demonstrate competence. The ‘technical advisor’ column will help to determine whether a provider has access to competent advice.

**Examples of evidence requirements:**

- a. Technical advisor portfolios that include competencies and all correspondence between the provider and the technical advisor

**1.4 Operational and emergency procedures:** Agreed operational procedures are implemented, regularly reviewed and responsive to changing events and circumstances

**1.4.1 Operational safety measures**

The providers safety measures shall be appropriate to: the site(s) and the hazard level at which the activities are to be undertaken; and the clients’ / participants’ age, experience and any additional needs.

**Examples of evidence requirements:**

- a. Operational procedures for all activities
- b. Documentation relating to findings, having assessed the risk. This may for example include: Generic risk assessments; Site-specific risk assessments; Risk benefit analysis documentation
- c. Method statements
- d. Training materials
- e. Safety data sheets / manufacturer’s instructions
- f. ‘Housekeeping’ rules

**1.4.2 Safety management system**

The provider is to ensure that their safety management system includes: A policy which creates a culture of overall safety; Organisational arrangements to turn policy into practice; Systematic planning methods; Appropriate monitoring to ensure that risk controls are implemented and are effective; Effective communication of information on health and safety issues, including systems for highlighting important issues such as changes in procedures, current issues relating to safety at particular sites, accidents and incidents; Periodic performance review and feedback.

**Examples of evidence requirements:**

- a. Policy documentation relating to the above
- b. Instructional staff portfolios, including monitoring forms, performance reviews
- c. Customer reviews

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### 1.4.3 General safety information and arrangements

The provider is to evidence they have procedures to ensure staff and participants are given the information they need about the provider's safety measures and arrangements, including being briefed on the correct use of any personal safety equipment and any other appropriate safety procedures.

#### Examples of evidence requirements:

- a. Policy documentation relating to personal safety equipment
- b. Instructional staff handbook
- c. Operational procedures
- d. Documentation relating to findings, having assessed the risk. This may for example include: Generic risk assessments; Site-specific risk assessments; Risk benefit analysis documentation
- e. Method statements
- f. Training materials
- g. Safety data sheets / manufacturer's instructions
- h. 'Housekeeping' rules

### 1.4.4 General operational information and arrangements

The provider shall have arrangements for defining an operating area for each of the activity sessions, appropriate to the level of ability of the participants. This may be defined as an identifiable area of water, a particular crag or a start, intermediate and finish points of a journey. This information and estimated timings should be recorded in advance of the session, so that a search area can be defined in the event of an emergency. Any changes of plan should be notified to the holder of such information if possible or catered for in the emergency arrangements.

#### Examples of evidence requirements:

- a. Policy documentation relating to operating areas and session planning
- b. Instructional staff handbook
- c. Operational procedures
- d. Documentation relating to findings, having assessed the risk. This may for example include: Generic risk assessments; Site-specific risk assessments; Risk benefit analysis documentation
- e. Method statements
- f. Training materials
- g. Safety data sheets / manufacturer's instructions
- h. 'Housekeeping' rules

#### 1.4.5 Supervision of participants / clients

When determining appropriate supervision arrangements, the provider is to take into consideration the age and experience of the participants. Where older or more experienced participants are allowed to take higher levels of responsibility, the provider should:

- i. have procedures to ensure that the instructor has personal knowledge that the participants are sufficiently experienced and competent to undertake the task, and are adequately trained in first aid and emergency procedures
- ii. clearly explain the limits of the areas of operation
- iii. define individual responsibilities
- iv. check that the participants have understood these arrangements before they set out

**NB.** The provider should have a suitable back-up and monitoring system in place while such activities are in progress and which can respond to changes in plan.

#### Examples of evidence requirements:

- a. Policy documentation relating to participant supervision, including remote/unaccompanied supervision and any back-up and monitoring systems that are in place.

#### 1.4.6 First aid provision

The provider is to ensure that all participants have access to at least one responsible person with a valid, nationally recognised appropriate first-aid qualification, in an adventure activity context' and meets the first aid 'Statement of Good Practice'.

#### Examples of evidence requirements:

- a. Staff portfolios
- b. Staff deployment records
- c. Activity programming documentation

#### 1.4.7 Emergency arrangements and procedures

The provider is to have arrangements in place for the abandonment or modification of activities to ensure participants well-being and their withdrawal to safety in the event of an emergency. These arrangements are likely to differ between water based and land based activities.

#### Examples of evidence requirements:

- a. Emergency action plan and procedures
- b. Incident emergency communications plan
- c. Aide memories

#### 1.4.8 Accident & incident recording a reporting procedures

1. The provider shall demonstrate that there is a staff culture of incident and near miss reporting.
2. Have a system in place for recording, and where appropriate reporting accidents and dangerous occurrences.

#### Examples of evidence requirements:

- a. Accident and incident records
- b. Near miss records
- c. Summary of changes
- d. Changes to safety management documentation

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<b>1.5</b>	<b>Effective internal and external communications</b>
	<p>The provider shall have in place appropriate internal and external communication systems that enable effective communication of information on health and safety issues.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Staff notice board and bulletins</li> <li>b. Staff meeting agendas, minutes and actions</li> <li>c. Summary of changes</li> <li>d. Accident and incident records</li> <li>e. Website</li> <li>f. Social media</li> </ul>
<b>1.6</b>	<b>Provision:</b> Safety arrangement appropriate to the size of the organisation
	<p>The provider's safety arrangements shall be appropriate to the size of the organisation and the extent of activity programmes offered. There shall be a clearly defined chain of responsibility for management of any preventive measures required to ensure participants' safety. The provider will need to control, monitor and review the preventive measures, and the risk assessment they were based on, to make sure they are maintained effectively.</p> <p><b>Examples of evidence requirements:</b></p> <p>Safety arrangements may vary subject to the size of the provider</p> <ul style="list-style-type: none"> <li>a. a single operator combining the roles of provider, safety adviser and instructor in one may need little more than an aide memoire or checklist.</li> <li>b. a large provider with several activity centres would need more comprehensive and formal arrangements, perhaps in the form of detailed instructions backed up by an internal safety auditing system.</li> </ul> <p><b>NB.</b> The inspectorate has to decide if the provider's arrangements are appropriate in each case. It is important that the provider makes sure each safety measure is in place whenever it is needed to ensure participants' safety. Where the provider employs staff, then there must be appropriate consultation with those staff or their representatives on matters relating to health and safety.</p>
<b>1.7</b>	<b>Equipment:</b> Safety critical equipment, facilities and services are fit for purpose
	<p><b>1.7.1 Sufficient, appropriate and well-maintained safety equipment</b></p> <p>The provider shall have sufficient personal and other safety equipment, appropriate to the activity and the client / participant, available for use and that checks are in place to ensure it is well maintained and fit for purpose. Where applicable, equipment should meet the appropriate national, European or International accepted standard.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Equipment inventory and check lists</li> <li>b. Equipment store visit and sampling</li> <li>c. Activity observation</li> </ul>

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**1.7.2 Maintenance of equipment**

The provider shall have arrangements in place to ensure equipment used by clients / participants. is subject to periodic checks and the results recorded. Where items are found to be defective, the provider is to have a system in place for the immediate isolation of the identified items and where equipment is no longer 'fit for purpose', it is replaced. The provider is to follow normal 'good practice' as defined by NGBs, ABs, PBs or Trade Associations concerning: Manufacturer's recommendations; Likelihood of equipment failure; Consequences of equipment failure; Nature & intensity of use; Age of equipment in relation to its recommended working life.

**Examples of evidence requirements:**

- a. Equipment check lists and maintenance records
- b. Quarantine areas

**2 Adventure Activity Operational Requirements, including liabilities**

**2.1 Daily operations**

**2.1.1 Range of activities provided**

The provider shall specify ALL activities they provide and have safety arrangements in place for the full range.

**Examples of evidence requirements:**

- a. Operational procedures for all activities
- b. Generic activity risk assessments
- c. Overall emergency action plan and procedure

**2.1.2 Venues & facilities**

The provider shall identify all venues and facilities used for the provision of all activities and have safety arrangements in place for all.

**Examples of evidence requirements:**

- a. Operational procedures
- b. Site-specific risk assessments
- c. Site-specific emergency action plan and procedures

**2.1.3 Typical age of clients and any age limits**

The provider shall identify the age range of participants and whether there are any age limits or restrictions.

**Examples of evidence requirements:**

- a. Operational procedures for all activities
- b. Generic activity and site-specific risk assessments

**2.1.4 Size of operation**

The provider is to provide information relating to the size of operation e.g. annual number of participants (activity days).

**Examples of evidence requirements:**

- a. Yearly planner / programme highlighting number of bookings and participants



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**2.1.5 Instructional staff complement**

The provider shall identify their full complement of staff, including full or part-time, permanent, temporary or seasonal, job titles, roles and responsibilities.

**Examples of evidence requirements:**

- a. Instructional staff qualification and/or deployment matrix
- b. Instructional staff portfolios

**2.1.6 Maximum operating ratios**

The provider shall specify the maximum number of participants they will accept per group and any arrangements they have to vary the number in the light of differing conditions and /or the capabilities of the participants. Relevant NGB guidance should be taken into account.

**Examples of evidence requirements:**

- a. Instructor/participant ratios must be consistent with the factors identified through risk assessment including the hazard level of the activity; the ages, abilities and competence of participants; and the experience and competence of the instructor.
- b. Risk assessments may also identify the need for one or more assistants to the group instructor if the safety of participants is to be ensured; e.g. if the group instructor would need help in the event of an accident or emergency or to keep the group together. Any assistants should be under the direction of the group instructor and be competent to carry out the delegated responsibilities under the group instructor's direct supervision.

**2.2 Insurance**

The provider shall hold appropriate levels of public and employers liability, professional indemnity, product and third party insurance cover or recognised, adequate, alternative provision is in place.

**NB** The scale and extent of cover is appropriate to the target market and activities provided.

**Examples of evidence requirements:**

- a. Relevant and appropriate certificates.

**2.3 Contracts, booking arrangements and Terms & Conditions**

The provider shall have contractual arrangements (including Terms & Conditions) in place between themselves and the client / participant, which clearly highlight/explain:

- a) The risk and responsibilities inherent in the activities provided, noting that in some cases, customers may be expected to acknowledge this.
- b) The activities might need to be changed, or even cancelled, for safety reasons outside of their control e.g. weather conditions, staff illness etc.;
- c) Charging policy.
- d) Duty of care responsibilities and their extent e.g. participant supervision and welfare;
- e) If the participants are minors non activity supervision, and where residential accommodation is provided.
- f) Non activity emergency contact arrangements

**Examples of evidence requirements:**

- a. Booking arrangements
- b. Terms and conditions
- c. Client / participant contract
- d. Policy documentation relating to duty of care responsibilities and out of hours cover where residential accommodation is provided.

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<b>2.4</b>	<b>Safeguarding</b>
	<p>The provider shall have safeguarding measures in place in relation to young people and vulnerable adults. The provider will need to evidence that systems exist to ensure that, for each target client / participant group, staff are of a level of experience and qualification for that age group (providers working with young people under the age of 18 years must ensure that all employees declare criminal offences which are not covered by the Rehabilitation of Offenders Act 1974. In addition, all staff in contact with children, or resident on site, shall have their criminal history suitably checked with the 'Disclosure &amp; Barring Service' (DBS) England &amp; Wales, Disclosure Scotland or Access Northern Ireland to ensure suitability to work with children</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Policy documentation relating to safeguarding of young people and vulnerable adults</li> </ul>
<b>2.5</b>	<b>Informed consent &amp; medical declaration</b>
	<p>The provider shall obtain &amp; document their clients / participants informed consent and medical declaration before activity delivery. This includes: Recording the written parental consent normally required for young people under 18, if a parent or legal guardian is not present during the activity; Collecting information about relevant client / participant medical conditions or injuries and making it available to instructors to guide their operational practice. There shall be a policy and procedure for safe storage of personal data, the time period for its retention and how it will be destroyed (as in 6.4).</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Sample forms highlighting what the provider requires of the client / participant</li> <li>b. Booking forms</li> </ul>
<b>3 Facilities - compliance and management (only where applicable)</b>	
<b>3.1</b>	<b>Transport</b>
	<p><b>3.1.1 Vehicles</b></p> <p>The provider shall ensure that ALL vehicles used for business use meet relevant legal requirements.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. MOT certification</li> <li>b. PCV/PSV certification</li> <li>c. Maintenance log</li> <li>d. Register of use</li> </ul>
	<p><b>3.1.2 Vehicle drivers</b></p> <p>The provider shall ensure that all drivers of vehicles hold the legal standard of licence for that vehicle and has determined and recorded (with a date) driver competence.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Drivers licence displaying appropriate class of vehicle that can be driven i.e. minibus, minibus with trailer etc.</li> </ul>

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<b>3.2</b>	<b>Food safety &amp; allergy recognition</b>
	<p>The provider has suitable arrangements in place to ensure good food hygiene and food allergy recognition (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Food hygiene certification</li> <li>b. Ingredient listings for all meals</li> <li>c. Participant records of dietary requirements</li> </ul>
<b>3.3</b>	<b>Fire Risk</b>
	<p>The provider shall have had a fire risk assessment completed by a competent person, which is reviewed periodically, and that advice received has been acted upon (where applicable). The provider is to ensure participants / clients are aware of the fire procedures</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Current fire risk assessment</li> <li>b. Advice notice</li> <li>c. Relevant action undertaken</li> <li>d. Records of fire drills / weekly checks</li> </ul>
<b>3.4</b>	<b>Accommodation &amp; washing facilities</b>
	<p><b>3.4.1 Accommodation</b></p> <p>The provider shall have suitable &amp; appropriate accommodation to meet the client needs and relevant legislation (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Site visit</li> <li>b. Documentation relating to relevant legislation</li> <li>c. ISO 21401:2018 Sustainability management system for accommodation establishments</li> </ul>
	<p><b>3.4.2 Washing facilities</b></p> <p>The provider shall have suitable &amp; appropriate washing facilities to meet the client needs and relevant legislation (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Site visit</li> <li>b. Documentation relating to relevant legislation</li> </ul>
<b>3.5</b>	<b>Utilities</b>
	<p><b>3.5.1 Gas &amp; electricity safety</b></p> <p>The provider shall have processes in place with regards to gas &amp; electricity safety (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Safety checks certification</li> </ul>

	<p><b>3.5.2 Water quality and sewage management</b></p> <p>The provider shall have suitable and appropriate process in place with regards to water quality (including controlling of legionella) and sewage management (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ol style="list-style-type: none"> <li>a. Records of water quality checks</li> <li>b. Policy documentation for sewage management</li> </ol>
<b>3.6</b>	<p><b>Site operations and maintenance</b></p> <p>The provider shall have processes in place highlighting the standards, with regards to all buildings, contractors / sub-contractors, controlling of hazardous substances (including asbestos), trees, working at height, lifting operating &amp; equipment and machinery (where applicable).</p> <p><b>Examples of evidence requirements:</b></p> <ol style="list-style-type: none"> <li>a. Policy documentation relating to compliance in relation to site operations and maintenance: Building regulations; Contractors / sub-contractors on site; CoSHH; Working at height directive; LOLER; PUWER</li> <li>b. Appropriate safety signage on site</li> </ol>
<b>4 Learning and development</b>	
<b>4.1</b>	<p><b>The learning experience</b></p> <p>The provider shall have a process in place to assist clients / participants to plan the learning experience effectively to provide opportunity for the experience to meet the desired and agreed learning outcomes.</p> <p><b>Examples of evidence requirements:</b></p> <ol style="list-style-type: none"> <li>a. Communication between the provider and the user regarding the desired and agreed learning outcomes and programme of activity</li> <li>b. Activity / session observation</li> <li>c. Discussion with instructional staff during the site visit</li> <li>d. Discussion with the clients / participants during the site visit</li> </ol>
<b>4.2</b>	<p><b>Inclusivity and flexibility</b></p> <p>Activities, experiences and resources shall be inclusive and meet all learner needs.</p> <p><b>Examples of evidence requirements:</b></p> <ol style="list-style-type: none"> <li>a. Policy documentation relating to inclusivity e.g. Equal Opportunities; Provision for additional needs; Gender; Diversity</li> <li>b. Staff portfolios highlighting staff training opportunities relating to the provision of an inclusive and flexible approach and meeting the learner needs</li> <li>c. Activity / session observation during the site visit</li> <li>d. Discussion with instructional staff during the site visit</li> <li>e. Discussion with the clients / participants during the site visit</li> </ol>

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<b>4.3</b>	<b>Monitoring &amp; Reviewing Processes</b>
	<p>The provider has a process in place that enables the monitoring &amp; reviewing of the client / participant experience and demonstrates acting upon the observations &amp; feedback accordingly.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Evaluation forms for clients / participants, including examples of completed forms</li> <li>b. End of programme reviews from instructional staff</li> <li>c. Staff meeting minutes / notes highlighting observations, feedback and any actions</li> <li>d. Provider website reviews and testimonials</li> <li>e. Social media posts e.g. Trip Advisor</li> <li>f. Changes in activities, experiences and resources following client / participant feedback</li> </ul>
<b>5 Leadership, management and professional services</b>	
<b>5.1</b>	<b>Effective leadership and management</b>
	<p>The provider shall have effective leadership and management in place, in proportion to the size and scope of the operation. The provider shall ensure those in leadership and management positions have the training, experience, personal qualities and communication skills appropriate for their occupational role. Providers shall evidence the competence of their leadership and management staff by assessment against a relevant occupational standard, professional registration or a suitable qualification. There may be other ways.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Structure of the providers business</li> <li>b. Job descriptions and roles &amp; responsibilities of all employees</li> <li>c. Effective means of internal and external communications</li> <li>d. Occupational standards</li> <li>e. Professional registration</li> <li>f. Suitable qualification</li> </ul>
<b>5.2</b>	<b>Monitoring, evaluating and developing employees provision</b>
	<p>The provider shall have arrangements in place for the monitoring, evaluating and developing employees provision.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Policy documentation relating to continuing professional development (CPD)</li> <li>b. Staff performance management reviews</li> <li>c. Staff portfolios</li> </ul>
<b>5.3</b>	<b>Staff recruitment and protection</b>
	<p>The provider shall have inclusive staff recruitment, protection and development policies in place.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Policy documentation relating to staff recruitment, employment, protection and development</li> <li>b. Staff induction checklists</li> <li>c. Staff portfolios</li> </ul>

<b>6</b>	<b>Customer care</b>
<b>6.1</b>	<b>Client / Participants needs</b>
	<p>The provider operates a flexible and amenable approach to prioritise and meet the needs of its clients / participants, which includes highlighting any special rules and requirements e.g. specific ratios for those with additional needs.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Policy documentation relating to: Equal opportunities; Gender &amp; diversity; Provision for additional needs</li> <li>b. Operational procedures for activities</li> </ul>
<b>6.2</b>	<b>Effective means of client / participant communication</b>
	<p>The provider shall have effective, clear and courteous communication with clients / participants prior to, during and post experience and respond to enquiries (verbal or written) in a prompt manner.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Pre-experience communications</li> <li>b. Post-experience communications</li> <li>c. Client / participant briefings</li> <li>d. Activity / session observation</li> </ul>
<b>6.3</b>	<b>Products and services</b>
	<p>The provider shall advertise and describe the services (amenities, facilities, products &amp; nature of the activity) fairly and accurately. In addition, the provider shall make the client / participant aware that on occasions, it may be necessary to cancel or modify advertised activities in the interest of safety.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Website</li> <li>b. Social media</li> <li>c. Publications - brochures, leaflets, information sheets, displays etc.</li> <li>d. Terms &amp; conditions of booking</li> <li>e. Site visit</li> <li>f. Activity observation</li> <li>g. Discussion with clients / participants</li> <li>h. Discussion with provider and staff</li> </ul>
<b>6.4</b>	<b>Administration, including data protection &amp; financial systems</b>
	<p>The provider shall have arrangements in place for all of its administration function, including GDPR &amp; Cyber Security that consider appropriate data protection arrangements for the recording of all its confidential information and 'good practice' in their financial dealings.</p> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"> <li>a. Records pertaining to any of the above, acknowledging data protection rules</li> <li>b. ISO/IEC 27001 Information Security Management</li> </ul>

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**6.5 Complaints**

The provider shall have a clear procedure for responding in a timely fashion to complaints and/or suggestions for improvement.

**Examples of evidence requirements:**

- a. Policy documentation relating to a complaints procedure
- b. Evaluation forms for clients / participants, including examples of completed forms
- c. Provider website reviews
- d. Social media posts e.g. Trip Advisor

**7 Environmental sustainability**

**7.1 Environmental awareness & sustainable practices**

The provider shall evidence an understanding & promotion of environmental awareness and sustainable practices and in doing so shall demonstrate involvement in local / national initiatives or its working to comparable standards e.g.;

- i. use the natural resources in sustainable ways, and maximise the positive impact that active time in nature has on participants/clients' mental & physical wellbeing;
- ii. foster a commitment to conservation, access, & development of the natural environment;
- iii. avoid damage to sites & minimise disturbance to wildlife & the environment, in accordance with codes of conduct & legislation;
- iv. ensure all instructional staff understand about the habitats, species, geology, culture and environments & how to avoid disturbance & damage;
- v. work with land managers, statutory bodies & other interested parties to best manage groups on existing sites & consider the implications before developing new sites;
- vi. respect conservation based management plans and access agreements;
- vii. show consideration and respect to landowners, residents & other users when visiting & operating in all areas;
- viii. encourage participants / clients to respect, protect & enjoy the special character of the regions used & their habitats, species, wildlife, geology, archaeology & manmade structures.

**Examples of evidence requirements:**

- a. Policy documentation relating to environmental awareness and sustainable practices
- b. Ethical purchasing
- c. Staff training
- d. Consumer awareness
- e. Practices on & off site that reflect that highlight good practice in conserving resources and local / national initiatives
- f. Activity / session observation

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<b>8</b>	<b>Review/Development cycle</b>
8.1	<p><b>Continuous development and improvement</b></p> <p>The provider shall have a review, development, and quality improvement process in place, which is integrated into its operational structure and includes an internal audit programme that:</p> <ul style="list-style-type: none"><li>i. evaluates employee perceptions and performance results;</li><li>ii. evaluates customer perceptions of the providers service and the customers level of satisfaction.</li><li>iii. regularly reviews the product, facilities and service offer to confirm that they continue to meet customer needs and expectations, to further develop competitive edge and explore future focus;</li><li>iv. reviews and improves on an on-going basis the procedures, processes and measures in place to meet future customer needs;</li><li>v. uses results, data, knowledge, and benchmarking to drive improved performance, implement good practice and assess how changes reflect on the reputation and profile of the organisation</li></ul> <p><b>Examples of evidence requirements:</b></p> <ul style="list-style-type: none"><li>a. Development plan</li><li>b. Use of Trip Advisor</li><li>c. Participant / Client feedback surveys</li><li>d. Inspection reports</li><li>e. Staff surveys</li></ul>



**PROPOSAL**

**7. The Accreditation Process - outlined structure**

Scheme Name	Adventure Activities Accreditation Scheme - The Process - outlined structure	
<b>Application Process</b>	<b>Provider</b>	Initial Expression of Interest made to Contractor
	<b>Inspectorate</b>	Confirms with the provider what their accreditation requirements are, based on the size and scope of operation I.e. Adventure Activities Accreditation Scheme (AAAS) annually / 3 yearly + LOtC QB; AAAS annually / 3 year and confirms the fee requirements?
	<b>Provider</b>	Completes the relevant application form, including a self-declaration and submits it together with the relevant documentation and fee as agreed
<b>Initial Inspection (Desk based audit &amp; online interview)</b>	<b>Inspectorate</b>	Allocates an inspector, who carries out a desk based audit of the Providers documentation plus any relevant sources of information e.g. website, social media etc.
	<b>Inspector</b>	Conducts a desk based audit of the Providers documentation plus any relevant sources of information e.g. website, social media etc. and contacts the Provider to introduce themselves and arrange an online interview.
	<b>Inspector &amp; Provider</b>	Complete an online interview and arrange an activity observation and management systems follow up.
<b>Peer Review (as required)</b>	<b>Inspector(s)</b>	Reviews findings with a peer inspector to ensure the robustness of the decision making process.
<b>Activity Observation</b>	<b>Inspector / Provider &amp; Instructional Staff</b>	Carries out an activity observation and follows up on any management systems noted as requiring attention during the online interview. A recommendation is made at this stage, subject to confirmation following receipt and reviewing of the report by the Inspectorate.
<b>Report</b>	<b>Inspector</b>	Writes the report and submits it to the Inspectorate to review and confirm the inspectors recommendations.
<b>Final Recommendation</b>	<b>Inspectorate</b>	Reviews and confirms the inspectors recommendations Presents the report and recommendations to the Provider.
<b>Notification</b>	<b>Inspectorate</b>	Notifies the Accrediting Body of the inspection outcome and where applicable, adds Provider details to the public facing database of accredited adventure activities