

## LLA and BEL mapped to CLA

This resource is in response to requests for a direct comparison of the Countryside Leader Award (CLA) to the Basic Expedition Leader Certificate (BEL) and Lowland Leader Award (LLA). There is no direct equivalency between sections of each award, and this is an attempt at a good match. There is bound to be room for improvement but we hope you find it helpful.

### About this map

Scope and syllabus information is complete for all three awards, but LLA and BEL award information is fragmented in order to place it alongside the relevant part of the CLA syllabus.

Note: Information is from the Mountain Training Website, the LLA and Expedition Module Course Notes, and the Sports Leaders documentation and the Ofqual website. We believe it is accurate as of 25<sup>th</sup> August 2015 — please contact us at [info@countrysideleaderaward.org](mailto:info@countrysideleaderaward.org) if you find any errors.

### Summary

Key differences are that CLA:

- Can be completed in two long weekends
- Requires more advanced compass skills and contour interpretation that are sometimes necessary at DofE Silver level
- Has no requirement to stay on paths
- Requires routes to be planned to finish two hours before sunset
- Does not emphasise teaching practice or leadership styles. Knowledge of this is accredited through our registration requirements
- Expedition skills and knowledge are formally included in the assessment

**The Adventure Activities Licensing Service now recognises the Countryside Leader Award as adequate evidence of a person's technical competence, within the remit of the award and at the time of their assessment.**

Countryside Leader Award	Lowland Leader Award	Basic Expedition Leader Certificate
<b>Contact Time</b>		
<b><i>Total time in Days</i></b>		
5 days, 1 evening, usually in 2 long weekends	3 weekends	1 week and 1 weekend
<b><i>Training</i></b>		
<ul style="list-style-type: none"> <li>• Intro Day (or two afternoons / evenings)</li> <li>• Two-day camping expedition</li> </ul> Total approx. 25 hours	16 hours over two days	127 hours (approx. 7 days)
<b><i>Assessment</i></b>		
Two-night, two-day camping expedition starting in the evening. (approx. 20 hours)	16 hours over two days	20 hours, to include two consecutive nights camping
<b><i>Expedition Module</i></b>		
No expedition module required	<b><i>Attendance course, not formally assessed</i></b>  2 days with at least one overnight camp (approx 16 hours)	No expedition module required

Countryside Leader Award	Lowland Leader Award	Basic Expedition Leader Certificate
<h1>Prerequisites</h1>		
<h2><i>Before Training</i></h2>		
<p>1) Be at least 18 years old</p> <p>2) Be a Qualified Teacher  <b>or</b>            Hold a Level Three Diploma (or higher) in Youth Work  <b>or</b>            Have at least 10 days' and 5 nights' experience of leading, or assisting with the leadership of, walking and camping groups</p> <p>3) Experience of Camping (5 nights)  <b>and</b></p> <p>4) Walking in the countryside, navigating on clear paths (5 days). <i>NNAS Bronze level navigation is a good benchmark</i></p> <p>Registration: £35</p>	<p>1) Be at least 17 years old</p> <p>2) Have an interest in leading groups in lowland countryside</p> <p>3) 10 varied walks in Lowland terrain where the use of a map is required  <b>or</b>            Have attended a walking and navigation personal skills training course recognised by Mountain Training.</p> <p>Leadership and Camping requirements are covered in the Expedition Module Pre-Requisites below.</p> <p>Registration: £39</p>	<p>1) Be at least 17 years old</p> <p>Registration: £67</p>
<h2><i>Before Assessment (minimum requirements)</i></h2>		
<p>Complete personal consolidation plan as set by your Training Course Provider</p> <p><b>First Aid:</b></p> <ul style="list-style-type: none"> <li>Assessed and certificated</li> <li>Minimum of 16 hours of instruction</li> <li>Specifically relevant to outdoor leadership</li> </ul>	<p>20 logged walks in lowland countryside</p> <p><b>First Aid:</b>            Minimum duration of 16 hours. First aid courses designed to cater for those working outdoors away from immediate assistance are highly recommended.</p>	<p>8 day walks in lowland terrain of a minimum of 6 hours per day.</p> <p><b>First Aid:</b>            At discretion of employer.</p>

Countryside Leader Award	Lowland Leader Award	Basic Expedition Leader Certificate
<b><i>Expedition Module Pre-Requisites</i></b>		
No expedition module required	1) Have passed LLA, H&M or ML 2) 10 overnight camps; ideally in a variety of contexts 3) Assisted with at least two group camps (these can be included in your 10 personal camps)	No expedition module required
<b>Scope</b>		
<b><i>Inclusions</i></b>		
<p>Leading walks and camping expeditions in normal rural, open countryside or forest. This reflects the recommended Bronze and Silver DofE expedition terrain and conditions (as defined in the DofE Handbook).</p> <p>Training and Supervision roles:</p> <ul style="list-style-type: none"> <li>- Direct supervision (guided walking and camping)</li> <li>- Remote supervision (leading unaccompanied groups)</li> <li>- Training of groups to walk and camp unaccompanied</li> </ul>	<p>The Lowland Leader Award trains and assesses candidates in the skills required to lead others on walks in lowland countryside and woodland [that fit ALL of the criteria listed in the handbook].</p> <p>Walks will require the ability to plan routes, use simple navigation skills using a map and compass and be self sufficient.</p> <p><b>Expedition Skills Module:</b> The Expedition Skills Module trains and assesses candidates in the skills required to lead others on camping expeditions</p>	<p>Gentle to moderate rolling terrain with no steep slopes to negotiate.</p> <p>Planning, preparation and supervision of journeying on foot in lowland terrain. The training of participants to undertake these activities.</p>

## Countryside Leader Award

Open countryside and farmland where outside help (e.g. a hamlet or well-travelled road) is accessible within 30 minutes.

***Note: There is no requirement to follow paths or tracks that are clearly visible on the ground or that are marked on a map. For example it would be appropriate to use open woodland or access land that falls within scope of the award.***

Camping (including wild-camping) in sheltered, accessible locations

The onus is on the CLA holder to decide whether an activity is suitable. They must be aware of and follow good practice, which will include considering:

- a) Whether the terrain and conditions fall within the scope of this award
- b) Whether they have sufficient competence, confidence and experience to be leading a given group in any given area/conditions.

## Lowland Leader Award

Throughout the walk the group should never generally be more than 3km away from a key access point such as a car park, lay-by or populated area. Any potential escape routes should also lie within the scope of the defined terrain for the Lowland Leader award.

Walks must follow paths or tracks that are both marked on a map and clearly visible on the ground and that do not require navigation across untracked areas.

**Expedition Skills Module:** Camp sites may be commercial sites, sheltered 'farm' sites with limited or no facilities but accessible by vehicle or 'wild' sites away from vehicle access. (N.B. Due to the defined terrain scope of the Lowland Leader Award camping will tend to be 'non-wild' for holders of this award).

A combination of technical competence, leadership skills and a wide range of experience form the basis of effective group management. The scheme addresses all these elements. However, the employer or operating authority must ultimately decide whether a leader possesses the personal attributes needed to take responsibility for any particular group of people

## Basic Expedition Leader Certificate

Lowland glens and valleys from which reliable access to communication or external assistance is feasible without undue delay and without reliance on any portable communications device.

Routes should be contained within a clearly identifiable boundary system (e.g. roads, vehicle tracks, walls, rivers) that would prevent a group from straying into out-of-scope areas in the event of a navigation error

Routes to be on well-defined paths and tracks which are marked on the map and which can be followed easily in poor visibility. Regular identifying features should exist to check route-finding accuracy.

Camping on official sites and in farm based fields or similar with access to toilets and tap water.

<b>Countryside Leader Award</b>  <b><i>Exclusions (Scope)</i></b>	<b>Lowland Leader Award</b>	<b>Basic Expedition Leader Certificate</b>
<p>High or remote country (mountains, upland, moor, bog or fell)</p> <p>Areas where hazardous terrain is unavoidable, i.e. a trip or slip could result in serious injury or fatality. (The overarching framework of the CLA scope is one of non-hazardous activities in non-hazardous terrain. Individual points listed here must always be taken within this broader context.)</p> <p>Planned night walking as an extension of the day's walk</p> <p>Winter conditions (i.e. where snow is falling, is on the ground or is forecast; ice, extreme cold or other inhospitable weather conditions)</p> <p>Camping in remote locations excluded</p>	<p>Walks must not cross any hazardous terrain (e.g. cliffs, very steep slopes, water hazards etc.).</p> <p>Walks must use bridges or other recognised water crossing points.</p> <p>Walks must only take place in summer conditions (ie when there is no unavoidable snow or ice on any part of the route).</p> <p>Camping in remote locations excluded</p>	<p>Remote sections of extensive lowland glens and valleys. Gentle to moderate rolling terrain with no steep slopes to negotiate.</p> <p>Areas or terrain that would specifically require the leader to hold an MLT Walking Group Leader Award or Mountain Leader Award.</p> <p>Steep slopes where an inexperienced walker may feel intimidated or may require physical support or where a slip might result in a fall.</p> <p>Routes along the tops of cliffs or outcrops should be a safe distance from the edge.</p> <p>Routes should normally cross water using footbridges. Stepping stones may only be used in exceptional circumstances providing the water is shallow and moving slowly. Entering the water is unacceptable.</p> <p>Temperate weather conditions should prevail throughout the expedition</p> <p>Camping in remote locations excluded</p>

## Countryside Leader Award

## Lowland Leader Award

## Basic Expedition Leader Certificate

# Syllabus

### 1. Navigation

NNAS silver level: [www.nnas.org.uk](http://www.nnas.org.uk)

Low-visibility / night navigation

*NNAS Silver Syllabus:*

- Devise a strategy for a navigational stage, to break it down into 'coarse' and 'fine' navigation and to use clear features en route to check that they are 'on course'.
- Understand and apply the following components of a navigational strategy 'aiming off', 'attack points', 'collecting features', simplifying navigation, and apply them in varying terrain.
- Demonstrate an understanding of contour features, both large and small, on the map and on the ground.

### 4. Basic Mapwork and Routefinding Skills

k. Navigate competently in poor visibility due to weather conditions or darkness

j. Identify position on the map

h. Understand 'tick off' and 'catching' features and how to use them to aid route finding

i. Recognise linear features such as walls and streams on a map

c. Understand how to find uphill and downhill sections using contours and printed heights and identify major land features

### Unit 6: Navigation for the walk leader

5 Be able to apply navigational techniques  
5.2 Devise a navigational strategy.

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

- Collecting and catching features
- Attack points
- Aiming off

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.

## Countryside Leader Award

### 1. Navigation (continued)

- Demonstrate an understanding of the navigation and physical factors affecting route choice.
- Judge distance accurately on the map and on the ground.
- Plan a safe walk or route involving Silver award skills and strategies.
- Employ simple relocation strategies when lost.
- Use a compass to follow accurate bearings and to check the direction of footpaths or other linear features on both map and ground.
- Demonstrate knowledge of the effects of fatigue and physical discomfort brought on by navigating in demanding countryside and/or extreme weather condition. Knowledge of basic first aid is also expected.

## Lowland Leader Award

g. Find out how far apart two points are on the map and calculate how long it will take to walk between them

e. Find which direction to walk in by orientating the map either in relation to surrounding features or with a compass.

f. Use the compass to determine the direction of a path or feature

## Basic Expedition Leader Certificate

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.

6 Know what to do if lost  
6.1 Recognise the occurrence of an error.  
6.2 Apply relocation techniques.

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



## Countryside Leader Award

### 1. Navigation (continued)

- Demonstrate knowledge and application of the Countryside Code and current access legislation as for the Bronze level together with an appreciation of basic environmental factors in mixing 'man with nature' (e.g. footpath erosion and methods of dealing with it), and responsibilities towards other countryside interests like farming, forestry and conservation.

*It is recommended that different types of maps are used during training, however generally only 1:25,000 OS maps are used for assessment.*

### 2. Route-Planning

- Able to plan a route appropriate for the terrain, conditions and attributes of the group, and within the recommended scope of this award

## Lowland Leader Award

b. Understand and use the information given on maps with regard to rights of way and access to land

a. Use a variety of commonly used maps and understand the use of scales and symbols

l. Understand the benefits and limitations of using handheld GPS devices

### 4. Basic Mapwork and Routefinding Skills

d. Understand and provide six figure grid references

### 3. Planning a Walk

- a. Understand the scope of the Lowland Leader Award scheme and plan walks that lie within this terrain
- b. Know where to find information to assist with the planning of walks
- c. Understand what is required to plan and successfully lead a walk
- d. Understand common health problems and disabilities and the impact they may have on the walk
- h. Demonstrate awareness of any policies and guidance for the planning and recording of walks that differing organisations might require.

Continued below:

## Basic Expedition Leader Certificate

1 Know the different types of maps available

1.1 Explain the advantages and disadvantages of:

- Types of map
- Map scales
- Map legends

### Unit 1: Plan a walk for a group in lowland countryside

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.

## Countryside Leader Award

### 3. Campcraft and Expedition Skills

- Complete a 2-night self-sufficient camping expedition.
- Be able to lead and train others in these skills.

## Lowland Leader Award

### 3. Expedition Planning and Leadership (Expedition Skills Module)

a. planning appropriate expedition routes and overnight stops to:

- meet group aims
- be appropriate for the forecast weather conditions
- comply with access legislation and local access agreements
- comply with employer/organisation planning requirements

b. walking with an expedition rucksack

c. selecting and organising a camp area and individual tents within it

d. identifying and managing any camp area hazards

e. managing camp hygiene

f. group management when using different forms of accommodation – bunkhouses, bothies, public and wild campsites

g. incorporating a minimum impact approach for all aspects of the expedition

### 2. Walking Skills

a. Demonstrate an appropriate level of personal fitness

## Basic Expedition Leader Certificate

### Unit 2: Prepare for a walk in lowland countryside

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.

### Lead a walk in lowland countryside

2.6 Navigate accurately whilst leading.

## Countryside Leader Award

### 3. Campcraft and Expedition Skills (continued)

- Choose and use equipment appropriately

## Lowland Leader Award

### 1. Expedition Equipment (Expedition Skills Module)

- a. selection and appropriate use of a variety of tents, sleeping bags, sleeping mats and other camping equipment
- c. selection, packing and carrying of other personal and group equipment for an overnight expedition

## Basic Expedition Leader Certificate

### Unit 2: Prepare for a walk in lowland countryside

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

Continued below:

## Countryside Leader Award

## Lowland Leader Award

## Basic Expedition Leader Certificate

### Unit 9: Campcraft for the expedition leader

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 Produce a fully equipped camp leader rucksack.

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.

3.2 Advise participants on the maintenance requirements of camping equipment.

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.

## Countryside Leader Award

### 3. Campcraft and Expedition Skills (continued)

- Teach and demonstrate safe use of both methylated spirit and gas stoves

*There is no emphasis on nutrition on this course, although being able to advise on expedition food choices is expected under unit 3: Campcraft and Expedition Skills*

*First aid course*

### 4. Leaders' Equipment

- Choose appropriate equipment to carry as an expedition leader

## Lowland Leader Award

### 1. Expedition Equipment (Expedition Skills Module)

- b. selection and safe use of stoves and fuel

### 2. Expedition Food and Cooking (Expedition Skills Module)

- c. managing fire risk when cooking with a group

### 2. Expedition Food and Cooking (Expedition Skills Module)

- a. selection of food and drink and planning menus with consideration to nutritional values
- b. understanding of food hygiene considerations for food storage, preparation and cooking

*First aid course*

### 6. Hazards and Emergency Procedures

- a. Select an appropriate first aid kit and additional group equipment

## Basic Expedition Leader Certificate

### Unit 9: Campcraft for the expedition leader

- 3 Educate participants on the use of expedition camping equipment

- Demonstration of the safe use of different stoves to include the use of different fuels.

### Unit 2: Prepare for a walk in lowland countryside

- 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.

### Unit 2: Prepare for a walk in lowland countryside

- 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.

## Countryside Leader Award

### 5. Judgement and Risk Management

- Aware, with perspective and realism, of risks associated with camping expeditions
- Effectively mitigate those risks with risk-benefit analysis appropriate to the situation and the group
- Adopt leadership and training that is prioritised to mitigate risk (ensure participants' skills and equipment are appropriate: e.g. stove use, road safety, emergency procedures)

## Lowland Leader Award

### 2. Walking Skills

- c. Identify potential hazards and manage risk

### 3. Planning a Walk

- g. Be able to identify significant risks and appropriate methods to manage risk, both in the planning stage and during the journey

### 5. Equipment

- Leaders should be familiar with, and able to advise participants on:
- a. Suitable personal clothing and equipment
  - b. Additional equipment carried by the leader
  - c. Appropriate food and liquids to carry
  - d. Use of walking poles
  - e. Appropriate maps and compasses

## Basic Expedition Leader Certificate

### Unit 3: Establish and maintain safe practice during walks or expeditions

- 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.

- 2 Manage safety during all activities
  - 2.1 Monitor risk on an ongoing basis.
  - 2.2 Manage risk appropriately.

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

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

## Countryside Leader Award

### 5. Judgement and Risk Management (continued)

- Display good judgement so that reasonably foreseeable incidents and emergencies are avoided

Train others to make good judgements so that reasonably foreseeable incidents and emergencies are avoided

- Understand how these variables influence the degree of independence it is appropriate to give a group, especially where remote supervision is used.

## Lowland Leader Award

### 6. Hazards and Emergency Procedures

Leaders should be familiar with strategies for managing groups when encountering the following hazards:

- Badly eroded trails, uneven and wet sections
- A variety of man-made features e.g. stiles, stepped decking, steps etc
- Animals; both livestock and wild
- Roads and traffic
- Other users and their needs e.g. runners, bikers and horses
- Working environments e.g. farmyards, quarries, forestry operations
- Water features such as rivers or lakes
- Poor visibility
- What to do if the path becomes indistinct and /or signs are missing

Weather conditions

### 4. Training and Supervision Expedition Groups (Expedition Skills Module)

b. provide effective remote supervision of expedition groups working independently including:

- planning a phased move from direct to remote supervision
- the use of shadowing – both close and remote, on the move and in camp
- use of manned and unmanned check points

## Basic Expedition Leader Certificate

### Unit 5: Lead a walk in lowland countryside

- 2 Manage a range of walks in lowland countryside
  - 2.4 Apply safety procedures and manage new risks as they occur.

### Unit 9: Campcraft for the expedition leader

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

- 2 Manage safety during all activities
  - 2.3 Educate the participants to take responsibility for their own safety and that of others.

### Unit 8: Management of unaccompanied groups in the countryside

- 1 Know the reasons for groups to operate unaccompanied
  - 1.1 Identify and explain the benefits to the group of operating unaccompanied.

Continued below:

## Countryside Leader Award

### 6. Incidents and Emergency Procedures

- Describe appropriate action in an emergency, including where outside help is required
- Train participants to take appropriate action in an emergency, including where outside help is required

## Lowland Leader Award

### 6. Hazards and Emergency Procedures

- b. Deal with common injuries and medical problems
- d. Take appropriate action in the event of an incident or accident including knowing how to get appropriate assistance
- e. Plan and follow 'escape routes', using appropriate navigational techniques, to nearby assistance.
- f. Manage a group to perform a small scale search for a missing person

### 4. Training and Supervision Expedition Groups (Expedition Skills Module)

- relocating a missing group

## Basic Expedition Leader Certificate

- 3 Devise a supervision strategy for groups undertaking unaccompanied journeys and assessment of risk.
  - 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 3: Establish and maintain safe practice during walks or expeditions

- 3 Understand emergency procedures
  - 3.1 Respond to accidents / incidents.
  - 3.2 Report accidents/ incidents and near misses.

### Unit 8: Management of unaccompanied groups in the countryside

- 2 Understand the emergency procedures when supervising unaccompanied groups.
  - 2.1 Explain the emergency procedures to be followed.



## Countryside Leader Award

### 7. Legal Responsibilities and Good Practice

- Understand the relevant laws and legal responsibilities (e.g. enhanced duty of care)
- Understand types, and importance, of insurance
- Understand the relevant good practice guidelines and regulations (e.g. OEAP National Guidance, MTUK National Guidelines, leader record of training and competence where subjects are safety critical)

## Lowland Leader Award

### 1. Leadership and Group Management

The Leader should be aware of:

- a. their responsibilities to the group and individuals within it, parents/guardians, employing authorities, other outdoor users and the general public, including the choosing of venues and planning and recording of routes.
- b. current legislation that relates to the care of groups under their charge, including legislation relating to the care of young people and vulnerable adults.
- c. specific responsibilities to choose appropriate objectives, to complete detailed preparations and ensure that the group is adequately equipped and briefed for the activity.
- d. the health and fitness benefits of walking, and be able to explain them to a group.
- e. communication strategies whilst leading groups.
- f. group management strategies and the need to adapt to differing groups and situations.
- g. the variety of barriers to participation, including mental and physical disability, ethnicity, fitness/health and be aware of the impact of various medical conditions.
- h. the progress of those under their charge and motivate them towards further participation where appropriate.
- i. national walking initiatives.

### 3. Planning a Walk

- e. Understand why and when group and personal insurance is necessary

## Basic Expedition Leader Certificate

### Unit 1: Plan a walk for a group in lowland countryside

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 current legislation impacts upon the role of the walk leader.
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.

### Unit 5: Lead a walk in lowland countryside

1. Understand the principles of leadership
  - 1.4 Explain the roles and responsibilities of a walk leader.

## Countryside Leader Award

### 8. Environment and Access

- Respect residents, farmers and other users of the countryside. Support local economies
- Be fully subscribed to the overriding importance of using the countryside sustainably, and transmit that importance to participants. Understand the sensitivities and tensions around the overuse of 'honeypot' areas. Leave no trace.
- Understand local and national legislation regarding access to the countryside (e.g. public rights of way, CRoW act)

## Lowland Leader Award

### 7. Environmental Awareness, Conservation, Access and Land Ownership

#### *Access Considerations*

Leaders should understand and be familiar with the following:

- a. their responsibility to minimise impact on the environment and applicable national codes (such as the Country Code).
- b. current applicable legislation concerning access to the countryside including the law relating to rights of way and access to land and, the nature of specially designated areas and limitations on their use
- c. how and where to get information about access to the countryside e.g. from appropriate guidebooks and maps, Mountaineering Council sources, local and National Access Forums and from the various countryside agencies and local authorities.

#### *Environmental Awareness*

Leaders should seek to develop and extend their:

- Knowledge of countryside flora and fauna
- Knowledge of local history, place names, etc.
- Understanding of how walking can impact on the environment and other people
- Awareness of conservation programmes such as 'Leave No Trace' and apply those principles in order to minimize the impact of their activities

## Basic Expedition Leader Certificate

### Unit 5: Lead a walk in lowland countryside

- 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.

## Countryside Leader Award

### 9. Weather

- Know the importance, and sources, of up-to-date weather forecasts: their relevance, limitations and accuracy; and consequently make appropriate decisions (e.g. route, leader's equipment and participants' equipment)

#### **Accredited prior learning:**

*Teachers, Youth-Workers and experienced leaders are skilled at behaviour management, choosing leadership styles and at planning progressive skills training.*

*Personal development skills are also not part of this award.*

*If any skill gaps are identified during training, further learning is directed in the personal consolidation plan.*

## Lowland Leader Award

### 3. Planning a Walk

f. Weather forecasts – sources, interpretation and assessing impact on planned walks and equipment requirements

### 6. Hazards and Emergency Procedures

c. Manage self and group in a variety of different weather conditions including heat, cold, rain and high wind.

### 2. Walking Skills

b. Set a sensible pace for the group, understand how to conserve energy and demonstrate balance and co-ordination

### 4. Training and Supervision Expedition Groups (Expedition Skills Module)

a. train groups to work independently in all of the skills listed in 2.1-2.3 above and to navigate effectively including:

- planning a progression of skills for each of the skill areas
- understanding a variety of methods for introducing skills to others
- use of national walking and navigation schemes such as Mountain Training's Hill and Mountain Skills courses and the National Navigation Award Scheme (NNAS) to deliver training

## Basic Expedition Leader Certificate

### Unit 1: Plan a walk for a group in lowland countryside

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

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

Continued below:

## Countryside Leader Award

## Lowland Leader Award

## Basic Expedition Leader Certificate

### Unit 5: Lead a walk in lowland countryside

- 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.
  - 1.5 Describe a range of ways to motivate participation.
- 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

- 3.3 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.

Continued below:

## Countryside Leader Award

## Lowland Leader Award

## Basic Expedition Leader Certificate

### Unit 7: Manage and develop personal walking leadership experience

- 1 Review personal performance as a walk leader
  - 1.1 Evaluate their:
    - Leadership ability
    - Knowledge
    - Fitness
  - 1.2 Produce 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.
2. Be able to evaluate and reflect 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.

## Countryside Leader Award

*Logbook Experience and Accredited Prior Learning*

## Lowland Leader Award

*Logbook Experience*

## Basic Expedition Leader Certificate

### **Unit 5: Lead a walk in lowland countryside**

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

### **Unit 9: Campcraft for the expedition leader**

- 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.
- 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.
- 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.