

# Specification

Level 3 Qualification in Lowland Walk  
Leadership (LWL3)

Level 3 Qualification in Lowland Expedition  
Leadership (LEL3)

## 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<br>15 hours of Expedition Leadership |
| Credits                             | 8 credits                                        | 14 credits                                                       |
| Qualification number (Quan code)    | 603/1128/9                                       | 603/1079/0                                                       |

## Assessment

---

Sports Leaders UK 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 UK 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

---

Sports Leaders UK offers Tutor Training for those who wish to deliver our qualifications. It is compulsory for a minimum of one person per Qualification Centre to attend Tutor Training prior to course delivery. Information on Tutor Training can be found [here](#).

From 1<sup>st</sup> August 2018 it will also be compulsory for all named Internal Verifiers on a Sports Leaders UK qualification to undertake online training. Auto-enrolment onto the training can be accessed by clicking [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 UK qualifications, awards and additional resources can be found [here](#).

## FAQs

---

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

## Level 3 Qualification in Lowland Expedition Leadership (LEL3)

## Level 3 Qualification in Lowland Walk Leadership (LWL3)

### Specification – Units and Assessment Criteria



| Unit title and outline                                                                                               | Guided Learning (Tutor time) | Directed study<br>*Includes 15 hours demonstration of leadership | Total Qualification Time (TQT) | Credits   |
|----------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------|--------------------------------|-----------|
| <b>Mandatory units</b>                                                                                               |                              |                                                                  |                                |           |
| 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                             |           |
|                                                                                                                      | <b>72</b>                    | <b>63</b>                                                        | <b>135</b>                     | <b>14</b> |

| Unit 1 – Developing outdoor leadership skills                                      |                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                              |                                                                                                               |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Learning Outcome<br><i>The delegate will...</i>                                    | Teaching content<br><i>The delegate must be taught...</i>                                                                                                                                                                                               | Assessment Criteria<br><i>The delegate must be able to...</i>                                               | Minimum action required<br><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                 | <b>Task 2</b> – 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"> <li>• Participants</li> <li>• Sessions</li> <li>• Themselves as the leader</li> <li>• Other leaders</li> </ul> |                                                                                                             |                                                                                              |                                                                                                               |
|                                                                                    | 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"> <li>• Verbal communication</li> <li>• Non-verbal communication</li> </ul>                                                                                                                     |                                                                                                             |                                                                                              |                                                                                                               |
|                                                                                    | Motivational methods                                                                                                                                                                                                                                    |                                                                                                             |                                                                                              |                                                                                                               |
|                                                                                    | Behaviour management strategies                                                                                                                                                                                                                         |                                                                                                             |                                                                                              |                                                                                                               |

| <b>Unit 1 – Developing outdoor leadership skills (continued)</b>                          |                                                                                                                                                |                                                                                                                       |                                                                                                                           |                                                                                                                        |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>                                    | <b>Teaching content</b><br><i>The delegate must be taught...</i>                                                                               | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                                                  | <b>Minimum action required</b><br><i>The delegate must...</i>                                                             | <b>What needs to be completed</b>                                                                                      |
| 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                            | <b>Task 2</b> – 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 | <b>Task 2</b> – 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                                          | Address areas of development pre and post consolidation                                                                   |                                                                                                                        |
|                                                                                           | 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                                                        | <b>Practical Observation Assessment Form</b> – Tutor/Assessor                                                          |

| Unit 2 – Plan a walk for a group in lowland countryside           |                                                                                                                                                                                                                                                    |                                                               |                                                                                                                   |                                                                                                                                                                                                            |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome<br><i>The delegate will...</i>                   | Teaching content<br><i>The delegate must be taught...</i>                                                                                                                                                                                          | Assessment Criteria<br><i>The delegate must be able to...</i> | Minimum action required<br><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"> <li>• What safeguarding is</li> <li>• The importance of safeguarding participants</li> <li>• How to report concerns about the safeguarding of participants</li> </ul> |                                                               |                                                                                                                   |                                                                                                                                                                                                            |
|                                                                   | 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. | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><br><b>Task B – Route Card 2 –</b><br>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                                                                                                                                                                |                                                               |                                                                                                                   |                                                                                                                                                                                                            |

| <b>Unit 2 – Plan a walk for a group in lowland countryside (continued)</b> |                                                                                 |                                                                                                                                            |                                                                                                  |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>                     | <b>Teaching content</b><br><i>The delegate must be taught...</i>                | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                                                                       | <b>Minimum action required</b><br><i>The delegate must...</i>                                    | <b>What needs to be completed</b>                                                                                                                                                                          |
| 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 | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><br><b>Task B – Route Card 2 –</b><br>Plan, lead and evaluate a day walk to be led on the two-day expedition |
|                                                                            | 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.                   |                                                                                                                                            |                                                                                                  |                                                                                                                                                                                                            |



| <b>Unit 3 – Prepare for a walk in lowland countryside</b>           |                                                                                          |                                                                                                          |                                                                                                                                                                                  |                                                                    |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Learning Outcome<br><i>The delegate will...</i>                     | Teaching content<br><i>The delegate must be taught...</i>                                | Assessment Criteria<br><i>The delegate must be able to...</i>                                            | Minimum action required<br><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 | <b>Practical Observation Assessment Form – Tutor/Assessor</b>      |
|                                                                     | 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                                                                                                | <b>Task 6 – Factors that can affect participants on a day walk</b> |
|                                                                     | 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                                                                                       | <b>Practical Observation Assessment Form – Tutor/Assessor</b>      |
|                                                                     | 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                                                                                            |                                                                    |

| <b>Unit 4 – Lead sessions that impart the knowledge and skills required to walk in lowland countryside</b> |                                                                                                              |                                                                                                           |                                                                                                                                                    |                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>                                                     | <b>Teaching content</b><br><i>The delegate must be taught...</i>                                             | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                                      | <b>Minimum action required</b><br><i>The delegate must...</i>                                                                                      | <b>What needs to be completed</b>                                                                                                                                                                                        |
| 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                                                                                                                 | <b>Task 7 – Session Plan 1 –</b><br>Plan, lead and evaluate a session to impart knowledge (in training)<br><br><b>Task E – Session Plan 2 –</b><br>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                                                          |                                                                                                                                                                                                                          |
|                                                                                                            | 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<br><br>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                            | <b>Task 7 – Session Plan 1 –</b><br>Plan, lead and evaluate a session to impart knowledge (in training)<br><br><b>Task E – Session Plan 2 –</b><br>Plan, lead and evaluate a session to impart knowledge (in expedition) |

| <b>Unit 5 – Lead a walk in lowland countryside</b>     |                                                                                                                                                                                                                     |                                                                               |                                                                                                                 |                                                                                                                                                                                                            |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i> | <b>Teaching content</b><br><i>The delegate must be taught...</i>                                                                                                                                                    | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>          | <b>Minimum action required</b><br><i>The delegate must...</i>                                                   | <b>What needs to be completed</b>                                                                                                                                                                          |
| 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)                   | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><br><b>Task B – Route Card 2 –</b><br>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"> <li>• Verbal communication</li> <li>• Non-verbal communication</li> </ul> | 1.3 Use effective communication when leading a walk                           | Use at least three different verbal and at least three non-verbal communication methods effectively             | <b>Task 8 – Day Walk Leadership Log (15 hours Demonstration of Leadership – must be undertaken in consolidation phase)</b>                                                                                 |
|                                                        | 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<br><i>The delegate will...</i>               | Teaching content<br><i>The delegate must be taught...</i>                                 | Assessment Criteria<br><i>The delegate must be able to...</i>  | Minimum action required<br><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                       | <b>Task 5 – Day walk risk assessment</b><br>Complete a risk assessment for a day walk<br><br><b>Practical Observation Assessment Form – Tutor/Assessor</b> |
|                                                               |                                                                                           |                                                                | Demonstrate applying a minimum of three safety procedures during a walk            |                                                                                                                                                            |
|                                                               |                                                                                           |                                                                | Demonstrate on at least one occasion managing new risks appropriately              |                                                                                                                                                            |
|                                                               | The importance of pace, energy conservation, balance and co-ordination on a day walk      | 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 |                                                                                                                                                            |
| 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. |                                                                |                                                                                    |                                                                                                                                                            |

| <b>Unit 5 – Lead a walk in lowland countryside (continued)</b> |                                                                                                       |                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>         | <b>Teaching content</b><br><i>The delegate must be taught...</i>                                      | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                             | <b>Minimum action required</b><br><i>The delegate must...</i>                                                                                                                                                                                                                                    | <b>What needs to be completed</b>                                                                                                                                                                                                                                                   |
| 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                                                                                                                                                                                       | <b>Task 4 – Day walk environmental impact risk assessment</b><br>Complete an environment impact risk assessment for a day walk<br><br><b>Task D – Expedition environmental impact risk assessment</b><br>Complete an environment impact risk assessment for an overnight expedition |
|                                                                | 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"> <li>• Countryside code</li> <li>• Impact on the environment</li> <li>• Human sanitation and the care of water</li> <li>• Principles of leave no trace</li> <li>• Local environment</li> </ul> | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                                                                                                       |
| 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                                                                                                                                                                                                                        | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><b>Task B – Route Card 2 –</b><br>Plan, lead and evaluate a day walk to be led on the two-day expedition                                                                              |
|                                                                | 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<br><i>The delegate will...</i>      | Teaching content<br><i>The delegate must be taught...</i>                                                                                                                                               | Assessment Criteria<br><i>The delegate must be able to...</i>                                                                                                                              | Minimum action required<br><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"> <li>• Types of map</li> <li>• Map scales</li> <li>• GPS navigation</li> <li>• Electronic maps</li> <li>• Map legends</li> </ul> |                                                                                                                                                                                            |                                                                                                             |                                                                                                                                                                                                      |
| 2. Use a compass within the remit of the Walk Leader | How to use a compass to: <ul style="list-style-type: none"> <li>• Set the map</li> <li>• Check direction of path</li> <li>• Take and walk on a bearing</li> </ul>                                       | 2.1 Use a compass to: <ul style="list-style-type: none"> <li>• Set the map.</li> <li>• Check direction of path</li> <li>• Take and walk on a bearing</li> </ul>                            | On at least two occasions set the map, check a path direction and take a walk on a bearing using a compass. | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                        |
| 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.   | <b>Task 3 – Route Card 1 – Plan, lead and evaluate a day walk to be led in training</b><br><br><b>Task B – Route Card 2 – Plan, lead and evaluate a day walk to be led on the two-day expedition</b> |
|                                                      | 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.                                     | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                        |
| 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"> <li>• Small hills</li> <li>• Valleys</li> <li>• Large re-entrants</li> </ul>           | 4.1 Identify land forms against contour information on the map to include: <ul style="list-style-type: none"> <li>• Small hills</li> <li>• Valleys</li> <li>• Large re-entrants</li> </ul> | 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.                |                                                                                                                                                                                                      |

| <b>Unit 6 – Navigation for the Walk Leader (continued)</b>          |                                                                                                                                                                                               |                                                                                                                                                                                                |                                                                                                                                                     |                                                                                                                                                                                                            |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>              | <b>Teaching content</b><br><i>The delegate must be taught...</i>                                                                                                                              | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                                                                                                                           | <b>Minimum action required</b><br><i>The delegate must...</i>                                                                                       | <b>What needs to be completed</b>                                                                                                                                                                          |
| 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                                                               | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                              |
|                                                                     | To select and apply a range of navigational techniques such as: <ul style="list-style-type: none"> <li>Collecting and catching features</li> <li>Attack points</li> <li>Aiming off</li> </ul> | 5.2 Select and apply a range of navigational techniques such as: <ul style="list-style-type: none"> <li>Collecting and catching features</li> <li>Attack points</li> <li>Aiming off</li> </ul> | 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                                                                                | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><br><b>Task B – Route Card 2 –</b><br>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                                                                                       | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                              |
|                                                                     | 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 |                                                                                                                                                                                                            |

| <b>Unit 7 – Management of unaccompanied groups in the countryside</b>          |                                                                                   |                                                                                               |                                                                                                    |                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b><br><i>The delegate will...</i>                         | <b>Teaching content</b><br><i>The delegate must be taught...</i>                  | <b>Assessment Criteria</b><br><i>The delegate must be able to...</i>                          | <b>Minimum action required</b><br><i>The delegate must...</i>                                      | <b>What needs to be completed</b>                                                                                                                                                                          |
| 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                                           | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                              |
| 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 | <b>Task 3 – Route Card 1 –</b><br>Plan, lead and evaluate a day walk to be led in training<br><br><b>Task B – Route Card 2 –</b><br>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            | <b>Practical Observation Assessment Form – Tutor/Assessor</b>                                                                                                                                              |
|                                                                                | 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        |                                                                                                                                                                                                            |



| <b>Unit 8 – Campcraft for the Expedition Leader</b> (for Level 3 Qualification in Lowland Expedition Leadership delegates only) |                                                                                                                                                                                                                                                                 |                                                                                                                         |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome<br><i>The delegate will...</i>                                                                                 | Teaching content<br><i>The delegate must be taught...</i>                                                                                                                                                                                                       | Assessment Criteria<br><i>The delegate must be able to...</i>                                                           | Minimum action required<br><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<br><br>Create at least two expedition risk assessments                                                                                                                                                                            | <b>Task 1 – Overnight expedition planning 1</b><br>Plan, lead and evaluate an overnight expedition (in training)<br><br><b>Task A – Overnight expedition planning 2</b><br>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"> <li>• Rucksacks</li> <li>• Tents</li> <li>• Stoves</li> <li>• Sleeping mats</li> <li>• Sleeping bags</li> </ul> | 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"> <li>• Rucksacks</li> <li>• Tents</li> <li>• Stoves</li> <li>• Sleeping mats</li> <li>• Sleeping bags</li> </ul> | <b>Practical Observation Assessment Form – Tutor/Assessor</b><br><br><b>Task 9 – Expedition Leadership Log (15 hours Demonstration of Leadership – must be undertaken in consolidation phase)</b>                                                   |
|                                                                                                                                 | 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                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |

| <b>Unit 8 – Campcraft for the Expedition Leader (continued)</b> (for Level 3 Qualification in Lowland Expedition Leadership delegates only) |                                                                                                                                                        |                                                                                                      |                                                                                                                                                                                                                                                                                                     |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome<br><i>The delegate will...</i>                                                                                             | Teaching content<br><i>The delegate must be taught...</i>                                                                                              | Assessment Criteria<br><i>The delegate must be able to...</i>                                        | Minimum action required<br><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"> <li>• Packing and adjusting of an expedition rucksack</li> <li>• The pitching, taking down and packing away of lightweight tents and a base camp tent</li> </ul> | <b>Practical Observation Assessment Form –</b><br>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                                                                                                                                                                                                                    | <b>Task 1 – Overnight expedition planning 1</b><br>Plan, lead and evaluate an overnight expedition (in training)            |
|                                                                                                                                             | How to select, prepare and cook meals on a camping stove<br><br>The importance of personal hygiene procedures to be followed before and during cooking | 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                                                                                                                                                                                | <b>Task A – Overnight expedition planning 2</b><br>Plan, lead and evaluate an overnight expedition (for two-day expedition) |
|                                                                                                                                             |                                                                                                                                                        |                                                                                                      |                                                                                                                                                                                                                                                                                                     | <b>Practical Observation Assessment Form –</b><br>Tutor/Assessor                                                            |

| <b>Unit 8 – Campcraft for the Expedition Leader (continued)</b> (for Level 3 Qualification in Lowland Expedition Leadership delegates only) |                                                                                                                                                                                                       |                                                               |                                                        |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|----------------------------|
| Learning Outcome<br><i>The delegate will...</i>                                                                                             | Teaching content<br><i>The delegate must be taught...</i>                                                                                                                                             | Assessment Criteria<br><i>The delegate must be able to...</i> | Minimum action required<br><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"> <li>• groups on overnight expeditions</li> <li>• unaccompanied groups on overnight expeditions</li> </ul> |                                                               |                                                        |                            |
|                                                                                                                                             | 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                                                                                                                                     |                                                               |                                                        |                            |