

LEVEL 2 AWARD IN ASSISTING IN BASIC EXPEDITION LEADERSHIP

LEARNING OUTCOMES

UNIT 1

Developing outdoor leadership skills

On completion of this unit, the learner must demonstrate competence in the following areas:

1. Know the roles and responsibilities of an Assistant Basic Expedition Leader.

- 1.1 Explain the roles of an Assistant Basic Expedition Leader
- 1.2 Explain the responsibilities of an Assistant Basic Expedition Leader.

2. Be able to apply the skills of an Assistant Basic Expedition Leader.

- 2.1 Describe the skills an Assistant Basic Expedition Leader will need.
- 2.2 Explain the positive and negative outcomes of having/not having these skills when assisting in leading expeditions.
- 2.3 Use the skills of an Assistant Basic Expedition Leader while leading.

3. Know the importance of team work in expedition leadership.

- 3.1 Explain the importance of team work in expeditions.
- 3.2 Demonstrate how to work as part of a team with participants and others

4. Be able to manage participant behaviour.

- 4.1 Define the values to be demonstrated by an Assistant Basic Expedition Leader.
- 4.2 Describe types of behaviour that are not acceptable as a participant.
- 4.3 Agree expectations with participants.
- 4.4 Demonstrate the management of inappropriate behaviour of participants.

UNIT 2

Plan, lead and evaluate a series of expedition sessions

On completion of this unit, the learner must demonstrate competence in the following areas:

1. Be able to plan an expedition session.

- 1.1 Collect information to plan a session.
- 1.2 Explain the Health & Safety issues related to the planned session.
- 1.3 Explain the Organisational Guidelines related to the planned session.
- 1.4 Produce a session plan.
- 1.5 Complete a specific risk assessment for the session.
- 1.6 Identify contingency plans for the session.
- 1.7 Obtain approval for the plan from the responsible person/supervisor.

2. Be able to prepare an expedition session.

- 2.1 Prepare themselves mentally and physically for delivering the session.
- 2.2 Select equipment suitable for the group and the activity.
- 2.3 Check that the equipment is fit for use.

3. Be able to lead an expedition session.

- 3.1 Meet the group and check their equipment and clothing is suitable.
- 3.2 Explain the safety procedures to be followed.
- 3.3 Adapt the plan if required by the environment and/or participants' needs.
- 3.4 Manage the activity to meet the session's aims.
- 3.5 Take action to minimise any new risks as they occur.
- 3.6 Take action to ensure all participants are engaged in the activity.
- 3.7 Deal with any accidents or incidents that might occur during the session.

4. Be able to review with participants an expedition session.

- 4.1 Allow sufficient time to review the session.
- 4.2 Use a range of review methods.
- 4.3 Give feedback to participants on their performance in the session.
- 4.4 Identify with the participants the learning from the session.

5. Be able to conclude an expedition session.

- 5.1 Leave enough time to conclude the session.
- 5.2 Leave the activity site in a fit condition.
- 5.3 Follow organisational procedures to return and check all equipment.
- 5.4 Follow organisational procedures to report faults in equipment.

6. Be able to evaluate own performance.

- 6.1 Collect information to be able to evaluate own performance with a supervisor.
- 6.2 Identify areas for improvement.
- 6.3 Produce a personal action plan for future development with a supervisor.

UNIT 3

Lead activities that promote environmental responsibility

On completion of this unit, the learner must demonstrate competence in the following areas:

1. Know the appropriate codes of conduct for use of the countryside.

- 1.1 Identify codes of conduct for use of the countryside.
- 1.2 Explain the key principles of a code of conduct for using the countryside.

2. Know the access issues related to outdoor activities.

- 2.1 Identify sources of information on access to the countryside
- 2.2 Explain the access issues relevant to the activity.
- 2.3 Explain the issues regarding other users of the countryside

3. Be able to plan activities within permitted access areas.

- 3.1 Produce route plans within access areas.
- 3.2 Plan routes that follow public rights of way.

4. Know the environmental impact of outdoor activities.

- 4.1 Explain the environmental impact of the activity
- 4.2 Describe how to minimise the environmental impact of the activity.

5. Be able to lead outdoor activity sessions that promote environmental responsibility.

- 5.1 Demonstrate leading activities that follow the appropriate codes of conduct.
- 5.2 Demonstrate leading activities within defined access boundaries.
- 5.3 Demonstrate leading activities that minimise the environmental impact.

UNIT 4

Developing personal journeying skills

On completion of this unit, the learner must demonstrate competence in the following areas:

1. Know how to interpret a map.

- 1.1 Explain the map as a two dimensional plan.
- 1.2 Explain the use of map symbols
- 1.3 Explain the scale on a variety of maps.
- 1.4 Explain the use of contours to depict macro relief on the map.

- 1.5 Explain the use of the grid system to identify a location on a map.
- 1.6 Explain the use of a route card in planning a journey.
- 1.7 Demonstrate the use of a map to produce a route card for a journey

2. Be able to use basic navigational techniques.

- 2.1 Demonstrate how to orientate a map with and without a compass.
- 2.2 Demonstrate how to use an orientated map to identify terrain features and to indicate direction of travel.
- 2.3 Demonstrate the use of linear features to navigate, for example paths and field boundaries.
- 2.4 Demonstrate the use of collecting features.
- 2.5 Demonstrate the use of catching features.
- 2.6 Demonstrate how to estimate distance on the map and on the ground using timing.
- 2.7 Demonstrate how to relocate using simple techniques on paths and handrails.

3. Know how to undertake a journey.

- 3.1 Explain the appropriate clothing for a specific journey.
- 3.2 Explain how to obtain a weather forecast for the area of the journey.
- 3.3 Explain the value of a route card in preparation of a journey.
- 3.4 Explain how to deal with any new risks that may occur during the journey.
- 3.5 Explain the preparation required to deal with accidents and incidents that may occur on the journey.

4. Be able to undertake a journey.

- 4.1 Obtain a weather forecast for the area of the journey.
- 4.2 Arrive personally equipped for the weather conditions and journey length.
- 4.3 Complete the journey following a pre-prepared route plan.
- 4.4 Take action to manage any risks that might occur during the journey.
- 4.5 Take action to deal with incidents and accidents that might occur during the journey.

UNIT 5

Developing personal campcraft skills

On completion of this unit, the learner must demonstrate competence in the following areas:

1. Be able to prepare for a camping expedition.

- 1.1 Explain the need to keep weight and volume carried appropriate to the expedition
- 1.2 Identify the equipment required for a camping expedition.
- 1.3 Describe the type of food suitable for expeditions.
- 1.4 Select equipment appropriate to the expedition.
- 1.5 Produce a menu for the duration of the expedition.
- 1.7 Demonstrate packing the food and equipment for an expedition.

2. Be able to undertake a camping expedition.

- 2.1 Explain how to select a location for pitching a tent.
- 2.2 Demonstrate the principles of pitching a tent.
- 2.3 Demonstrate how to camp with minimal environmental impact.
- 2.4 Demonstrate the merits of tent organisation.
- 2.5 Demonstrate the safe use of a camping stove.
- 2.6 Demonstrate the cooking and eating of a meal.
- 2.7 Demonstrate good camp hygiene.
- 2.8 Demonstrate packing up camp.

3. Be able to maintain camping equipment

- 3.1 Explain how to maintain camping equipment following an expedition.
- 3.2 Demonstrate how to check camping equipment on return
- 3.3 Demonstrate how to clean and dry camping equipment.
- 3.4 Demonstrate how to store camping equipment.