

3.4 Criteria

The British Orienteering Recognised Centre criteria are designed to facilitate a good first experience of orienteering. All outdoor centres are unique in their circumstances including their grounds, staffing and type of customer and the criteria have been designed to be flexible. The specific guidance listed below is designed to assist centres and advisors in demonstrating and recognising competency against the criteria. Where uncertainty exists, these will normally be resolved through consultation with the Recognised Centre Manager.

Criteria Specific Guidance

Criteria		Guidance
Orienteering Delivery:		
1	The session is fun, exciting and has an element of adventure	Participants report that they enjoyed the session and had a smile on their face. Adventure can be defined by having the opportunity to operate independently from their instructor /accompanying staff. Instructors should communicate a high level of motivation and enthusiasm to their participants.
2	The session is easy to understand and pitched at a level to enable participants to experience success	Clear language, appropriate to the group should be used throughout. Demonstrations should be used as a means to facilitate the participants' understanding. Participants should be achieving success and be challenged. Evidence that session is being adapted based on the level of success.
3	The session is designed to take account of the overall residential / course aims and objectives	It is not within the scope of this scheme to advise centres as to what their course aims and objectives should be. However centres should have them and they should be able to articulate how the orienteering activity relates to the course aims and objectives.
4	The session is well presented	This is a judgment about how the instructor presents the activity, not the equipment. They should be organised and enthusiastic about orienteering. Instructor should be dressed appropriately and be prepared to inject pace into the session.
5	The session is of a suitable length of time	The session planned is of a suitable length of time to meet the session aims. The definition of a first experience of orienteering needs to be taken into account when making a decision about this along with the needs of the participants.
6	Participants receive feedback and know where to go if they need help with their map reading	Feedback can be through the knowledge that a destination has been reached and/or through conversation with the instructor. Instructors need to be available throughout the session to facilitate additional learning and/or correct mistakes.
7	The session is safe. Participants know what to do if they get injured / lost	The session is delivered in line with the centre's policies and procedures. Examples of good practise include A map walk to point out the boundaries of the area / significant features A clear brief of what to do when lost / injured. A crib sheet to keep track of who was sent where Issuing of whistles
8	Each participant has a map of their own	Participants should get an opportunity to navigate using a map for at least part the session. Participants should be encouraged to travel around as individuals or in small groups. Even if participants are orienteering as a group,

		then having a map each enables everyone the opportunity to partake in the navigation. Exceptions can be made when this directly links to the aims of the session (e.g. a paired relocation exercise) or the aims and objectives of the whole course (e.g. deliberately only issuing a map to one person in order to create a need to share / lead which could then be reviewed at the end of the session).
9	Each participant has had the opportunity to learn something about how to navigate using an orienteering map.	The emphasis should be on having fun but the expectation is that the participants will learn something and the instructor should have a clear idea of what this is.
10	The session contains some element of progression and differentiation	No group will contain individuals of exactly the same ability level and the session should take account of this. The instructor should have a clear idea of how they are allowing individuals within the group to be challenged to their own level. Progression should be used as a way to keep the participants interest and ultimately to keep having fun.
Staff:		
11	There is a member of staff in place with overall responsibility for orienteering. They have some understanding of orienteering and how delivery can be used to support outdoor educational outcomes.	The member of staff with overall responsibility for orienteering should demonstrate knowledge of the sport as well as the benefits of learning navigation. It is highly desirable for the member of staff to have attended a British Orienteering Teaching or Coaching Course.
12	A training / induction /assessment process is in place for employees that enables them to understand how to deliver a high quality experience of orienteering activity.	An induction process should clearly demonstrate how centres brief staff on delivering orienteering within the centre, ensure staff understand the principles behind what constitutes a high quality experience of orienteering activity and how to ensure the delivery meets the requirements of the British Orienteering Recognised Centre scheme. If the centre employs freelance staff then there should be a similar process in place to meet their needs.
13	Orienteering sessions are regularly observed and reviewed	Evidence that sessions are monitored and that this influences on-going delivery.
14	Instructors understand how to tailor delivery of orienteering sessions to meet the specific needs of their group / course outcomes.	Instructors should be able to demonstrate how they have tailored their delivery to the needs of the group.
15	Staff provide their clients with appropriate pre and post visit information including opportunities to have another go at orienteering.	Evidence of this taking place and that the information is correct and appropriate for the client group. This may include different and specific information for group leaders (i.e. teachers) and participants. The information given should consider the nature of the client group and the geographical spread of their customers. For example if the customers were a scout group then information about the national curriculum would be inappropriate. A commercial centre receiving customers from a large geographical area would be expected to give out different information than a local authority centre with customers from a single county.
Resources:		
16	Map is up to date and fit for	The map has been professionally produced and

	purpose	<p>designed to meet the needs of the centre and the participants.</p> <p>British Orienteering recommend that maps encourage the basic skills of folding and thumbing. However maps that are laminated and printed on solid board are acceptable.</p> <p>It is beyond the scope of this scheme to advise on copyright issues.</p> <p>Control sites should be appropriately marked</p>
17	A variety of pre planned activities are available to meet the differing needs of visiting groups	As a minimum, there should be more than one activity planned for visiting groups. A single score course, completed by all groups is not acceptable. Centres should provide evidence of sessions being adapted to meet the needs of groups.
18	Appropriate control markers are present, well maintained and located on appropriate features	<p>Markers must be located on features that are drawn on the map.</p> <p>The location should be precise (e.g. south east corner not half way along).</p> <p>The hiding of controls is unacceptable. British Orienteering's position is that if someone has accurately navigated to a control point then they should be rewarded for this. Finding a hidden marker is not a navigational skill.</p> <p>There is no requirement for all markers to resemble orange and white orienteering kites. However, where alternative markers are used, there must be a clear rationale for it that is related to the course outcomes.</p> <p>Pin punches should be in good condition with no pins missing.</p> <p>Electronic punching is encouraged.</p>
19	Resources are well organised, clearly labelled and accessible to staff	Resources should be well organised, clearly labelled and accessible to ensure the effective delivery of sessions in a busy centre environment.
Policies and Procedures:		
20	Specific orienteering risk assessment	Evidence of orienteering specific risk assessment that considers the nature of the areas being used and the experience of the staff. Inexperienced staff working in a large unbounded area will require a more prescriptive risk assessment and this will most likely be site specific.
21	Centre Health and Safety Policy	Evidence of health and safety policy in operation. This should ensure that a qualified first aider should be available at all orienteering sessions.
22	Safeguarding children and vulnerable adults policy in place. Policy must include an appointed welfare officer and at least 1 other employee must have in date safeguarding training	Centres may choose to adopt British Orienteering's safeguarding children and vulnerable adults policy. In either case there must be evidence and an agreed completion date.
23	Staff code of conduct	It is not within the scope of the scheme to advise centres as to the content of a code of conduct. There must be evidence of staff signing up to a code of conduct.
24	Equity and Inclusion Policy	It is not within the scope of the scheme to advise centres as to the content of this. Centres may choose to adopt British Orienteering's equality and inclusion policy. In either case there must be evidence and an agreed completion date.
25	Accident and Near Miss	Evidence that these procedures exist and that they allow

	procedures	for the recording of orienteering activity
26	Emergency Action Plan	Evidence that this has been considered by the centre and should include a procedure for a participant who fails to return to the instructor, or who is more seriously injured.
27	Reporting of damaged / broken equipment procedures	Evidence that these exist and that any damaged / broken equipment is replaced promptly. Procedures should evidence date of repair/replacement
28	Valid insurance	Public or Commercial Liability and Professional Indemnity insurance is in place or an acceptable alternative arrangement. The centre checks that freelance staff have adequate insurance in place where necessary.
29	Policies and procedures are regularly reviewed	