

LEVEL 3 CERTIFICATE IN BASIC EXPEDITION LEADERSHIP

Learning Outcomes and Assessment Criteria

Learning Outcomes

Each unit is broken down into Learning Outcomes, these Learning Outcomes indicate what the candidate is expected to know, understand or be able to do in order to pass each unit.

Assessment Criteria

It is possible to take each of the Learning Outcomes and break them down further into Assessment Criteria. We can think of the Assessment Criteria as what the candidate will be expected to achieve, in order to demonstrate that the Learning Outcome has been met.

Unit 1 - Plan a walk for a group in lowland countryside

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

Learning Outcome 1: Understand the legal constraints when planning a walk.

1.1 Identify the relevant regulatory bodies of Health and Safety in the outdoors.

1.2 Explain how the current legislation impacts upon the role of the walk leader.

Learning Outcome 2: Understand the organisational guidelines when planning a walk.

2.1 Explain the remit of the walk leader.

2.2 Describe the reasons for appropriate group and personal insurance.

2.3 Explain the breadth of the relevant insurance policy/s.

2.4 Identify and complete the required organisational documentation.

Learning Outcome 3: Plan a walk.

3.1 Know what information is required to plan a walk.

3.2 Select a route with public access that is within the remit of the leader.

3.3 Create a plan for a walk which is appropriate for the needs of the group.

Learning Outcome 4: Understand the importance of a weather forecast.

4.1 Select sources of weather information.

4.2 Explain the terminology used in weather forecasting.

4.3 Adapt a walk plan as a result of the weather forecast.

Unit 2 - Prepare for a walk in lowland countryside

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

Learning Outcome 1: Describe a range of clothing and equipment available for walking.

1.1 Explain the advantages and disadvantages of different designs and materials of clothing and equipment.

1.2 Advise participants on:

- Clothing for each layer
- Waterproofs
- Footwear
- Socks, gloves and hats
- Rucksacks
- Maps and compasses
- Water bottles

1.3 Explain the maintenance requirements of clothing and walking equipment.

1.4 Advise participants on the maintenance requirements of clothing and walking equipment.

1.5 Produce a fully equipped walk leader rucksack.

Learning Outcome 2: Understand how fitness affects the ability to undertake a walk.

2.1 Describe how fitness levels can affect the ability to participate in a walk.

2.2 Explain methods of developing walking fitness.

Learning Outcome 3: Understand the dietary requirements for a day walk.

3.1 Describe the nutritional requirements for a day walk.

3.2 Advise participants on appropriate food and drink for a day walk.

Learning Outcome 4: Understand how to care for feet for a walk.

4.1 Explain how to care for feet before, during and after a walk.

4.2 Advise participants on how to care for feet before, during and after a walk.

Unit 3 - Establish and maintain safe practice during walks or expeditions

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

Learning Outcome 1: Ensure the management of safety is planned into all activities.

1.1 Carry out a risk assessment to check that:

- The equipment is safe prior to and during use.
- The participants are prepared for and safe during the activity.
- The facilities are safe prior to and during use.
- The route is safe and fit for purpose.
- The planned activities are appropriate for the forecast weather conditions.

Learning Outcome 2: Manage safety during all activities.

2.1 Monitor risk on an ongoing basis.

2.2 Manage risk appropriately.

2.3 Educate the participants to take responsibility for their own safety and that of others.

Learning Outcome 3: Understand emergency procedures.

3.1 Respond to accidents/incidents.

3.2 Report accidents/incidents and near misses.

Unit 4 - Lead sessions that impart the knowledge and skills required to walk in lowland countryside

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

Learning Outcome 1: Manage sessions that impart the knowledge and skills for walking in lowland countryside.

1.1 Plan a range of sessions which are appropriate for the group.

1.2 Lead a range of sessions which are appropriate for the group.

1.3 Select and apply communication methods that are suitable for the participants during the sessions.

1.4 Apply safety procedures and manage new risks as they occur during the sessions.

Learning Outcome 2: Monitor the participants learning.

2.1 Check participants' knowledge and understanding throughout the sessions.

2.2 Select and apply feedback methods that are appropriate for the age/ability of the participants.

2.3 Review and conclude the sessions appropriately.

Learning Outcome 3: Evaluate the sessions.

3.1 Evaluate the role they played in the sessions and identify what could be improved for future sessions.

Unit 5 - Lead a walk in lowland countryside

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

Learning Outcome 1: Understand the principles of leadership.

1.1 Describe a range of different leadership styles.

1.2 Explain when different leadership styles are appropriate.

1.3 Describe appropriate leadership styles for the group and the circumstances.

1.4 Explain the roles and responsibilities of a walk leader.

1.5 Describe a range of ways to motivate participants.

Learning Outcome 2: Manage a range of walks in lowland countryside.

2.1 Plan a range of walks.

2.2 Lead a range of walks.

2.3 Select and apply communication methods that are suitable for the participants and circumstances.

2.4 Apply safety procedures and manage new risks as they occur.

2.5 Advise participants on pace, energy conservation, balance and co-ordination.

2.6 Navigate accurately whilst leading.

Learning Outcome 3: Be able to take care of the countryside.

3.1 Explain the Countryside Code.

3.2 Describe the impact of the activity on the environment and how to minimise it.

3.3 Explain the importance of human sanitation issues in the outdoors and the care of water supplies.

3.4 Educate participants on:

- Countryside Code
- Impact on the environment
- Human sanitation and the care of water supplies

3.5 Inform and enthuse participants about an aspect of the countryside.

Learning Outcome 4: Conclude and evaluate the walk.

4.1 Check participants' knowledge and understanding at the end of sessions.

4.2 Review and conclude the sessions appropriately.

4.3 Evaluate the role they played in the sessions and identify what could be improved for future sessions.

Unit 6 - Navigation for the walk leader

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

Learning Outcome 1: Know the different types of maps available.

1.1 Explain the advantages and disadvantages of:

- Types of map
- Map scales
- Map legends

Learning Outcome 2: Use a compass within the remit of the walk leader.

2.1 Use a compass to:

- Set the map
- Check direction of path
- Take and walk on a bearing

Learning Outcome 3: Estimate distance on the map and on the ground.

3.1 Estimate the time to walk a route using distance to be covered and height gain.

3.2 Apply timing and pacing to estimate distance on the map and on the ground.

Learning Outcome 4: Interpret the representation of relief on the map.

4.1 Identify land forms against contour information on the map to include:

- Small hills
- Valleys
- Large re-entrants

4.2 Describe the ground shapes from the relief information on the map.

Learning Outcome 5: Be able to apply navigational techniques.

5.1 Devise a navigational strategy.

5.2 Select and apply a range of navigational techniques such as:

- Collecting and catching features
- Attack points
- Aiming off

Learning Outcome 6: Know what to do if lost.

6.1 Recognise the occurrence of an error.

6.2 Apply relocation techniques.

Learning Outcome 7: Educate participants on basic navigational skills and techniques.

7.1 Educate participants on skills and techniques required to navigate using handrails in terrain with numerous feature points.

Unit 7 - Manage and develop personal walking leadership experience

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

Learning Outcome 1: Review personal performance as a walk leader.

1.1 Evaluate their:

- Leadership ability
- Knowledge
- Fitness

1.2 Product a SWOT analysis based on the findings.

1.3 Produce an action plan for the development of their personal performance.

1.4 Use the action plan to develop personal performance.

Learning Outcome 2: Be able to evaluate and reflect on own practice.

2.1 Explain the value of self reflection.

2.2 Identify sources of feedback to support evaluation and review.

2.3 Reflect on personal development and learning following leadership and walking experience.

2.4 Produce a plan for future development.

Unit 8 - Management of unaccompanied groups in the countryside

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

Learning Outcome 1: Know the reason for groups to operate unaccompanied.

1.1 Identify and explain the benefits to the group of operating unaccompanied.

Learning Outcome 2: Understand the emergency procedures when supervising unaccompanied groups.

2.1 Explain the emergency procedures to be followed.

Learning Outcome 3: Devise a supervision strategy for groups undertaking unaccompanied journeys.

3.1 Select and apply the appropriate level of supervision.

3.2 Explain the factors that must be considered when devising an appropriate supervision plan.

3.3 Select and apply appropriate methods of supervision.

3.4 Select and apply appropriate safety procedures and assessment of risk.

Unit 9 - Campcraft for the expedition leader

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

Learning Outcome 1: Manage a range of overnight expeditions.

1.1 Plan a range of overnight expeditions.

1.2 Lead a range of overnight expeditions.

1.3 Lead overnight expeditions with minimum impact on the environment.

1.4 Apply safety procedures and manage new risks as they occur.

Learning Outcome 2: Describe a range of personal and group equipment for expedition camping.

2.1 Explain the advantages and disadvantages of different designs and materials of personal and group camping equipment.

2.2 Advise participants on the choices of camping equipment to include:

- Rucksacks
- Tents
- Stoves
- Sleeping mats
- Sleeping bags

2.3 Explain the maintenance requirements of camping equipment.

2.4 Advise participants on the maintenance requirements of camping equipment.

2.5 Produce a fully equipped camp leader rucksack.

Learning Outcome 3: Educate participants on the use of expedition camping equipment.

3.1 Educate participants on the use of camping equipment to include:

- Packing and adjusting of an expedition rucksack.
- The pitching, taking down and packing away of lightweight tents and a base camp tent.
- Demonstration of the safe use of different stoves to include the use of different fuels.

Learning Outcome 4: Prepare food for overnight expeditions.

4.1 Produce menus for overnight expeditions using appropriate food and drink items.

4.2 Educate participants on the selection, preparation and cooking of meals on a camping stove.

4.3 Educate participants on the personal hygiene procedures to be followed before and during cooking.

Learning Outcome 5: Manage groups during overnight expeditions.

5.1 Select and apply behaviour management techniques that can be used for managing groups on overnight expeditions.

5.2 Select and apply appropriate strategies for managing unaccompanied groups during overnight expeditions.

5.3 Select and apply a variety of 'downtime' activities to occupy a group.

Learning Outcome 6: Know the different types of accommodation available for overnight expeditions.

6.1 Identify the different types of accommodation available for overnight expeditions.

6.2 Explain the issues to be considered when managing groups in accommodation.