



Specification

Level 3 Qualification in Lowland
Walk Leadership (LWL3)

Level 3 Qualification in Lowland
Expedition Leadership (LEL3)



**Sports
Leaders**



Qualification information

Objectives:

LWL3 prepares responsible, motivated and confident people to independently lead safe, purposeful and enjoyable walks in lowland countryside.

LEL3 provides skills and experience for those wanting to lead expedition groups and train participants to undertake their own self sufficient expeditions.

	Level 3 Qualification in Lowland Walk Leadership	Level 3 Qualification in Lowland Expedition Leadership
Minimum age on course start date	17 years old	17 years old
Minimum age for certification	18 years old	18 years old
Pre-requisites	None	None
Level of supervision during course	Direct supervision	Direct supervision
Level of supervision once qualified	Independent of supervision	Independent of supervision
Total Qualification Time (TQT)	83 hours	135 hours
Tutored time (GL)	45 hours	72 hours
Demonstration of leadership	15 hours of Walk Leadership	15 hours of Walk Leadership 15 hours of Expedition Leadership
Credits	8 credits	14 credits
Qualification number (Quan code)	603/1128/9	603/1079/0

Assessment

Sports Leaders have provided an easy to use Delegate Evidence Record (DER) for this qualification. The DER is mandatory and uses the following assessments:

- Practical observation – video/photos can be used to support this
- Questioning of underpinning knowledge - via worksheets
- Plans and evaluations completed during the course

* Reasonable adjustments can be made for learners who are unable to complete the DER

Resources

To assist you with the delivery and assessment of this qualification Sports Leaders will provide you with access to the following documents electronically:

- Qualification specification
- Delegate Evidence Record
- Tutor Resource activities for each unit
- Internal Verification Record
- Quality Assurance Review Checklist
- Group Learner Authenticity Statement (optional form)

Training

Tutor Training is mandatory for Centres planning to deliver Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives 'Trained Tutor/Assessor' status lasting for two years. Further information on Tutor Training can be found [here](#).

It is also compulsory for all named Internal Verifiers on Sports Leaders qualifications to undertake e-training. Centre Course Managers (CCMs) e-training is also available and can be accessed [here](#).

Tutor/Assessor and Internal Verifier requirements

Tutor/Assessors and Internal Verifiers must possess at least one of the following personal leadership awards/qualifications:

- Summer Mountain Leader Award
- Hill and Moorland Leader Award (or its predecessor the Walking Group Leader Award)
- Winter Mountain Leader Award
- Mountain Instructor Award
- Mountain Instructor Certificate
- Joint Services Mountain Expedition Leader
- South West Mountain and Moorland Scheme-Summer Mountain Leader plus the Camping Endorsement
- Mountain Training Lowland Leader Award with the camping module
- Summer Moorland Leader of the South West Mountain and Moorland Scheme (courses to be run in the South West only)
- Mountain training Lowland Leader Award

Policies

When agreeing to the Terms and Conditions, all Qualification Centres have acknowledged that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy

Our Quality Assurance engagements will be checking these are in place and whether these have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your [Senior Quality Assurance Officer](#) or your [Customer Services Team](#) member as soon as possible. We are happy to offer guidance regarding these policies if required.

Price

The price list for all Sports Leaders qualifications, awards and additional resources can be found [here](#).

FAQs

A list of Frequently Asked Questions can be found [here](#).

Qualification Units and Assessment Criteria

Level 3 Qualification in Lowland Expedition Leadership (LEL3)

Level 3 Qualification in Lowland Walk Leadership (LWL3)

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 15 hours demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
Mandatory units				
Unit 1 – Developing outdoor leadership skills	3	2	5	
Unit 2 – Plan a walk for a group in lowland countryside	6	3	9	
Unit 3 – Prepare for a walk in lowland countryside	5	2	7	
Unit 4 – Lead sessions that impart the knowledge and skills required to walk in lowland countryside	6	2	8	
Unit 5 – Lead a walk in lowland countryside	5	18*	23	
Unit 6 – Navigation for the Walk Leader	15	10	25	
Unit 7 – Management of unaccompanied groups in the countryside	5	1	6	
Unit 8 – Campcraft for the Expedition Leader (Level 3 Qualification in Lowland Expedition Leadership delegates only)	27	25*	52	
	72	63	135	14

Unit 1 – Developing outdoor leadership skills

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Understand the skills and behaviours needed for effective, inclusive leadership	What is meant by 'skill' and 'behaviour' and the differences between them	1.1 Explain the similarities and differences between skills and behaviours	Explain at least 1 similarity and 1 difference between skills and behaviours	Task 2 – Leadership skills and behaviours development plan – Defining leadership skills and behaviours
	The key elements of and differences between leading, coaching and teaching sport and physical activity	1.2 Describe the skills that an effective leader will need	Describe at least 5 skills that an effective leader will need and why they are necessary	
	The skills and behaviours needed for effective and inclusive leadership	1.3 Describe the behaviours that an effective leader will need	Describe at least 5 behaviours that an effective leader will need and why they are necessary	
	The behaviours that a successful leader will be expected to portray	1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
	The effect that having/portraying or not having/portraying these skills and behaviours might have on: <ul style="list-style-type: none"> • Participants • Sessions • Themselves as the leader • Other leaders 			
	How strong leadership skills and behaviours can differentiate you from others			
The roles and responsibilities of a Walk Leader				
2. Understand the scope and importance of key leadership skills	Communication methods: <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication 			
	Motivational methods			
	Behaviour management strategies			

Unit 1 – Developing outdoor leadership skills (continued)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
2. Understand the scope and importance of key leadership skills (continued)	Methods of differentiation and adaptation			
	The importance of and how to ensure effective communication, motivation, behaviour management and differentiation when leading specific groups			
3. Understand the importance of leadership skills and behaviours in a range of situations	How and why identified leadership skills and behaviours might be relevant outside of the outdoors	3.1 Explain the positive impact that the identified skills and behaviours might have on success in a work environment	Explain the positive impact they might have on employability and success in a work environment	Task 2 – Leadership skills and behaviours development plan – Evaluate your own leadership skills and behaviours
	The positive impact that the identified skills and behaviours could have on employability and success in a work environment			
	The importance of team work in a range of situations			
	The link between effective leadership skills and behaviours and successful team working			
4. Be able to evaluate and reflect own practice as a leader	The value of self-reflection	4.1 Evaluate own leadership skills and behaviours	Produce an action plan based on personal evaluation, highlighting at least three skills/behaviours in need of development Address areas of development pre and post consolidation	Task 2 – Leadership skills and behaviours development plan – Creating a personal a development plan
	What sources of feedback can support evaluation and review			
	How to evaluate their own leadership skills and behaviours			
	How to produce an action plan for the development of personal performance	4.2 Produce an action plan for the development of their personal performance		
	To use the action plan to develop personal performance	4.3 Use the action plan to develop personal performance	On at least one occasion use an action plan to develop performance	Practical Observation Assessment Form – Tutor/Assessor

Unit 2 – Plan a walk for a group in lowland countryside

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Understand the legal constraints when planning a walk	To identify the relevant regulatory bodies of health and safety in the outdoors			
	How current legislation impacts upon the role of the Walk Leader			
	How to safeguard participants to include: <ul style="list-style-type: none"> • What safeguarding is • The importance of safeguarding participants • How to report concerns about the safeguarding of participants 			
	How to identify, respond to and report concerns for the safeguarding of participants			
2. Understand the organisational guidelines when planning a walk	What the remit of the Walk Leader is	2.1 Explain the remit of the Walk Leader	For a planned walk explain three reasons why the area is in remit and what conditions might make it out of remit	Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition
	Why appropriate group and personal insurance is required			
	The breadth of the relevant insurance policy(s)			
	The importance of completing the required organisational and planning documentation			

Unit 2 – Plan a walk for a group in lowland countryside (continued)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
3. Plan a walk	What information is required to plan a walk	3.1 Create a plan for a selected route with public access that is within the remit of the leader and that meets the needs of a given group	Provide at least two independently completed route cards that are within the remit of the leader	<p>Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training</p> <p>Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition</p>
	How to select a route with public access that is within the remit of the leader			
	How to create a plan for a walk which is appropriate for the needs of the group			
4. Understand the importance of a weather forecast	How to use the sources of weather information	4.1 Adapt a walk plan as a result of the weather forecast	Adapt a planned route in case of adverse weather on at least one occasion	
	What the terminology used in weather forecasting means			
	How to adapt a walk plan as a result of the weather forecast			

Unit 3 – Prepare for a walk in lowland countryside

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Describe a range of clothing and equipment available for walking	The advantages and disadvantages of different clothing and equipment designs	1.1 Advise participants on clothing and equipment required for a day walk	Giving at least three advantages and three disadvantages for each, advise participants on two clothing types and two pieces of equipment required for a day walk to participants	Practical Observation Assessment Form – Tutor/Assessor
	To advise participants on clothing and equipment for a day walk			
	How to maintain clothing and walking equipment	1.2 Advise participants on the maintenance requirements of clothing and walking equipment for a day walk	Give advice on the maintenance of two clothing types and two pieces of equipment required for a day walk to at least two participants	
	The importance of a first aid kit and a group shelter			
	To advise participants on the maintenance requirements of clothing and walking equipment			
How to produce a fully equipped Walk Leader rucksack	1.3 Produce a fully equipped Walk Leader rucksack	On at least once, produce a fully equipped Walk Leader rucksack		
2. Understand how fitness affects the ability to undertake a walk	How fitness levels can affect the ability to participate in a walk	2.1 Explain how fitness levels can affect the ability to participate in a walk	Explain at least two ways fitness can affect the ability to participate in a walk	Task 6 – Factors that can affect participants on a day walk
	How to develop walking fitness	2.2 Describe methods of developing walking fitness	Describe at least two methods to improve fitness for walking	
3. Understand how to care for feet for a walk	How to care for feet before, during and after a walk	3.1 Explain how to care for feet before, during and after a walk	Explain how to care for feet before, during and after a walk on at least one occasion	
	How to advise participants on how to care for feet			
4. Understand the dietary requirements for a day walk	The importance of hydration and energy	4.1 Understand the importance of hydration and energy	Explain two reasons why liquid and two reasons why food intake is important for a day walk	Practical Observation Assessment Form – Tutor/Assessor
	To advise participants on the importance of liquids and food intake for a day walk	4.2 Advise participants on the importance of liquids and food intake for a day walk	Give advice to at least two participants on appropriate food and drink for a day walk	

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

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Manage sessions that impart the knowledge and skills for walking in lowland countryside	How to plan a range of sessions which are appropriate for the group	1.1 Plan sessions which are appropriate for the group	Provide at least two session plans	Task 7 – Session Plan 1 – Plan, lead and evaluate a session to impart knowledge (in training) Task E – Session Plan 2 – Plan, lead and evaluate a session to impart knowledge (in expedition)
	How to lead a range of sessions which are appropriate for the group	1.2 Lead sessions which meet the needs of a group	Lead a minimum of two sessions that meet the needs of a group	
2. Monitor participants learning	To check participants' knowledge and understanding at the before, during and at the end of sessions	2.1 Check participants' knowledge and understanding throughout sessions	Check participants' knowledge and understanding at the start, during and end of a session	Practical Observation Assessment Form – Tutor/Assessor
	To select and apply feedback methods that are appropriate for the age/ability of the participants	2.2 Select and apply feedback methods that meet the needs of participants	Demonstrate giving feedback on a minimum of two occasions Select and apply a minimum of two different feedback methods when giving feedback	
	How to review and conclude the sessions appropriately	2.3 Review and conclude the sessions	Demonstrate on at least one occasion appropriately reviewing and concluding a session	
3. Evaluate the sessions	How to evaluate the role they played in the sessions and identify what could be improved for future sessions	3.1 Evaluate the role they played in the sessions and identify what could be improved for future sessions	Provide evidence that a session has been evaluated and suggest improvements that could be made on at least one occasion	Task 7 – Session Plan 1 – Plan, lead and evaluate a session to impart knowledge (in training) Task E – Session Plan 2 – Plan, lead and evaluate a session to impart knowledge (in expedition)

Unit 5 – Lead a walk in lowland countryside

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Manage a range of walks in lowland countryside	Plan a range of walks	1.1 Plan a range of walks	Plan a minimum of two walks through different types of terrain (e.g. open farmland and woods)	Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition
	Lead a range of walks	1.2 Lead a range of walks	Lead under supervision a minimum of two walks through different types of terrain (e.g. open farmland and woods)	
	Elements of communication which will support effective delivery of sport/physical activity to include: <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication 	1.3 Use effective communication when leading a walk	Use at least three different verbal and at least three non-verbal communication methods effectively	Task 8 – Day Walk Leadership Log (15 hours Demonstration of Leadership – must be undertaken in consolidation phase)
	Motivational methods	1.4 Use effective motivation methods when leading a walk	Use four motivational methods effectively	
	How to adapt activities to meet the needs of participant(s)	1.5 Adapt a day walk effectively in line with the needs of the participant(s)	Adapt a day walk in line with the participant(s) needs on at least one occasion	
	Strategies to manage the behaviour of participant(s)	1.6 Use ground rules as part of a walk	Set and enforce at least three ground rules	
	Strategies which can be used to aid organisation on a day walk			

Unit 5 – Lead a walk in lowland countryside (continued)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Manage a range of walks in lowland countryside (continued)	How to apply safety procedures and manage new risks as they occur	1.7 Apply safety procedures and manage new risks as they occur	Complete a risk assessment for at least one planned day walk	Task 5 – Day walk risk assessment Complete a risk assessment for a day walk Practical Observation Assessment Form – Tutor/Assessor
			Demonstrate applying a minimum of three safety procedures during a walk	
			Demonstrate on at least one occasion managing new risks appropriately	
		1.8 Use tactics to maintain the pace of a walk	Demonstrate using tactics to maintain the pace of a walk on at least two occasions	
	The importance of pace, energy conservation, balance and co-ordination on a day walk			
	Use tactics to maintain the pace of a walk			
	Navigate accurately whilst leading	1.9 Navigate accurately whilst leading	Demonstrate navigating accurately whilst leading on a minimum of two occasions	
2. Be able to take care of the countryside	To understand the countryside code			
	To understand the impact of the activity on the environment and how to minimise it			
	The importance of human sanitation issues in the outdoors and the care of water supplies			

Unit 5 – Lead a walk in lowland countryside (continued)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
2. Be able to take care of the countryside (continued)	Complete an environmental impact risk assessment	2.1 Complete an environmental impact risk assessment	Complete at least one environmental risk assessment one for a day walk and one for an overnight expedition	<p>Task 4 – Day walk environmental impact risk assessment Complete an environment impact risk assessment for a day walk</p> <p>Task D – Expedition environmental impact risk assessment Complete an environment impact risk assessment for an overnight expedition</p>
	To educate participants on the importance of caring for the countryside	2.2 Educate participants on the importance of caring for the countryside	Demonstrate on at least one occasion educating participants on: <ul style="list-style-type: none"> • Countryside code • Impact on the environment • Human sanitation and the care of water • Principles of leave no trace • Local environment 	Practical Observation Assessment Form – Tutor/Assessor
3. Conclude and evaluate the walk	How to review and conclude the day walks appropriately	3.1 Review and conclude a walk	Demonstrate on at least two occasions the review and conclusion of a walk	<p>Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training</p> <p>Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition</p>
	To evaluate the role they played in the sessions and identify what could be improved for future walks	3.2 Evaluate the role they played in a walk and identify what could be improved for future walks	On at least two occasions evaluate the role that was played by them on the walk	

Unit 6 – Navigation for the Walk Leader

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Know the different types of maps available	The advantages and disadvantages of: <ul style="list-style-type: none"> • Types of map • Map scales • GPS navigation • Electronic maps • Map legends 			
2. Use a compass within the remit of the Walk Leader	How to use a compass to: <ul style="list-style-type: none"> • Set the map • Check direction of path • Take and walk on a bearing 	2.1 Use a compass to: <ul style="list-style-type: none"> • Set the map • Check direction of path • Take and walk on a bearing 	On at least two occasions set the map, check a path direction and take a walk on a bearing using a compass	Practical Observation Assessment Form – Tutor/Assessor
3. Estimate distance on the map and on the ground	How to estimate the time to walk a route using distance to be covered and height gain	3.1 Estimate the time to walk a route using distance to be covered and height gain	On at least two occasions produce a route card showing height changes, distance covered and time allowed	Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition
	How to apply timing and pacing to estimate distance on the map and on the ground	3.2 Apply timing and pacing to estimate distance on the map and on the ground	On at least two occasions apply timing and pacing to estimate distance	Practical Observation Assessment Form – Tutor/Assessor
4. Interpret the representation of relief on a map	How to identify land forms against contour information on the map to include: <ul style="list-style-type: none"> • Small hills • Valleys • Large re-entrants 	4.1 Identify land forms against contour information on the map to include: <ul style="list-style-type: none"> • Small hills • Valleys • Large re-entrants 	On at least two occasions correctly identify land forms against contour information	
	How to identify ground shapes from the relief information on the map	4.2 Describe the ground shapes from the relief information on the map	On at least two occasions describe the ground shapes from the relief information on the map	

Unit 6 – Navigation for the Walk Leader (continued)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
5. Be able to apply navigational techniques	How to devise a navigational strategy	5.1 Devise a navigational strategy	On at least two occasions identify a navigational strategy for a leg of an expedition	Practical Observation Assessment Form – Tutor/Assessor
	To select and apply a range of navigational techniques such as: <ul style="list-style-type: none"> Collecting and catching features Attack points Aiming off 	5.2 Select and apply a range of navigational techniques such as: <ul style="list-style-type: none"> Collecting and catching features Attack points Aiming off 	On at least two occasions select and apply a minimum of two navigational techniques	
	Techniques to navigate in low visibility	5.3 Plan how to navigate in low visibility	Plan how to navigate in low visibility for at least one planned walk	Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition
6. Know what to do if lost	How to recognise navigation errors	6.1 Recognise the occurrence of an error	On at least one occasion recognise the occurrence of an error	Practical Observation Assessment Form – Tutor/Assessor
	How to apply relocation techniques	6.2 Apply relocation techniques	On at least one occasion apply relocation techniques	
7. Educate participants on basic navigational skills and techniques	The skills and techniques required to navigate using handrails in terrain with numerous feature points	7.1 Educate participants on skills and techniques required to navigate using handrails in terrain with numerous feature points	On at least one occasion educate participants on skills and techniques required to navigate using handrails in terrain with numerous feature points	

Unit 7 – Management of unaccompanied groups in the countryside

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Know the reasons for groups to operate unaccompanied	The benefits to the group of operating unaccompanied			
2. Understand the emergency procedures when supervising unaccompanied groups	The emergency procedures to be followed	2.1 Explain the emergency procedures to be followed	Explain at least two emergency procedures to be followed	Practical Observation Assessment Form – Tutor/Assessor
3. Devise a supervision strategy for groups undertaking unaccompanied journeys	The factors that must be considered when devising an appropriate supervision plan	3.1 Explain the factors that must be considered when devising an appropriate supervision plan	Explain at least two factors that must be considered when devising an appropriate supervision plan	Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition
	How to select and apply appropriate levels and methods of supervision	3.2 Select and apply effective methods of supervision	On at least one occasion select and apply appropriate levels and methods of supervision	Practical Observation Assessment Form – Tutor/Assessor
	The procedures and assessment of risk	3.3 Select and apply procedures to effectively assess and manage risk	On at least two occasions select and apply procedures to effectively assess and manage risk	

Unit 8 – Campcraft for the Expedition Leader (for Level 3 Qualification in Lowland Expedition Leadership delegates only)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Manage a range of overnight expeditions	How to plan a range of overnight expeditions, including completing an expedition risk assessment	1.1 Plan a range of overnight expeditions	Plan at least two overnight expeditions Create at least two expedition risk assessments	Task 1 – Overnight expedition planning 1 Plan, lead and evaluate an overnight expedition (in training) Task A – Overnight expedition planning 2 Plan, lead and evaluate an overnight expedition (for two-day expedition)
	How to lead a range of overnight expeditions with minimum impact on the environment	1.2 Lead a range of overnight expeditions with minimum impact on the environment	Lead at least one overnight expeditions with minimum impact on the environment	
	How to apply safety procedures and manage new risks as they occur	1.3 Apply safety procedures and manage new risks as they occur	On at least two occasion apply safety procedures and manage new risks as they occur	
2. Describe a range of personal and group equipment for expedition camping	The advantages and disadvantages of different designs and materials of personal and group camping equipment: <ul style="list-style-type: none"> • Rucksacks • Tents • Stoves • Sleeping mats • Sleeping bags 	2.1 Present the advantages and disadvantages of different designs and materials of personal and group camping equipment	Present at least two advantages and two disadvantages of at least two designs and materials of camping equipment from: <ul style="list-style-type: none"> • Rucksacks • Tents • Stoves • Sleeping mats • Sleeping bags 	
	The maintenance requirements of camping equipment	2.2 Explain the maintenance requirements of camping equipment	Present at least two maintenance requirements of the camping equipment	
	How to pack a fully equipped camp leader rucksack	2.3 Produce a fully equipped camp leader rucksack	Produce a fully equipped camp leader rucksack on at least two occasions	

Unit 8 – Campcraft for the Expedition Leader (continued) (for Level 3 Qualification in Lowland Expedition Leadership delegates only)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
3. Educate participants on the use of expedition camping equipment	How to use camping equipment correctly in order to educate participants	3.1 Demonstrate the correct use of camping equipment to educate participants	On at least two occasions demonstrate the use of camping equipment to participants, to include: <ul style="list-style-type: none"> • Packing and adjusting of an expedition rucksack • The pitching, taking down and packing away of lightweight tents and a base camp tent 	Practical Observation Assessment Form – Tutor/Assessor
			Demonstrate the safe use of different stoves to include the use of two different fuels	
4. Prepare food for overnight expeditions	How to produce menus for overnight expeditions using appropriate food and drink items	4.1 Produce a menu for overnight expeditions	On at least one occasion produce an appropriate menu for an overnight expedition	Task 1 – Overnight expedition planning 1 Plan, lead and evaluate an overnight expedition (in training)
	How to select, prepare and cook meals on a camping stove	4.2 Educate participants on the personal hygiene procedures to be followed before and during cooking	On at least one occasion inform participants on personal hygiene procedures to be followed before and during cooking	Task A – Overnight expedition planning 2 Plan, lead and evaluate an overnight expedition (for two-day expedition)
	The importance of personal hygiene procedures to be followed before and during cooking			
				Practical Observation Assessment Form – Tutor/Assessor

Unit 8 – Campcraft for the Expedition Leader (continued) (for Level 3 Qualification in Lowland Expedition Leadership delegates only)

Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
5. Manage groups during overnight expeditions	The management techniques that can be used for managing: <ul style="list-style-type: none"> • groups on overnight expeditions • unaccompanied groups on overnight expeditions 			
	A variety of 'downtime' activities to occupy a group			
6. Know the different types of accommodation available for overnight expeditions	The different types of accommodation available for overnight expeditions			
	The issues to be considered when managing groups in accommodation			