



MOULTON SCHOOL & Science College



EDUCATIONAL VISITS POLICY (Learning outside the classroom)

1. Introduction

- 1.1 The school recognises that Educational Visits or Learning Outside of the Classroom provide valuable experience to students as part of their education.
- 1.2 The school has reviewed the requirements of the Northamptonshire County Council policy for Learning Outside the Classroom to ensure that any best practice and recommendations where relevant form part of this policy.
- 1.3 Northamptonshire County Council has formally adopted the guidance issued by the Outdoor Education Advisers Panel (www.OEAP.co.uk).

2. This policy:

- Details the category of activities in which a student may participate whilst at Moulton School
- Roles and responsibilities for Educational Visits within the school
- Provides an overview of the planning and risk process for visits
- Insurance – statement regarding school insurance
- Transport – statement regarding the transportation of students to venues
- Incident management – summary for the management of incidents
- Guidance – notes for staff & Governors who have a responsibility for educational visits

3. Categories of Trips

- 3.1 There are three categories of school visit as recognised by the Outdoor Education Advisers Panel, these are:
 - Category A – Activity which is off-site but routine, taking place in the locality which can be covered by a blanket consent that support this policy. For example, a trip to the local village for geography fieldwork or local church for a carol service.

- Category B – Activity which is off-site (but not overseas) and requires specific planning. For example a trip to the theatre or museum.
- Category C – Activity which is offsite and requires more detailed planning that reflects challenging environments, locations and / or higher perceived risk activities. For example an activity day involving high ropes, a ski trip or a community project trip overseas.

4. Roles and Responsibilities

4.1 To provide clarity and ensure adequate oversight of visits by the school the following roles and responsibilities exist:

4.2 Trip Leader – This role is undertaken by a member of the teaching staff who is responsible for planning the visit, preparing the risk assessments in line the with school guidelines and liaising with the school Support Administration to ensure that letters are despatched to parents, consent forms obtained and any monies collected prior to the visit.

The submission of all visit paperwork for approval to the school Educational Visit Co-ordinator prior to the visit taking place.

4.3 Educational Visits co-ordinator – This role provides approval for all Category B & C visits prior to them being undertaken and refers category C visits to the external Educational Visit Co-ordinator.

The person undertaking this role within the school will have received training specific to the role.

4.4 External Educational Visit Co-ordinator – The school subscribes to the service which is provided by Northamptonshire County Council. This enables the school to have independent assessment of all category C trips (those involving a slightly higher risk) as well as access to independent advice.

4.5 Governing Body – All visits overseas must be approved by the schools Governing Body prior to advising parents or guardians that the trip is scheduled.

The Governors will assess the benefits of the trip to the education and personal development of the students prior to making a decision whether to approve the trip taking place.

5. Planning and Risk Process

5.1 To ensure that risk exposure to all participants in trips is kept to a minimum the school has adopted the RADAR model as recommended by the Outdoor Education Advisers Panel to establish which category to apply to a visit– see Appendix 1.

5.2 All visits will be planned by the Trip Leader.

5.3 Category B & C trips will be reviewed for approval as per 4.3 – 4.5 of this policy.

5.4 Trip Leaders will use the standard visit paperwork available on the school internal shared drive to ensure that the necessary standards for assessing and planning a school visit are maintained.

6. Insurance

6.1 The school will ensure that the insurance necessary for Educational Visits forms part of the school insurance policy and will provide adequate cover for the purpose.

7. Transport

7.1 The school will ensure that approved providers will be engaged for visits requiring coach transport.

7.2 All teachers or staff acting as a driver when the school minibus is utilised for school visits will hold the required licence.

7.3 All other forms of public transport will have the relevant risk assessment applied to them before the visit is undertaken to ensure all risks are considered and controls put in place to minimise risk.

8. Incident Management

8.1 The school has clear guidelines on managing an incident both in school hours and outside of school hours – see Appendix 2

9. Non Moulton School Staff or Student Participation on Visits

9.1 The Governing Body does not permit employees to take people on visits who are not a student of the school or an employee unless requested by the Local Authority. This will ensure that there is no conflict of interest when undertaking duties and supervising students.

10. Guidance (Role Specific)

10.1 To ensure all people involved in Educational Visits within the school are informed and aware of their responsibilities the school will use the following guidance issued by the Outdoor Education Advisers Panel as best practice within this policy:

- Management Board or Governing Body Responsibilities – Appendix 3
- Headteacher Responsibilities - Appendix 4
- Headteacher Checklist – Appendix 5
- Educational Visit Co-ordinator Responsibilities – Appendix 6
- Educational Visit Co-ordinator Checklist – Appendix 7
- Visit Leader Responsibilities – Appendix 8
- Visit Leader Checklist – Appendix 9
- Assistant Leader Responsibilities – Appendix 10

EDUCATIONAL VISITS POLICY

(Learning outside the classroom)

Appendix 1

Employer guidance

Planning visits, off-site activities and Learning outside the classroom

The Radar – the Horizontal Axis

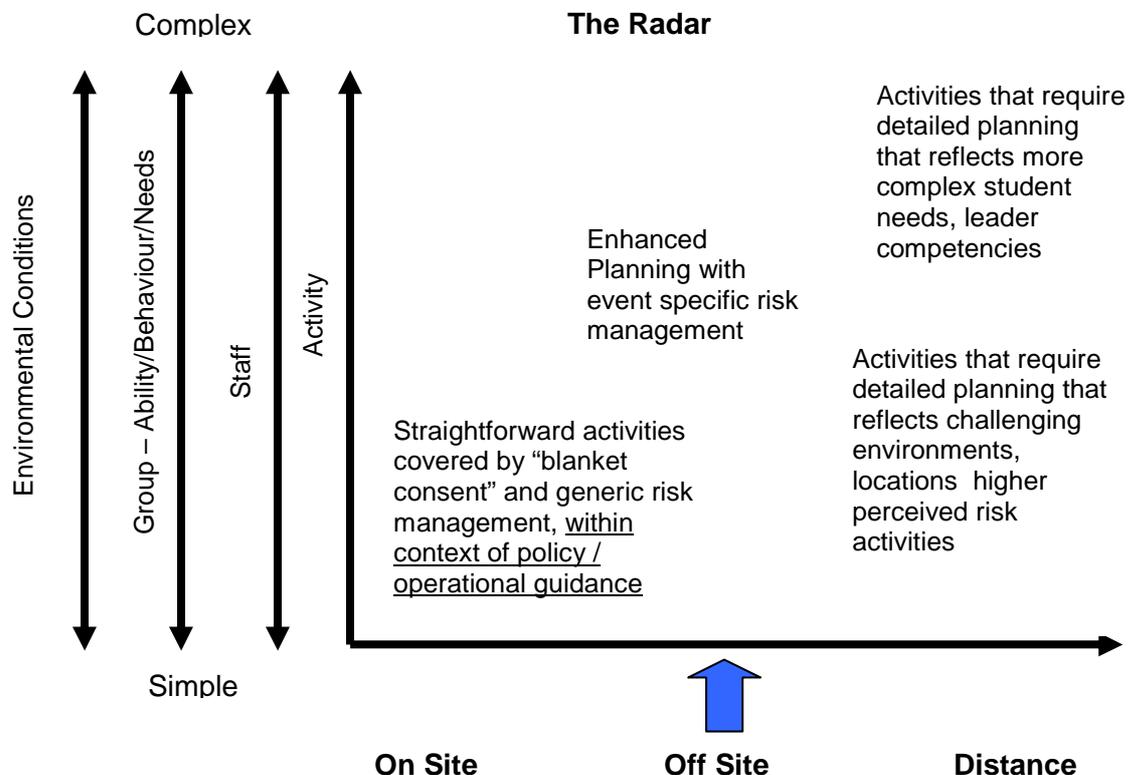
- The horizontal axis plots **distance**, starting on site and journeying further away from the site along the axis.
- The blue arrow shows where you go off site.



The Radar – the Vertical Axis

There are four aspects of complexity – activity, staff, group and environment.

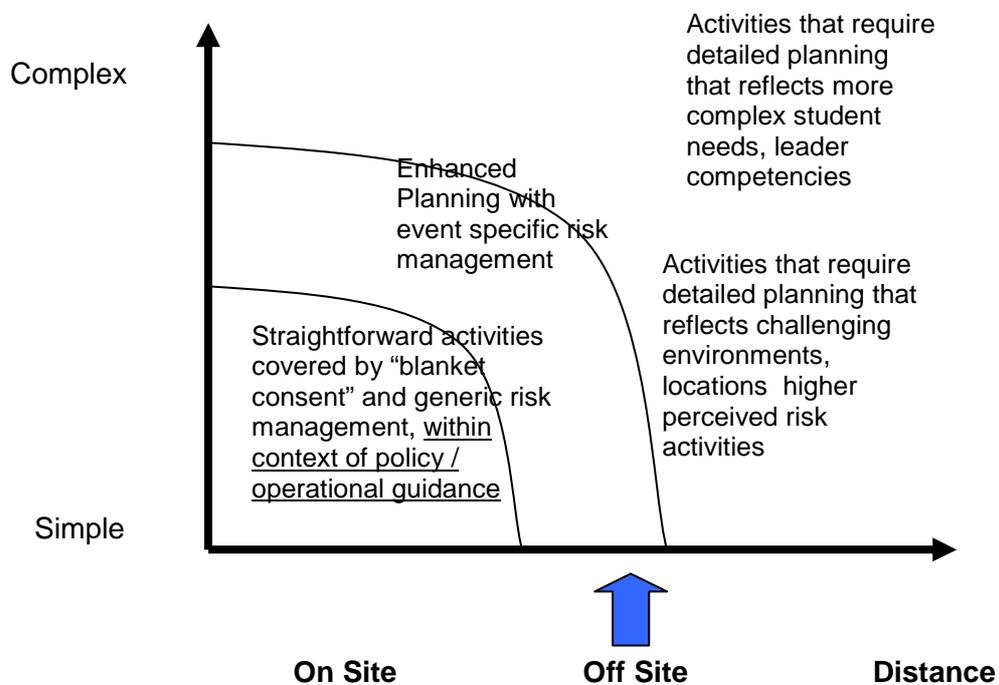
- The Four Aspects will vary from Simple to Complex.
- Each aspect is not fixed.
- All learning outside the classroom activity and visits can be mapped onto this framework.



Consider the Key Variables

SAGED

Staff	Competent? Trained? Experienced? Ratio of staff to young people?
Activity	Simple? Complex? Training required? Consent? Insurance? Licensable?
Group	Prior experience? Behaviour? Medical and/or Special Needs?
Environment	Same as previous times? Forecast? Water levels?
Distance	How far? Transport required? Residential?



EDUCATIONAL VISITS POLICY

(Learning outside the classroom)

Appendix 2

1 Incident Management Process

- 1.1 To ensure that in the event of an emergency contact can be made with all necessary parties, the following information must be provided prior to a trip by the Trip Leader to the Educational Visits co-ordinator.
- 1.2 The process detailed in the flow should be followed to ensure that all necessary parties are informed and staff on the trip can concentrate on the wellbeing and safety of the students in the group(s). All communication should be through this route and not by the trip leader.

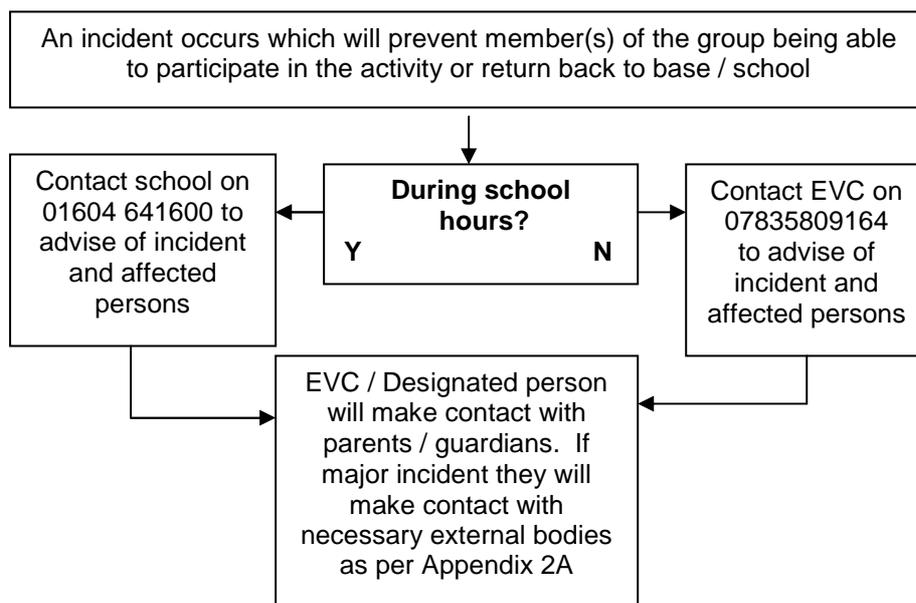
2. Visits during the School Day

- Trip leader contact telephone number and next of kin contact details
- Assistant trip leader contact number and next of kin contact details
- All other staff accompanying the trip next of kin contact details
- A list of all students participating in the trip (next of kin details will be obtained from the school computer system)

3. Visits outside of School Hours

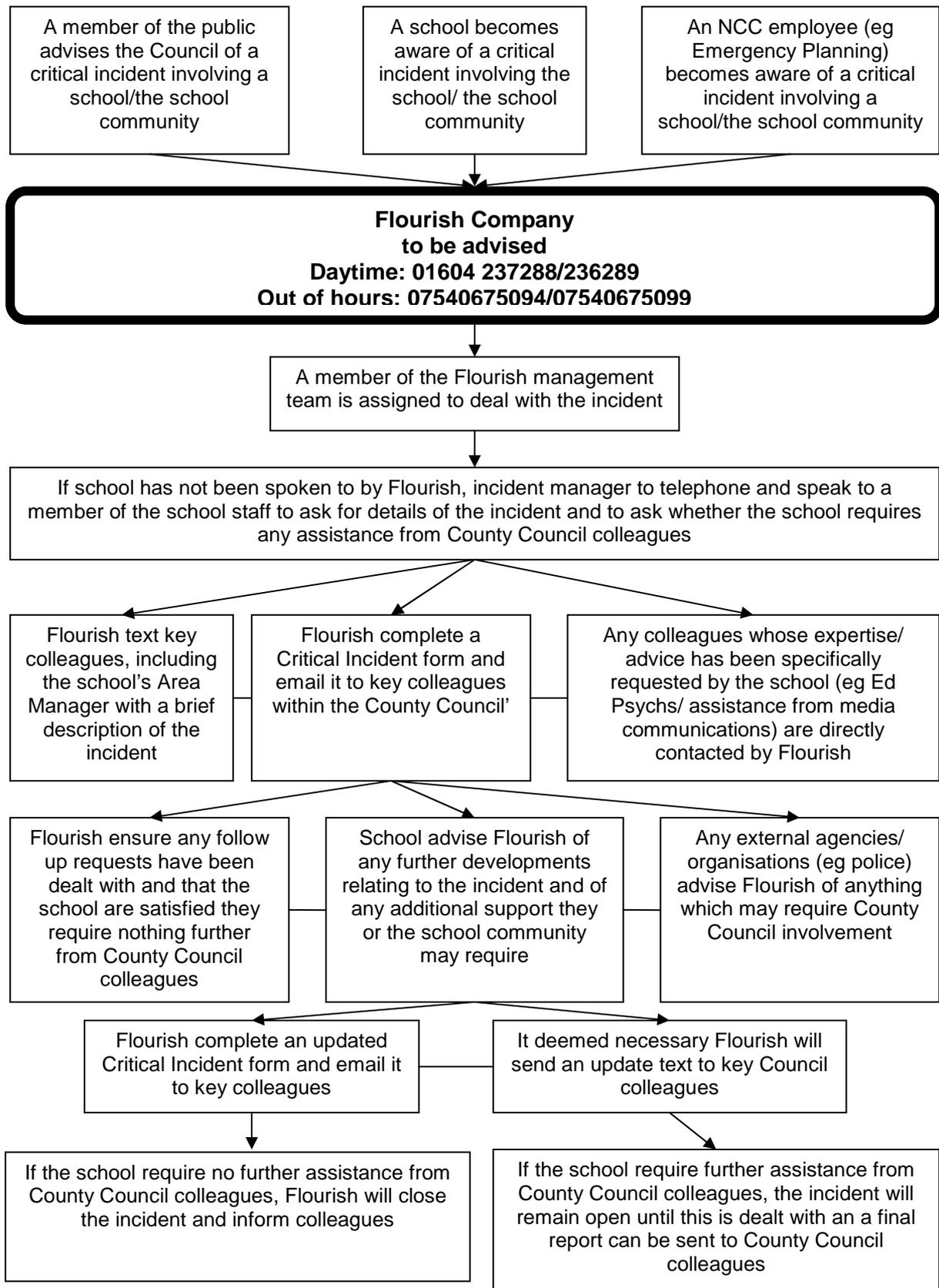
- Trip leader contact telephone number and next of kin contact details
- Assistant trip leader contact number and next of kin contact details
- All other staff accompanying the trip next of kin contact details
- A list of students participating in the trip and the next of kin contact details (the school system will not be available outside hours)

4. Process Flow



Educational Visits Policy - Appendix 2a

Critical Incident Procedure



Educational Visits Policy - Appendix 3

Employer Guidance -

Management Board or Governing Body

Responsibilities

The Health & Safety at Work Act etc 1974 places overall responsibility for health and safety with the employer.

Employers have duties to ensure, so far as is reasonably practicable:

- The health, safety and welfare of all employees and volunteers.
- The health and safety for all young people for whom the employer is responsible, including under the children Act 2004.

Your role as a member of a management board or school governing body is to enable and ensure; otherwise described as being a **critical friend**.

You should make sure that

- You have a clear understanding that the management board or governing body is the direct employer of establishment staff; in which case the body will carry the same responsibilities as those of a Director of Children's Services.
- You have an understanding of how Outdoor Learning, off-site activities and visits support a wide range of outcomes for children and young people.
- Establishment policy clarifies your involvement in the approval process for off-site activities and visits.
- There is an EVC in place that meets with employer requirements.
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements.
- The establishment visit policy supports the principles of inclusion.
- There are monitoring procedures in place.

Management Board and Governor Responsibilities

- We are aware of our responsibilities as explained in our establishment's policy.
- If we are the legal employers, we are fully aware of all the responsibilities this entails.
- All relevant visits are included on our meeting agendas.
- All visits are planned in accordance with our establishment's policies.
- We are aware of which visits may require our specific approval or involvement as a "critical friend".
- Suitable and sufficient emergency procedures are in place.
- We are aware that we may be involved in adjudicating parental complaints or dealing with an emergency.

Educational Visits Policy - Appendix 4

Employer Guidance – Headteacher

The Health & Safety at Work Act etc 1974 places overall responsibility for health and safety with the employer.

Employers have duties to ensure, so far as reasonably practicable:

- The health, safety and welfare of all employees and volunteers.
- The health and safety for all young people for whom the Director of Children's services is responsible under the Children Act 2004.

As a Headteacher you should ensure that:

- All Learning Outside the Classroom (LOtC), off-site activities and visits comply with employer guidance and are notified or submitted for formal approval as required.
- You have ascertained that all staff involved are competent to carry out such responsibilities as they are allocated.
- You have clearly designated either yourself or a suitable member of staff as the EVC and that the designated person meets employer requirements, including undertaking EVC training as recommended or required by the employer.
- If taking part in a visit or activity as either an Assistant Leader or as a group member, you are clear about your role and that you should follow the instructions of the designated Visit Leader (who will have sole charge of the visit).
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, ISA procedures and CRB checks must be in place as required.
- You are assured that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated.
- You have assigned sufficient time for staff to organise activities and visits properly.
- You support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs.
- You support your EVC in ensuring that all activities and visits are effectively supervised with an appropriate level of staffing.
- You support your EVC in ensuring that information has been shared with parents and that consent has been sought where necessary.
- Arrangements have been made for the medical needs and special educational needs of all the young people and staff.
- Inclusion issues are addressed.

- Suitable transport arrangements are in place and meet any regulatory requirements.
- Insurance arrangements are appropriate.
- Details related to off-site activities and visits (including personal details of both participants and staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident.
- That there are contingency plans in place should a visit plan be significantly changed or cancelled (Plan B)
- Arrangements are in place for the governing body to be informed of such visits as are required by the establishment visit policy.
- You are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors and contractual relationships.
- Where charges are made to parents, these are within legal and employer requirements.
- Proper procedures are in place to account for the finances of activities and visits.
- Establishment policy should identify the types of visit that require a preliminary visit by staff.
- Establishment policy should formally adopt a set format for recording written risk-benefit assessments. Such assessments should be proportional, suitable and sufficient and based on the “Principles of Sensible risk Management”. The adoption of materials made available by employers to reduce bureaucracy is good practice.
- Where the activity of visit involves a third party provider, appropriate assurances have been obtained
- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any incident and to inform the operation of future visits.
- Establishment policy includes appropriate emergency procedures in case of a major incident.
- Establishment policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident.
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

Educational Visits Policy - Appendix 5

Employer Guidance – Head or Manager Checklist

- I have read and understood my employer's policy and have undertaken any required training.
- I have a visit policy for my establishment.
- I have appointed an EVC.
- Staff training needs are identified and addressed.
- Visits are formally notified and approved as required by my employer's policy.
- All visits are led by competent staff.
- All adults including volunteers are vetted and those with significant unsupervised access are subject to full CRB/ISA checks and processes.
- There is appropriate risk management (including risk-benefit assessments) for all visits.
- The EVC is kept informed during the planning of visits.
- Where appropriate, staff and young people are involved in visit planning, including risk assessment.
- There is a "Plan B" when necessary.
- Preliminary visits are undertaken where required.
- Third party provider assurances are obtained.
- Governors are informed as required by my establishment's policy.
- Sufficient competent leaders are deployed to ensure effective supervision.
- Medical, first aid and inclusion issues are addressed.
- There is an establishment emergency response procedure, appropriate to the nature of visits undertaken, which is periodically tested.
- There is always a 24/7 emergency contact, with access to all information and documentation relating to the visit.
- All staff and group members are aware of their roles and responsibilities.
- Those in parental authority are appropriately briefed regarding itinerary, accommodation, activities, transport and emergency telephone numbers.
- Visit leaders have sufficient funds and effective means of communication in case of emergency.
- Visits are debriefed and reviewed.
- Visits are monitored in accordance with employer and establishment policy.
- Accidents and incidents are reported, learning is shared and RIDDOR requirements are met.

Educational Visits Policy - Appendix 6

Employer Guidance – EVC

The Health & Safety at Work Act etc 1974 places overall responsibility for health and safety with the employer.

It is good practice for all establishments to have an Educational Visits Co-ordinator (EVC) and employer guidance may make this a requirement. Where an EVC is not nominated, by default this function rests with the head of the establishment.

When appointing an EVC, establishments should ensure that the appointed person meets the criteria required or recommended by employer guidance.

The EVC should be specifically competent. The level of competence required can be judged in relation to the size of the establishment as well as the extent and nature of the visits planned. Evidence of competence may be through qualification, but more usually will be through the experience of practical leadership over many years. Such a person should be an experienced visit leader with sufficient status within the establishment to guide the working practice of colleagues leading visits. This cannot be a purely administrative role, although certain functions may be delegated to an administrator.

Where the EVC is not selected on these criteria (as where the EVC role is attached to an administrative post or where a post holder is not an experienced Visit Leader) then the EVC will require structured access to and support from a designated colleague who fits the recommended criteria.

As an EVC, your key functions must be documented and clarified (eg within your establishment's policy).

These should include:

- Ensuring that you have an understanding of how Learning Outside the Classroom (LOtC), off-site activities and visits can support a wide range of outcomes for children and young people, and raise achievement.
- Ensuring that you have attended EVC training as recommended or required by your employer.
- Ensuring that LOtC, off-site activities and visits meet employer guidance requirements.
- Ensuring that establishment managers, visit leaders, assisting staff and voluntary helpers understand that all staff involved in LOtC, off-site activities and visits require access to training at an appropriate level to ensure that employer guidance and establishment procedures are properly understood.
- Ensuring that you have an establishment visit policy. As a minimum, the policy will need to make a link between the establishment's procedures and employer guidance.
- Supporting the head/manager with approval and other decisions.
- Monitoring of Visit Leader planning and sample monitoring of visits.

- Organising the training of Visit and Assistant Leaders (including voluntary helpers).
- Ensuring that where the accompanying staff includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management.
- Ensuring that CRB/ISA checks are in place as required.
- Ensuring that establishment policy provides sufficient guidance to Visit Leaders about information for parents and parental consent.
- Checking that there is a 24/7 emergency contact(s) with the base for each and every visit and that emergency arrangements are in place.
- Ensuring that medical and first aid issues are addressed.
- Ensuring that emergency arrangements include emergency contact access to all relevant records, including medical and next of kin information for all members of the party, including staff.
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- Ensuring that policies and procedures are reviewed on a regular basis. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary.
- Ensuring that there is an establishment procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Ensuring that you keep up to date via EVC update processes and EVC Revalidation courses as recommended or required.
- Ensuring that Assistant Leaders are competent to carry out the tasks they are assigned.
- Ensuring that activities and visits are led by competent and confident leaders. The Visit Leader needs to be both accountable and competent. Being accountable implies being an employee and thus part of a chain of specified roles and responsibilities. Being competent requires that the leader can demonstrate the ability to operate to current standards of recognised good practice. For further details see Appendix 8 Employer Guidance for Visit or Activity Leader.

Educational Visits Policy - Appendix 7

Employer Guidance – EVC Checklist

- I have attended EVC training as recommended/required by my employer's policy.
- My employer and my establishment have a policy for visits and learning outside the classroom.
- I have read and understood my employer's and my establishment's policy.
- Staff induction and training needs are identified and addressed.
- Where required by my employer's policy, visits are formally notified and approved.
- Staff leading visits meet employer competence requirements.
- All adults including volunteers are vetted and those with significant unsupervised access are subject to full CRB/ISA checks and processes.
- There is appropriate risk management for all visits.
- As EVC, I am kept informed of the planning of visits.
- Where appropriate, all staff and young people are involved in visit planning, including risk benefit assessment.
- There is a "Plan B" when necessary.
- Preliminary visits have taken place if required.
- Third party provider assurances have been obtained.
- The number and competence of leaders will ensure effective supervision.
- Medical, first aid and inclusion issues have been addressed.
- There is an establishment emergency contact, with access to all information and documentation relating to the visit.
- There is a designated 24/7 emergency contact, with access to all information and documentation relating to the visit.
- All staff and group members are aware of their roles and responsibilities.
- Those in parental authority have been appropriately briefed regarding itinerary, accommodation, activities, transport and emergency telephone numbers.
- The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- Visits are debriefed and reviewed where necessary.
- Visits are monitored in accordance with employer and establishment policy.
- Accidents and incidents are reported, learning is shared and RIDDOR requirements are met.

Educational Visits Policy - Appendix 8

Employer Guidance – Visit or Activity Leader

The Health & Safety at Work etc Act 1974 places overall responsibility for health and safety with the employer.

The Visit/Activity Leader will have the overall responsibility for supervision and conduct of the visit. They must be an employee and not a volunteer.

To ensure accountability and a clear audit trail, a sole Visit/Activity Leader should be appointed.

The key requirement for a Visit/Activity leader is that they are competent, not that they hold a particular post, title or job description. Other employees, (Instructors, Coaches and Teaching Assistants etc) may function as a Visit/Activity Leader, providing they are competent to carry out this role.

If you are an Activity/Visit Leader, you must be specifically competent to carry out that role.

The Activity/Visit Leader also needs to be accountable, this requires being an employee and thus part of a chain of specified roles and responsibilities.

Being competent requires that the leader can demonstrate the ability to operate to current standards of recognised good practice, **with:**

- Appropriate knowledge and understanding of establishment procedures, the group, the staff, the activity and the venue. Appropriate experience.
- A formally accredited qualification where required to meet national expectations, as in First Aid.
- Where a leader or assistant leader wishes to lead an adventure activity, it is good practice for their competence to be confirmed by an external and robust verification process, such as:
 - holding a NAB leadership/coaching award at an appropriate level.
 - or to be working within the terms and conditions of an ALAS licence
 - or by a “signing off” process by a Technical Adviser approved by the employer.

If you are designated as the Activity/Visit Leader, you should,

- Be formally approved to carry out the visit
- Be specifically competent
- Plan and prepare for the visit, taking a lead on risk management. It is good practice to involve all staff in the planning and risk management process to ensure wider understanding. It is also good practice to involve young people in these processes wherever appropriate.
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointment a deputy wherever possible.
- Make sure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management.
- Ensure that child protection issues are addressed eg CRB and ISA checks.

- Disseminate relevant information to supporting staff.
- Make sure there is access to first aid at an appropriate level.
- Provide relevant information to parents and young people and arrange pre-visit information meetings where appropriate.
- Collate and make available relevant information.
- Evaluate all aspects of the activity/visit, both during and after the event.
- Ensure that staff and other supervisors have been appropriately briefed on:
 - The young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the planned activities
 - The nature and location of the activity.
- Ensure that the activity/visit is effectively supervised.
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.
- Ensure that you have a proper understanding of how the Activity/Visit Leader role relates to that of the EVC.

The overarching duty of care remains with the accompanying establishment staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

All Visit Leaders and their deputies are strongly recommended to undertake any employer-led Visit Leader training when available.

Educational Visits Policy - Appendix

Employer Guidance – Visit Leader Checklist

- I have met all requirements of my employer's and my establishment's policies relevant to the visit.
- I am confident to lead the visit and have the specific competence to do so, and have been judged so by my Head/Manager in line with my employer's requirements.
- I will identify and request training as required.
- I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding;
- I have kept my EVC informed at each stage of the planning process.
- I have undertaken a preliminary visit if appropriate or required by establishment policy.
- I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.
- I have shared details of 24/7 emergency contacts and emergency arrangements with key staff.
- I have supplied the EVC with details of the students/staff participating in the activity/visit including next of kin contact details.
- I have completed the necessary risk assessments and submitted them to the school EVC prior to the activity/visit taking place, for approval.
- I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.
- I have checked whether insurance arrangements are adequate.
- If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.
- Child protection issues are addressed, including CRB/ISA checks and processes where appropriate.
- I have disseminated relevant information to supporting staff.
- There is access to first aid at an appropriate level.
- Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.
- All aspects of the visit (both during and after the event) are evaluated.
- Staff and other supervisors have been appropriately briefed on
 - the nature of the group, including age, health, characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities
 - the nature and location of the visit.
- The visit is effectively supervised – staffing ratios meet requirements of good practice.
- I understand that the overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider.
- Staff and third party providers have access to emergency contact and emergency procedure details.

Educational Visits Policy - Appendix 10

Employer Guidance – Assistant Leaders

The Health & Safety at Work etc Act 1974 places overall responsibility for health and safety with the employer.

If you are an Assistant Leader (Deputy Leader or assistant supervisor), you must be specifically competent to carry out that role.

Being competent requires that you can demonstrate, as far as is necessary, the ability to meet the responsibilities specifically allocated to you and the ability to operate to current standards of recognised good practice, with:

- Appropriate knowledge and understanding of employer guidance, establishment procedures, the group the staff, the activity and the venue. (Structured and employer-approved training should reinforce this).
- Appropriate experience to fulfil the specific role allocated to you.

A formally accredited qualification is often required to meet national expectations, as in First Aid.

Where an assistant leader wishes to lead an adventure activity, it is good practice for competence to be confirmed by an external and robust verification process, such as:

1. holding an NGB leadership/coaching award at an appropriate level
2. working within the terms and conditions of an AALA licence
3. a “signing off” process by a Technical Adviser approved by the employer.

As an Assistant Leader, you should:

- Be specifically competent and knowledgeable about establishment and employer policies/procedures, insofar as they affect the responsibilities you have been assigned.
- Be aware that the overarching duty of care remains with the accompanying Activity/Visit Leader and Assistant Leaders, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the Assistant Leader should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at great risk.
- Ensure that you have been sufficiently involved in the planning and preparation for the activity/visit, including contribution to the organisation of risk management.
- Ensure that you understand the role and responsibilities that you have been assigned and how these integrate with other staff.
- Contribute to the evaluation of all aspects of the activity/visit, both during and after the event.
- Ensure that staff and other supervisors have been appropriately briefed on:

1. the young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities.
 2. the nature and location of the activity.
- Ensure that you have a proper understanding of how the Assistant Leader role relates to that of the Activity/Visit Leader