



Educational Visits Policy

Ref: B007

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Prospere Learning Trust is a Multi Academy Trust
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1. Introduction:

- 1.1** Chorlton High School gives due account to the fact that all students, whatever their background benefit from educational trips and visits. In addition, school places huge value on the use of trips and visits to develop cultural capital in all but especially our most disadvantaged students who may not have access to such experiences outside of school.
- 1.2** We are committed to reducing the environmental impact of all trips and our eventual aim is to be carbon neutral across all of our educational visits. As such we will model behaviour change in our transport choices on an ongoing basis and develop a carbon fund.
- 1.3** The school will use this policy to ensure that it has a robust approach to:
 - the selection of students for each visit as per Principle 6 of the schools Equality Policy ensuring that the needs of students with 'Protected Characteristics' are considered carefully - see Appendix 1.
 - the supervision of students whilst on the visits.
 - the management of educational visits.

2. Scope of the Policy

- 2.1** The policy applies to all aspects of the educational visit and off-site activities. It includes the planning process, selection of students, the journey itself any residential element and the activities undertaken.

3. Sustainability of trips and visits

- 3.1** The school is committed to reducing its carbon footprint. Staff planning visits are expected to consider the environmental impact and what could be done to reduce the carbon footprint and contribute to improved air quality for all educational visits.
- 3.2** To this end, the following questions must be considered when planning experiences:
 - Have alternative trip options been considered – locally sourced which make feasible sustainable and less air polluting forms of transport?
 - For all educational visits which require the use of motorised vehicles, and which therefore have a substantial carbon footprint and a negative effect on air quality and the health of the local population, the mode of transport/ fuel type and the total mileage will need to be considered. When finding quotes for travel, the mode of transport, fuel type should be taken into account as well as the cost.
 - Have more sustainable, less air polluting forms of transport been considered which are practical to the current trip before selecting the final type?
 - Does the number of students being taken on the educational visit justify the increase in the carbon footprint and air pollution of the journey? This data will be used to calculate the total amount of carbon emissions produced and the switch to less air polluting forms of transport.
 - Could the educational visit create conflict or damage to the local environments in which the trip is taking place? If so, how can this be reduced?

- Are students made aware of the impact of littering and damage to the environments of the educational visit?
- Are students made aware of the impact of poor behaviour in the local community of the educational visit?
- In communication with parents we will explain that as we are developing a Carbon Fund to offset our carbon Footprint, 1p from every contribution of the educational visit will go towards this fund.

At the end of each academic year the EVC will review the vehicle and fuel type usage by trips and will agree new targets to contribute to reducing harmful particulates and nitrogen dioxide present in higher concentrations in diesel and in petrol use.

4. Roles and Responsibilities

4.1 The Head Teacher will:

- Assign competent people to lead and supervise educational visits.
- Support the drive to carbon neutral status and provide counsel on steps taken to this ideal.
- Be aware of the Department for Education advice on legal duties and powers for local authorities, Headteachers, staff and governing bodies.
- Oversee the management of educational visits in their school.
- Ensure that educational visits comply with the guidance provided by the Health and Safety Executive and the Department for Education.
- Ensure that appropriate documentation is completed and records are maintained of educational visits to comply with the guidance provided by Manchester City Council and the Department for Education.
- Ensure that appropriate procedures and training are in place to ensure the efficient management and resolution of any unplanned incidents or emergencies during educational visits (to be covered as part of the Business Continuity Plan).

4.2 The School Governing Body will:

- Assign, determine and keep under review the school's own policy on educational visits that will detail the scope and range of visits normally conducted by the school and the procedures by which visits are proposed and approved.
- Champion the school's commitment to reducing their carbon Footprint
- Ensure that the Headteacher is supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities.

4.3 The Educational Visits Coordinator (EVC) will:

- Publish on the website, at the start of the year, the list of trips and visits that have been agreed so that parents are able to plan ahead and consider what they would like their children to take part in.
- Monitor, capture and review the Carbon emissions for each trip or visit; this data will then be shared through the Enrichment Governors Report.

- Will work with relevant stakeholders to Carbon-offset the emissions created over the year. All letters will contain a statement that explains the VCS Tree Planting scheme. (Appendix 2)
- Approve educational visits within their delegated authority.
- Seek approval from the Headteacher for any educational visits outside of their delegated authority, or for any educational visits that present a significantly higher level of risk than standard educational visits already provided by the school such as residential visits.
- Ensure that all educational visits comply with this policy and associated guidance and alert the Headteacher to any potential breaches of the policy, including if necessary, cancelling educational visits.
- Ensure trip leads/staff have adequate training and DBS as per school policy for CHS staff.

4.4 The Group Leader will:

- Obtain prior agreement from the appropriate individual before any off-site educational visits takes place. This includes checking the school diary and assessing the value of the visit to school and students.
- Will consider the carbon footprint of the educational visit and update HandSAM.
- Work with the EVC to ensure staff expertise is sound enough for the supervision needs of the trip.
- Will check that the supervision criteria are met throughout the duration of the trip
- Will inform students and parents of the carbon footprint of the trip and how it is being addressed – this will need to be submitted as part of the HandSAM process from 2020
- Use the agreed criteria based around equal opportunities, to select students for each visit. See Appendix 3
- Request, in advance, information on the medical conditions of those on the trip. Control measures based on the student individual medical plans will then be put in place to ensure there is a clear plan for each student.
- Ensure these details are then at hand throughout the duration of the trip and attending staff are aware of their whereabouts.
- Check for the availability of a defibrillator at the trip destination. If unavailable, then the booking of the school defibrillator must be made.
- Follow governing body instructions, guidelines and policies. This includes the Educational Visit Guidance as adopted by the school and the Charging and Remissions Policy.
- Be a member of staff, deemed as competent to undertake the specific visit.

4.5 The School Office lead will:

- Produce a list of students that are taking part in the visit so that the Group leader can consider control measures for health and additional needs.
- Keep a central, updated list of all students taking part in ALL visits so that subsequent group leaders can consider which students have or have not taken part already.

5 The Selection Process

5.1 Selection of Students:

- The Equality Policy outlines the Protected Characteristics that need to be central to the selection process whenever possible.
- In addition, to underpin Principle 6 of the Equality Policy and combat inequality, that aim should be that where possible / appropriate, up to 50% of students on visits over the year are from disadvantaged backgrounds or from working poor families (as identified through school systems).
- The agreed criteria (see appendix 3) will be used to identify potential students.
- School will keep a central record of all students who have accessed a trip or visit. Details of the protected characteristics will be shown so that staff running subsequent trips are able to allocate places - where appropriate to students who have not been out of school.
- Each term this data will be analysed and details reported in the Enrichment Leadership Report for the Head Teacher and Governors.

5.2 Informing students and parents of a trip or visit

- Students will be spoken to by the group leader and informed of intended trip.
- Parents will be informed **at least 24 hours in advance** of a trip becoming 'live' on Parent Pay so that they can plan ahead where places are limited.
- Letter must make it clear that:
 - Places will be allocated once participation in previous trips has been considered - even on first come basis trips.
 - There may be assistance with finance in some cases but this will be considered on an individual basis.

5.3 Informing of selection

- The group leader will ensure students and parents of students who have not been successful will be informed first.
- Students and parents of students who have been successful will then be informed.
- A waiting list will then be set up and administered.

6 The Educational Visit Approval Process - see Appendix 5

- 6.1** All educational visits are required to have been through an approval process within the School to ensure that the relevant people are satisfied that the visit has been adequately planned and organised.
- 6.2** The Headteacher has delegated approval for visits defined as Standard or Sporting trips to the Educational Visits Coordinator. In the event that an educational visit within one of these categories presents a higher risk or is a significantly new type of activity, the Educational Visits Coordinator should seek approval from the Headteacher.
- 6.3** The different types of educational visits and approval level required are summarised below:

<u>Educational Visit Type</u>	<u>Activity</u>	<u>Examples</u>	<u>Approval Level</u>
<u>CHS Standard Visits</u>	All visits other than sports fixtures, residential and international visits.	<ul style="list-style-type: none"> ➤ Extended Learning Experience Week visits (e.g. Challenge for Change) ➤ Museum visits ➤ Theatre trips ➤ Transition visits to local primary schools 	Educational Visits Coordinator
<u>CHS Sport Fixture/Competition /Event</u>	All Sporting events.	<ul style="list-style-type: none"> ➤ After school sports fixtures with local schools ➤ Tournaments at local schools or sporting venues 	Educational Visits Coordinator
<u>CHS Adventurous Activities</u>	All adventurous activities	<ul style="list-style-type: none"> ➤ Climbing ➤ Ice skating ➤ Watersports ➤ Trekking 	Educational Visits Coordinator
<u>CHS UK Residential</u>	All visits in the UK involving an overnight stay	<ul style="list-style-type: none"> ➤ Residential stays ➤ D of E Expeditions 	Headteacher
<u>CHS International</u>	All international visits	<ul style="list-style-type: none"> ➤ Ski Tips to Austria ➤ Year 9 trip to Paris. 	Headteacher

- 6.4** Under no circumstances should letters be issued to parents in relation to any educational visit prior to approval being given.
- 6.5** In the event that a charge is to be made for a particular educational visit, all group leaders must discuss the charging with the Finance team and all letters in relation to the educational visit must be approved by Finance prior to being issued to parents.

7 The Educational Visit Administration Process

- 7.1** The School currently uses the HandSAM Learning Outside the Classroom (LOTC) system to support the administration of educational visits.
- 7.2** The system provides a structured process for collecting all the required information in connection to an educational visit including risk assessments, emergency contact information, medical issue control measures and finance and absence prompts.
- 7.3** Failure to follow the procedures outlined will result in the planned educational visit being unapproved and therefore cancelled.
- 7.4** Any member of staff potentially organising an educational visit should first speak to the Educational Visits Coordinator to obtain log in details to the HandSAM system and then follow the process below:
- 7.5** A detailed FLOW CHART and SOP exist, both are located in: **Staff Shared/Curriculum Areas/Enrichment/Educational Visits.**

Stages of the Administration process	Description
Step 1	<ul style="list-style-type: none"> The Trip Planner selects the appropriate LOTC plan on the system. They then complete the 'Visit Request' on the LOTC plan. This is then submitted via the system and is sent to the Educational Visits Coordinator. The Headteacher or Educational Visits Coordinator will approve the request (dependent on the type of educational visit, as detailed in section 4 after satisfying themselves that the visit is seen as appropriate to the needs of the school. Visits using the 'CHS Sports Fixture/Competition/Event' plan sports fixture can then go ahead without further planning. Standard, Adventurous, Residential or International visits require further planning and should go to Step 2.
Step 2	<ul style="list-style-type: none"> Parents will then be sent a communication to inform them a trip is 'coming live' at least 48 hours beforehand even where it is not a first come first serve basis. On the morning of the trip going live – the administration staff will endeavour to send out the information by 7 o'clock. The communication will ask Parents for an 'expression of interest' A clear deadline will be given after which the trip will close.
Step 3	<ul style="list-style-type: none"> The list of students will be combed by a group of relevant staff to see who is eligible using the agreed criteria. Students not accepted will be emailed to say so first. The following day – students who have been allocated a place will be informed. A waiting list will be set up
Step 4	<ul style="list-style-type: none"> The trip lead will then need to work with the Year team, office staff and trip facilitators to organise training, parental meetings, canteen staff and other relevant planning required for the trip.
Step 4	<ul style="list-style-type: none"> A trip list with medical information is requested from the office (Office staff to update the central database) Control measures should then checked and added Risk assessments are then completed for all aspects of the trip / visit
Step 5	<ul style="list-style-type: none"> The Trip Planner will proceed and complete the 'Visit Management Plan' and upload all documentation The Head Teacher or Educational Visits Coordinator will formally approve the visit

	<p>planning after satisfying themselves that the visit has been adequately planned and organised.</p> <ul style="list-style-type: none">• Visits using the 'CHS Standard Visits' plan can then go ahead without further planning.• Adventurous, Residential or International visits require further planning and should go to Stage 3.
Step 6	<ul style="list-style-type: none">• For Adventurous Activities, UK Residential and International visits the trip planner will complete the 'Visit Arrangements' on the LOTC plan.• The Head Teacher or Educational Visits Coordinator will formally approve the visit planning after checking that the visit has been adequately planned and organised.• Following approval then the visit can go ahead.

8. Insurance Cover

- 8.1** The school will maintain an appropriate level of insurance cover, including Public Liability, Employers Liability, Vehicle Insurance and Travel Insurance plus Winter Sports Cover as appropriate.
- 8.2** Full details of the insurance cover can be obtained from the Finance team and summary details will be available on the school website.

Appendix 1: Protected Characteristics

Protected Characteristics include age, disability, race, religion or belief, sex, sexual orientation, gender reassignment.

Equality Policy -Principle 6: The school aims to reduce and remove inequalities and barriers which may already exist. In addition to avoiding or minimising possible negative impacts in its policies and practices, the school will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers which may already exist in relation to certain groups with protected characteristics.

Appendix 2: Sustainability

At Chorlton High School our aim is to be carbon neutral across all of our educational visits. As such we will take 1p from every educational visit contribution and put it in our carbon fund. At the end of each academic year, we will use this fund to invest in a UK Tree Planting Scheme through the VCS (Verified Carbon Standard) to reduce our carbon emissions to a level to zero or below. The tree planting will be within the school grounds or the wider school community.

This project will be in the form of the UK Tree Planting scheme supplied by VCS (Verified Carbon Standard) at a cost of £12.50 inc. 20% VAT to offset 1 tonne of carbon (Prices as of Nov 2018) and will use the school's carbon fund to achieve this.

- 40 miles = 0.01 tonnes / 10kg
- 100 miles = 0.02 tonnes / 20kg
- 160 miles = 0.03 tonnes / 30kg
- 220 miles = 0.04 tonnes / 40kg
- 280 miles = 0.05 tonnes / 50kg
- 340 miles = 0.06 tonnes / 60kg
- 410 miles = 0.07 tonnes / 70kg
- 470 miles = 0.08 tonnes / 80kg
- 530 miles = 0.09 tonnes / 90kg
- 590 miles = 0.10 tonnes / 100kg
- 6,150 Miles equates to 1 tonne of CO₂

Appendix 3: Selecting Students

Ranking	Criteria	Comment
1 st	The focus of the trip	In some instances, the trip is aimed at specific groups e.g. Gateways, STEM.
2 nd	Staffing	In limited cases this may link to specific groups or classes being asked
3 rd	Has the student been on other trips this year or similar ones last year?	This criterion supersedes any first come approach.
4 th	Pupil Premium	This may also include students from known Working Poor households.
5 th	SEN	Could additional staffing be sought to support with supervision - meeting needs of individuals.
6 th	Safeguarding	This is especially critical for trips that involve long periods of travel overnight / residential stays / remote supervision.
7 th	Attendance and Punctuality (taking into consideration home circumstances)	Some of our students have responsibilities at home - these need to be taken into account with input from Head of Year / Safeguarding.
8 th	Effort grades (taking into account student SEN / learning profile specifically.)	Effort should be judged in conjunction with student profiles on an individual basis. Input from AAA should be sought.
9 th	Behaviour	
10 th	Conduct	

Appendix 4: Supervision Requirements

Generally:

- Staffing is chosen carefully – need a balance of experience and new staff - making sure cover is kept to a minimum.
- When walking students to venues – staff must be spread throughout the line – front / back / middle ensuring students are keeping pace and are aware of their surroundings
- When crossing roads care must be taken – Ideally the lead should wait at the lights for the rest of the group to catch up before the whole group crosses.
- Whilst walking staff MUST remain vigilant at all times – regular head counts as often as needed.
- In terms of supervision on coaches:
 - Staff MUST be seated throughout the coach
 - Should be regular monitoring up and down the coach
 - On any long evening or overnight drives - girls and boys should NOT be seated together
 - Seat belts are mandatory – enforced

On residentials

- Staff rooming MUST clear and easy to identify
- Clear thought must be given to student room allocation
- Staff need to remain on corridors until students settled
- TRIP Phone number should be made available to students if they are to be allowed to go-off at any point
- Any remotely supervised sessions cannot be any longer than 3 hours – after which students should be expected to check-in.
- If there are plans for remotely supervised sessions – these need to be made VERY clear to parents at the Information meeting.

Appendix 5: Required Planning Procedures for Educational Visits

The following guidelines must be followed by any member of staff wishing to plan and lead an educational visit or trip. Failure to follow the procedures outlined will result in the planned visit being unapproved and therefore cancelled.

Where staff are concerned, have certain issues or have limited experience of visits, they must firstly contact the Educational Visits Co-ordinator [EVC], in order to gain guidance and advice.

Organising an Educational Visit

Chorlton High School uses the Handsam Online LOtC and School Visit System [www.handsam.org.uk] for all educational visits. When staff organise a visit, they must initially register with this company through the EVC.

There are 5 plans for Educational Visits at Chorlton High School. Depending on the type of visit, the procedure to gain approval is different. The first thing a prospective group leader must determine is under which plan their visit falls.

- Standard Visits
- Sports Events
- Adventurous Activities
- UK Residential
- International Residential

Standard Visits and Sports Events are routine visits that generally involve straightforward journeys and involve no greater risk posed to staff and students than they would encounter in a normal day-to-day activity.

All completed documentation for these visits should be approved by the EVC at least 10 days prior to the actual visit.

Adventurous Activities Visits involve a higher level of risk and therefore a greater degree of planning. Activities include watersports, indoor and outdoor climbing, caving, ice-skating, orienteering and trekking. All completed documentation for these visits should be approved by the EVC at least 10 days prior to the actual visit. Providers need to meet the requirements of the Adventurous Activities Licensing Authority.

UK Residential Visits are visits that involve at least one overnight stay in the United Kingdom and have an increased level of risk. The accommodation should be visited to ensure safe and suitable, number of students in rooms etc. If a visit is not possible then necessary provision should be made such as ensuring the company is reputable, conversation with the provider and reviews of other school users for example. All completed documentation for these visits should be approved by the EVC at least 14 days prior to the actual visit. These visits require full approval of the Headteacher.

International Visits include both residential and day visits to countries other than the United Kingdom. The accommodation should be visited to ensure safe and suitable, number of students in rooms etc. If a visit is not possible then necessary provision should be made such as ensuring the company is reputable, conversation with the provider and reviews of other school users for example. All completed documentation for these visits should be approved by the EVC at least 21 days prior to the actual visit. These visits require full approval of the Headteacher.

Guidance notes for the Handsam Log In procedure and Standard Operating procedures on completing the fields for each Plan can be found in Staff Shared, Curriculum Areas, Enrichment, Educational Visits.

Use of external providers

When using an external provider such as a coach company, a theatre venue or an outdoor pursuits company the trip lead is responsible, along with the EV, in checking the credibility of the company. Transport booked through CHS finance department will be with reputable companies who are fully insured with an operator's license and no students will be ever left unsupervised with the driver of company staff. When using an external venue such as a theatre, Challenge for Change, Media City etc. they will provide their own building risk assessments and fire evacuation procedures which should be included in the HANDSAM planning. If external individuals are working with students, for example, a sports leader or workshop practitioner the students should always be accompanied by CHS staff. If there is exception to this, for example an instructor on a ski trip, the trip lead must ensure they have checked the DBS of the staff involved and that the company responsible for the trip has met all the trip leads expectations for the safety and well-being of the students.

Please be aware that when Chorlton High School students attend an organised offsite venue, as a group or individual, under the auspices of representing the school, it is deemed an educational visit. It is irrelevant as to whether they travel directly from school, or from home. It is also deemed an educational visit even if the event has been organised/funded from a separate organisation. If we are aware of a student, being selected because of their association with school, then our duty of care is triggered. This clarification extends to weekends. For example, if a student is identified *through school* and is then selected for a sports club, a local drama group or a dance company, then the school has a duty of care.

If in any doubt, please consult the EVC.

The Planning Process

Stage 1: Visit Request

The prospective group leader should initially meet with Curriculum Leader or attached SLT to propose an educational visit prior to any detailed planning.

If the visit is to be in curriculum time then staff should ensure that they have completed an 'Absence from Lessons' form and that absence has been granted by the office manager.

If there are any financial implications, for example students to be charged or bookings to be made, then the Group Leader must meet with the Finance Department to clarify the process prior to any letters being sent to parents or bookings made.

Initial approval is only gained through the completion and submission of a Visit Request on the Handsam system to the EVC.

No formal bookings or letters to parents should be done until approval has been given by the EVC.

Using Handsam the Group Leader will log in and select 'add a new LOTC visit' and complete the details selecting the appropriate Plan for their visit. On the Visit Request Form complete all of the information and submit to the EVC.

Due to the regularity of Sports Events, once the plan has been approved by the EVC then the visit can go ahead.

All other plans, once they have been approved, will then move to the stage of planning.

Stage 2: Visit Management Plan and Visit Arrangements

Once initial approval has been gained, the group leader can then embark on the detailed planning on Handsam.

At this stage, the group leader makes the necessary bookings and plans the details of the visit in accordance with DfES guidance. This can be found in Health and Safety of Students on Educational Visits: A Good Practice Guide 1988 (reprinted in 2001) and DFE Health and Safety Advice 2014. Copies of both of these publications are in Staff Shared and they are available from the Educational Visits Coordinator.

The SIMS system holds a record of all students who have consent for visits in curriculum time and activities immediately after school e.g. sports fixtures. However, information should be sent to parents informing them of the visit. If the students have not got consent, then written Parental Consent will be required. For evening and weekend visits additional written consent is required.

Further documentation to be completed and attached:

- The risk assessments for the journey
- The risk assessments of the activities in which the students will participate. [Blank risk assessments and generic risk assessments, that can be amended, are available in Staff Shared/Curriculum Areas/Enrichment/Educational Visits]
- Safety documentation from the transport providers'/tour operators
- A detailed itinerary for the visit that includes each activity
- A full information pack for staff on the visit
- Emergency student contact information including SEN, medical and Student Premium information. This should be requested by Admin. An example is in Staff Staffed.
- The information provided by admin includes a 'control measure' column that needs to be completed. This is for the planner to record how to control the risk that the medical or SEN issue poses, for example 'ensure student has their inhaler' for Asthma or contacting home for more information regarding their epilepsy and the risk of seizure on the trip.
- For UK Residential and International visits, Individual Parental Consent Sheets will have to be completed by parents/carers. An example is in Staff Shared.

Copies of the Emergency student contact information must be taken on the visit and control measures should be in place for any student medical conditions. When uploaded to Handsam this must be titled 'Emergency and Medical Contact list'. An example is on Staff Shared.

In case of an emergency while the visit is in progress the Group Leader will provide two staff contacts, usually the EVC and a member of SLT. They will have access to full details and registers of the visit.

When the Visit Management Plan has been completed it is then submitted to the EVC for approval.

For UK Residential and International visits, the Visit Arrangements form then has to be completed and submitted for approval.

The Group leader should leave two copies [for reception and student services] of the following information at the main reception desk:

- The names of the students taking part in the activity,

- A description of the activity,
- The time that you expect to be back at school and
- An emergency contact telephone number.

If for any reason you are likely to be back at school much later than expected you should contact the school on telephone number 0161 882 1150 or out of reception hours then call a member of the Estates team. As the trip leader leaves for the trip, they should note the Duty manager phone number located on the front door.

The use of the 'Out of School Activity' register will greatly assist the school's reception and caretaking staff when dealing with questions/concerns raised by parents or carers.

Stage 3:

Once the educational visit has been completed then the Group Leader needs to reflect on the success of the trip and if to be repeated any potential improvements.

International Visits have a formal stage on HandSAM to evaluate the trip in detail by producing a short report of successes and learning points for repeated trips.

A general report about the visit is also required which can then be used in the School's marketing and publicity materials.