



# EXPEDITION SUPERVISORS' TRAINING PACK

## GUIDANCE NOTES FOR TUTORS

The Duke of Edinburgh's Award would like to thank all of the members of the working group and all those who have contributed to the development of this publication.

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# GUIDANCE NOTES FOR TUTORS

## Background

The Award has designed a modular training framework that aims to offer a consistent menu of training opportunities across the UK. The framework will provide support to Operating Authorities, Award Leaders, Supervisors and Assessors, which forms part of the Award's commitment to supporting volunteers.

To be fit for purpose, the modular framework provides standard learning outcomes and allows for flexibility in local delivery. This enables local training teams to supplement the framework with materials customised for local circumstances, conditions and policies.

The training programme for Expedition Supervisors forms an important part of the Award's training framework.

## Aim of the Course

To provide Expedition Supervisors with an understanding and consistent interpretation of his/her role and responsibilities within the Award, ensuring a high quality experience for all young people.

## Who is it for?

The course is open to all existing/potential Expedition Supervisors at any level of the Award. They must fulfil either the requirements of their Operating Authority with regard to technical competence and/or qualifications or must be working towards obtaining technical competence.

It is the responsibility of the Operating Authority to have carried out all appropriate checks to confirm the person is suitable for the role of the Expedition Supervisor.

Successful completion of the course will indicate evidence of a Supervisor's competence and may be recognised by other Operating Authorities when assessing the individual's suitability to operate as a Supervisor.

## Structure of the materials

Each of the training modules has been structured using the following format:

- Aim.
- Learning outcomes.
- Contents.
- Sources of background information.
- Additional resources.
- Exercises (if applicable).

## Quality programme delivery

The learning outcomes are key to any successful training programme, and should be met in all modules. How you measure the learning outcomes, will depend on your chosen method of delivery.

We have not provided a single model training programme. This allows the trainer to decide on his or her own style of delivery and the balance between working outside and indoors, it also allows the trainers to take account of the preferred learning styles of participants and other local factors.

## How to measure learning outcomes

This will depend on how the module is delivered, whether in a practical format or based in a classroom. You can gauge learning through oral questioning, through plenary discussion or by providing a workbook to accompany the course.

## Course delivery

The programme can be delivered over a weekend or in shorter separate modules. The course should have a minimum of 16 hours contact time.

## Using this resource

When delivering this programme please ensure that all delegates are familiar with their own Operating Authority guidelines. Training resources can be added and modules developed in terms of exercises/Power Point Presentations.

Any additions should focus on delivering the learning outcomes.

Sample programmes and resources can be found on the Award Website in the Training Zone (Expedition Supervisors).

If you have developed any training resources including course programmes, exercises, session notes, presentations etc then please forward them to [ops@theaward.org](mailto:ops@theaward.org) so that they can be shared with others.

## Course director and tutors

The course director must be approved by the Operating Authority to deliver this programme.

### **Course Directors and Tutors should have:**

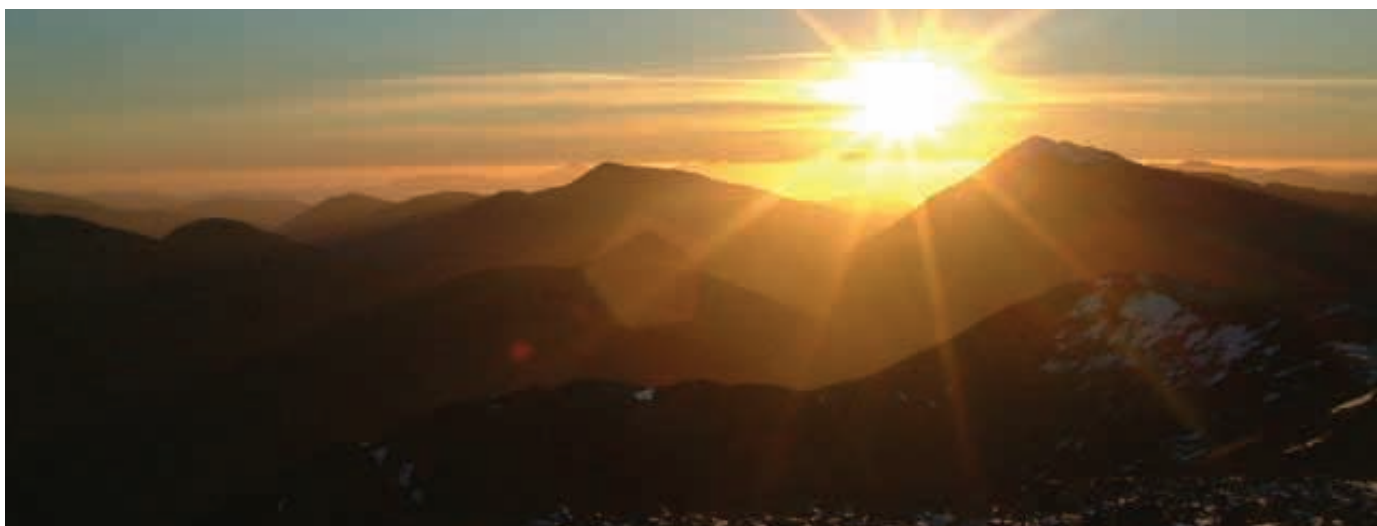
- Technical competence in at least one of the relevant modes of travel.
- An in-depth knowledge of the Award and Expeditions Section.
- Supervisory experience.
- Training experience.
- Experience of working with young people and adults.

## Mini-venture

It is recommended that a mini venture is used as a tool in the delivery of the course. This will enable any part or parts of the course to be delivered in a practical and 'real life' environment. It also allows for the delivery of wider skills associated with the environment that the Supervisor will operate in.

You may want to lead discussions to ensure that the learning outcomes are met or you may want to hand over the topics to delegates for group discussion. Other topics that you may consider are:

- Environmental Impact.
- Conservation and Access.
- Working with young people.
- The Aim of the venture.





## Resources

The CD ROM contains a style template for PowerPoint presentations. Also included on the CD ROM are some Duke of Edinburgh's Award photographs that can be used in the production of PowerPoint presentations.

Handout masters are included as a resource.

The use of tools to identify an individual's learning style and preferred team role would enhance the programme and provide a focus for the soft skill elements. This is highly recommended for this programme.

**Examples of these types of tools are:**

- Belbin's team roles.
- Learning style questionnaires.

## Essential Award publications

A tutor should have a working knowledge of the resources outlined below and should be able to signpost people to the information:

- The Award Handbook (Fifth edition)
- The Expedition Guide.
- Over to You – Expeditions.
- Exploration CD ROM.

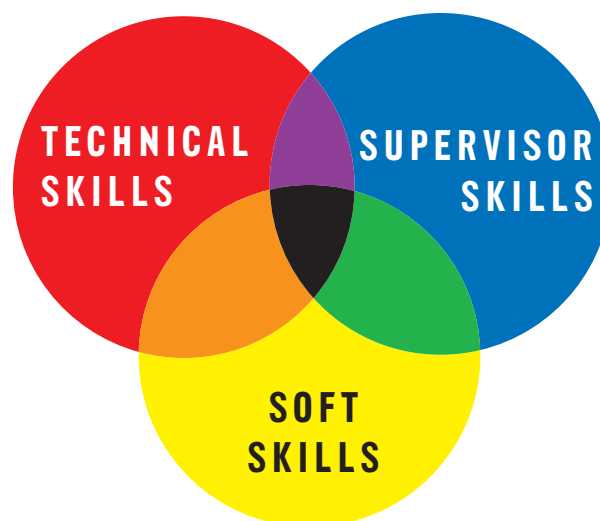
These publications can be used to add additional information if necessary.

## Soft skills

The training course covers the soft skills essential to fulfill the role and responsibilities of the Expedition Supervisor.

The quality of the experience of the young people is directly related to their interaction with the Supervisor. It can make the difference between a challenging, fun and enjoyable experience and one they would never want to repeat.

The diagram below represents how soft skills complement other aspects of Expedition supervision.



## After the course

The Award recommends that the course tutor meet each delegate at the end of the course to consider their performance and discuss their future plans.

The delegate feedback sheet and performance criteria provided can help facilitate these discussions.

The Award recommends that Operating Authorities provide a framework for supporting Supervisors in transferring the learning from the course into practice.

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## Review / Evaluation

The Award recommends that all training experiences are reviewed and evaluated and has provided an evaluation form for delegates to support this process.

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## Feedback

The Award is keen to receive feedback from Supervisor Courses to enable the development of this programme and share good practice.

A course feedback form has been included to facilitate this, it can also be found at [theaward.org/trainingzone/supervisor](http://theaward.org/trainingzone/supervisor)

Please send completed course feedback forms to: Operations Dept,  
The Duke of Edinburgh's Award, Gulliver House, Madeira Walk, Windsor,  
SL4 1EU

# EXPEDITION SUPERVISORS TRAINING PACK MODULES

## MODULE TITLE

### 1 Aim of the Course

### 2 The Expeditions Section

- Aim and principles
- Benefits
- Requirements

### 3 Remote Supervision

- The Role of the Supervisor
- What the Supervisor needs to know
- Duties of the Supervisor
- Remote supervision
- Planning remote supervision

### 4 Safety and emergency

- Safety precautions
- Emergency procedures
- Risk assessment
- Emergency services
- The media

### 5 Duty of Care

- Operating Authority license
- Code of behaviour for everyone involved in Award activities
- Care of the Participant
- Child Protection guidelines

**Delegate feedback sheet**

**Course evaluation**

**Tutors Notes:**



# 1

## MODULE 1: AIM OF THE COURSE

**Aim** To provide Expedition Supervisors with an understanding and consistent interpretation of his/her role and responsibilities within the Award, ensuring a high quality experience for all young people.

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### Learning Outcomes

**By the end of the course you will:**

- Be able to identify the key elements of a supervision plan, which covers the needs of the Participants, the Award and the Operating Authority.
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### Sources of Background Information

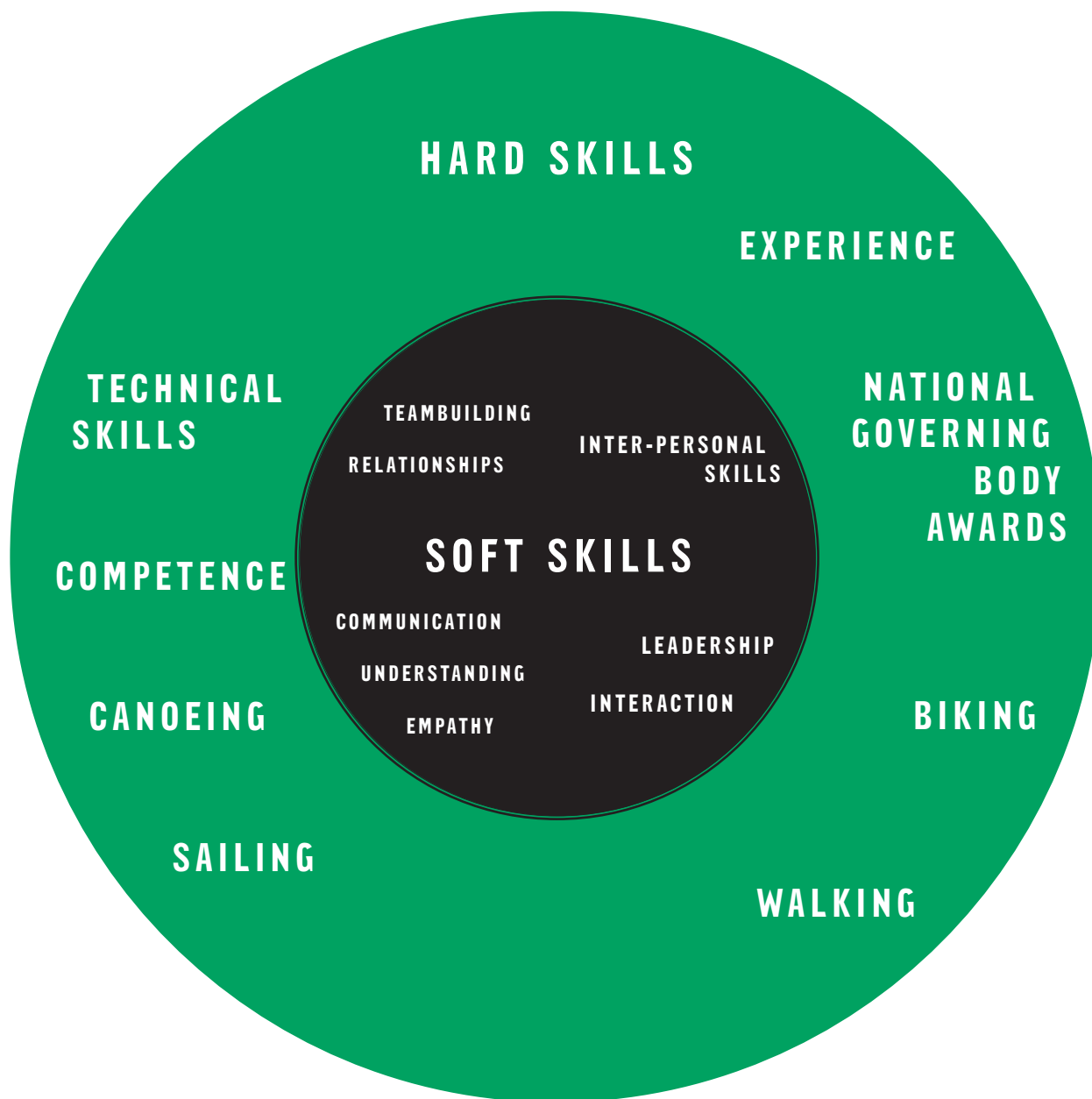
The Award Handbook (Fifth Edition)  
The Expedition Guide  
Over to You – Expeditions  
Exploration CD ROM

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### Additional Resources

Handout – The relationship between hard and soft skills.

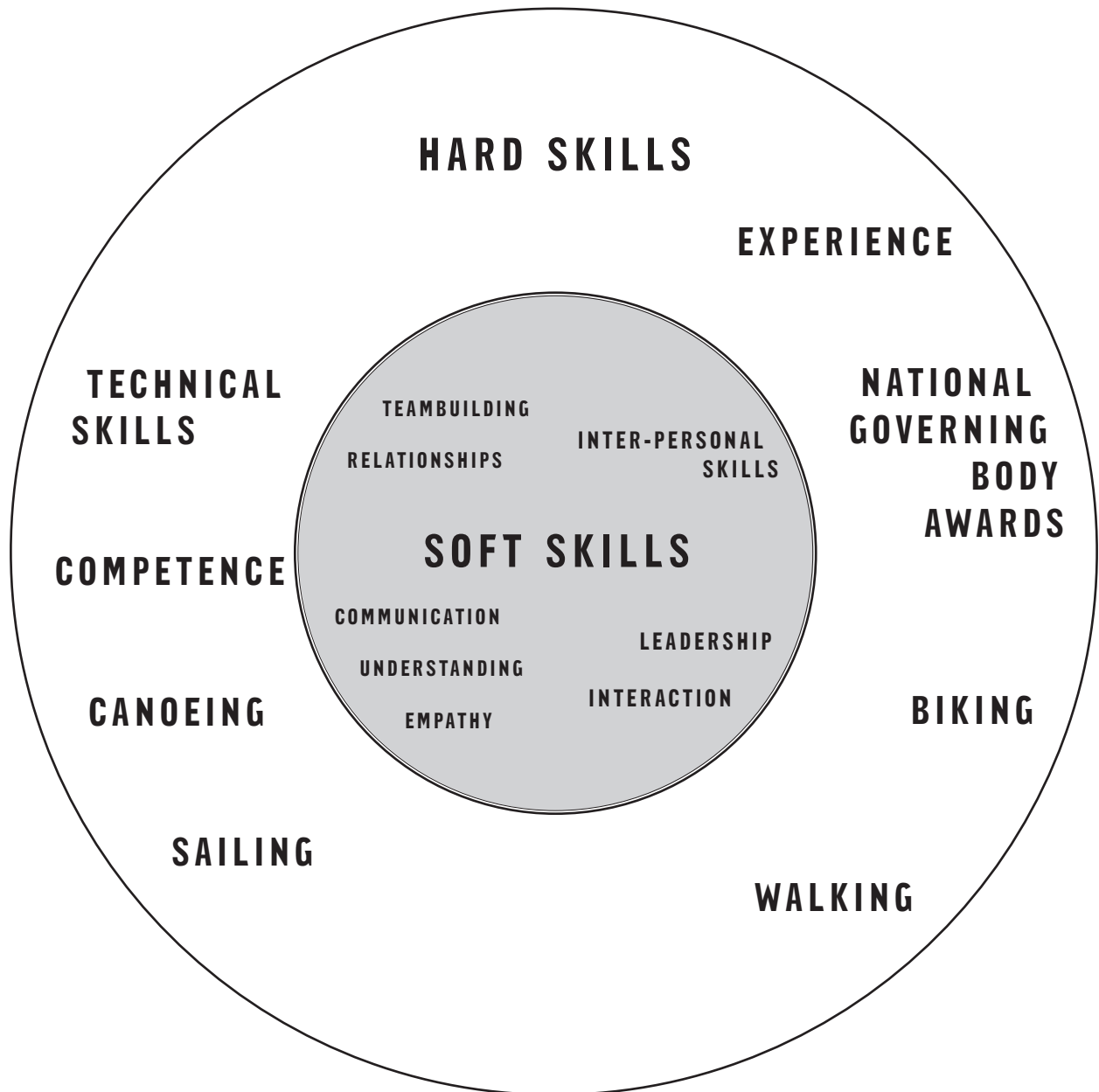
# THE RELATIONSHIP BETWEEN HARD AND SOFT SKILLS



COMPETENCE IN THESE SKILLS FORMS THE FOUNDATION OF SAFETY  
AND WELL BEING IN THE OUTDOORS

BOTH HARD AND SOFT SKILLS ARE OF EQUAL IMPORTANCE IN  
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**Tutors Notes:**



## MODULE 2: THE EXPEDITIONS SECTION

**Aim** To ensure a basic understanding of the Expeditions Section of the Award.

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**Learning Outcomes** By the end of the session the course delegates will be able to:

- State the aim and principles of the Expeditions Section.
- List the benefits of the Section.
- Discuss the requirements of the Section.

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**Sources of Background Information**

- The Award Handbook (Fifth Edition)
- The Expedition Guide
- Over to You Expeditions – Section 1

# THE EXPEDITIONS SECTION

## Aim of the Expeditions Section

To encourage a spirit of adventure and discovery by preparing for and carrying out an adventurous journey as part of a Team.

## The Principles

All Qualifying Ventures involve preparing for, planning and undertaking an **unaccompanied, self-reliant journey with an agreed Aim**. Ventures must be completed by the Participants' own physical efforts with minimal external intervention.

It is more in keeping with the Principles of this Section for Participants to choose an environment and form of travel where they can venture with relatively remote supervision rather than undertake a journey which, for safety reasons, requires more direct supervision. At each level of the Award a progressively more challenging venture should be planned and undertaken.

### Qualifying Ventures involve:

- Enterprise and imagination in concept.
- Forethought, careful attention to detail and organisational ability in preparation.
- Preparatory training, both theoretical and practical, including practice journeys, leading to the ability to journey safely in the chosen environment.
- Shared responsibility for the venture, leadership from within the Team, self-reliance and co-operation amongst those taking part.
- Determination in implementation.
- A review and presentation related to the Aim of the Qualifying Venture and the Aim of the Expeditions Section.

## Benefits to Young People

The Expeditions Section is primarily concerned with the development of the individual and teamwork, although the challenges are expressed in terms of physical demands, by exploring the environment and by travelling for a number of hours.

### The Expeditions Section provides opportunities to:

- **Plan and execute a journey** - requiring attention to detail and organisational ability.
- **Demonstrate enterprise and imagination** – by the Team organising their own venture.
- **Work as a member of a team** - all ventures must be a team effort.
- **Respond to a challenge** - either planned or unforeseen.
- **Develop self-reliance** - by carrying out an unaccompanied journey.
- **Develop leadership skills** - members of the Team should have opportunities to take a leading role during different aspects of the venture.
- **Recognise the needs and strengths of others** – by involving Team members in mutually supporting each other to ensure the success of the venture.
- **Make decisions and accept the consequences** – by the Team making real decisions affecting their well-being.
- **Reflect on personal performance** - through reviewing progress during training and at the end of the Qualifying Venture.
- **Enjoy and appreciate the environment** – by developing an awareness of the areas visited and issues affecting the environment.

# THE EXPEDITIONS SECTION



## Requirements

The following requirements are for all types of venture:

- All Qualifying Ventures should have a clearly defined Aim which should be developed during training and preparation.
- Participants must be trained in the skills required to undertake their planned venture.
- Participants must undertake sufficient practice journeys to ensure that they are able to travel and explore safely and independently in their chosen environment.
- The Team should consist of between four and seven young people.
- Ventures involve joint planning and preparation by all members of the Team.
- The journey may take place on land - by foot, cycle, horse, etc. or on water - by canoe, sail, rowing, boat etc.
- On completion, Participants review the journey and give an account or presentation related to the Aim of the qualifying venture and reflecting the Aim of the Expeditions Section.
- All ventures must be supervised, and Qualifying Ventures assessed, by suitable adults.
- All relevant Operating Authority health and safety requirements must be met.

(Fig:1) Timescales for Qualifying Ventures

Level	Duration	Minimum hours of planned activity each day
Bronze	2 days and 1 night	At least 6 hours during the daytime
Silver	3 days and 2 nights	At least 7 hours during the daytime
Gold	4 days and 3 nights	At least 8 hours during the daytime

## Timescales for Qualifying Ventures

see (Fig:1)

- Time associated with overnight accommodation and catering is additional to the minimum daytime hours of planned activity.
- The Team should plan how they propose to spend the daytime hours which should be a combination of journeying and exploring.
- At least half of the minimum daytime hours should be spent journeying with appropriate rest breaks.
- The speed of journeying, the distance travelled and the time spent exploring should be determined by the Team. This should be based on their experience during practice journeys in a similar environment.
- Teams may choose to use most of their planned hours in journeying with appropriate breaks, but must still make observations and recordings for their review and presentation.
- Such Teams undertaking foot ventures normally achieve total distances of Bronze: between 24 km and 32 km (15 to 20 miles), Silver: 48km and 59 km (30 to 37 miles) and Gold: between 80km and 96km (50 to 60 miles)
- Advice for other modes of travel is given in the Expedition Guide and Programmes File.

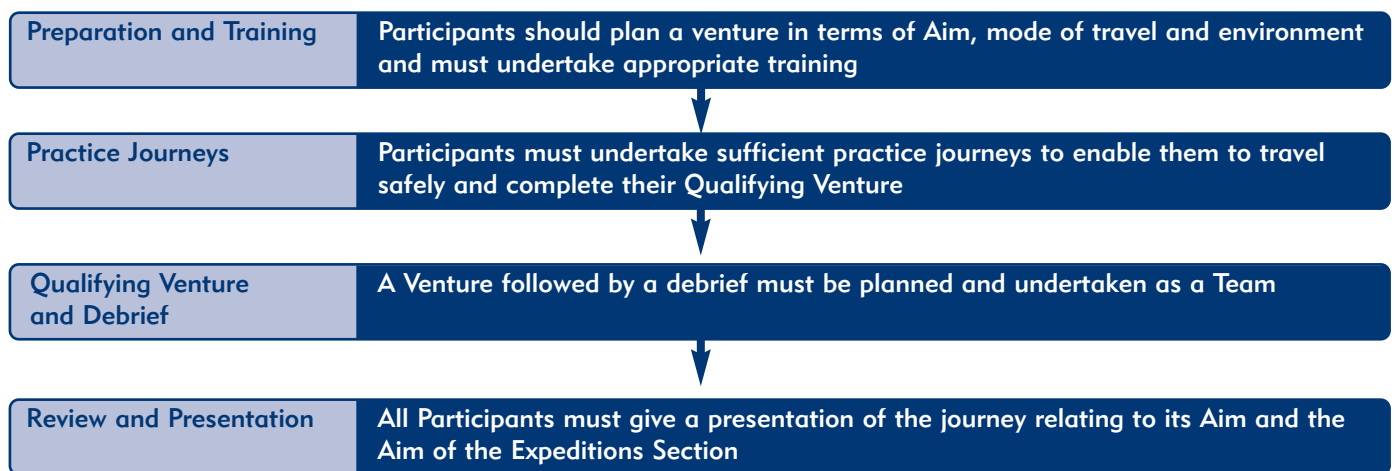
**Journeying and Exploring should be based on:**

- Prior research and preparation to decide where and when the exploratory work can take place.
- Themes which are focussed enough to be achievable in the time available

# THE EXPEDITIONS SECTION

- Ideas chosen by and matched to the capabilities and interests of the Participants.
- First hand observations to enable the Participants to make discoveries which are new to them.
- The recording of information based on actual observations.
- The presentation of findings once the journey and its review have been completed.

(Fig:2) The Process



## Preparation and Training

see (Fig:2)

### Preparation involves:

- An initial briefing to decide on the Aim, the environment and the mode of travel.
- Training in the skills required for the Participants to undertake their chosen venture.
- Joint planning by members of the Team.
- Practice journeys.

## Training

Participants must undertake training in all aspects of the Common Training Syllabus for the appropriate level of Award, to enable them to journey safely in the environment in which the qualifying venture will take place.

## The Common Training Syllabus covers:

- First Aid and emergency procedures.
- An awareness of risk and health and safety issues.
- Navigation and route planning.
- Campcraft, equipment and hygiene.
- Food and cooking.
- Country, Highway and Water Sports Codes (as appropriate).
- Observation and recording.
- Team building.
- Proficiency in the mode of travel.

The detailed Common Training Syllabus is set out in the Programmes File and on the Award's website ([www.theaward.org](http://www.theaward.org)) *The Expedition Guide*, *Exploration Resource Pack CD Rom* and *Over To You Expeditions* contain practical advice and further details.

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## Practice Journeys

As part of their training, Participants are required to undertake **sufficient practice journeys to ensure that they have acquired a level of experience and competence** to be able to complete their unaccompanied, self-reliant venture in safety.

In order that the Award Leader, Supervisor or Instructor has the opportunity to judge the Participants' levels of experience and competence, and to give them the opportunity to work together as a team, a minimum of one practice journey must be undertaken at each level of Award.

It is not appropriate for the Award to prescribe the number of other practice journeys to be undertaken in order for Participants to reach the required level of competence. The final practice journey should be seen as the culmination of the Team's planning and preparation. Accompanied practice journeys with the Leader, Supervisor or Instructor, before embarking on unaccompanied ventures, allow for an assessment of the Team's abilities. The Leader's judgement is crucial in this respect and there are no short cuts where the safety and well-being of the Participants is concerned.

Practice journeys provide an opportunity to identify areas where Participants may require more training and support before embarking on their Qualifying Venture. If such support, to remedy minor deficiencies, can be provided locally additional practice journeys may not be required.

Practice journeys should also reflect the intended Aim of the Qualifying Venture and provide an opportunity to prepare for exploratory work. The conditions should be as similar as possible to those anticipated during the Qualifying Venture, including daily hours of journeying, and should be undertaken in terrain which is equally demanding. Practice journeys at Silver and Gold levels should include two or more full days and nights away from home.

All Participants should have an opportunity to experience unaccompanied journeying before undertaking the Qualifying Venture. Unaccompanied practice journeys must be supervised. If in wild country, the appropriate Wild Country Panel must be informed using the standard *Expedition Notification Form* (Green Form). These are available from Operating Authorities, Award Offices, The Award Scheme Ltd. and on the Award's website ([www.theaward.org](http://www.theaward.org)).

For qualifying ventures in Wild Country at least one practice journey **must** be in a Wild Country environment.

### It is recommended that:

- A practice journey is not undertaken immediately prior to the Qualifying Venture as this can make unreasonable demands on the Participants. It does not allow time for the Team to reflect upon their experiences in order to initiate any additional training or changes required to their plans.
- The Qualifying Venture should take place within a reasonable time of the final practice journey so that Participants do not lose fitness and competence.



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## Time of Year

The time of year should be chosen with great care in relation to the experience of the Participants, the environment, routes and type of accommodation.

- Unaccompanied ventures should take place when there are more hours of daylight (April to October).
- Unaccompanied ventures should not normally take place during the winter months, or when winter conditions (snow, ice or frost) are prevalent or forecast.
- For appropriately trained and experienced Teams, plans for winter ventures must be approved in advance by the Operating Authority.
- If in Wild Country, plans must also be approved by the relevant Wild Country Panel.
- If changes in weather conditions are likely to put the Team's safety at risk pre-planned bad weather alternative routes must be used or the venture must be terminated.

## Qualifying venture and debrief

Before the Qualifying Venture Instructors must certify in the Record Book that Participants have undergone training in the required skills and have reached a level of competence appropriate to the journey being undertaken.

## Aim of the Venture

The Aim of the venture should be considered in the early planning stages and should relate to the interests and abilities of those taking part.

### **Participants may wish to focus on:**

- The environment in which the journey is taking place.
- Practical first-hand observations, investigation or study.
- Aesthetic appreciation.
- Literary or historic journeys.
- The completion of a physically demanding challenge.
- Group dynamics.

## Team Composition

The Team should consist of between four and seven young people. Team members should ideally be of a similar age and level of experience. It is not necessary for the entire Team to be undertaking the Award, or to be under assessment, but all must be within the Award age range and all must be trained and properly equipped to the same standard as the Award Participants.

Participants being assessed for different levels of Award should not be in the same Team i.e. a Team under assessment should not consist of Bronze and Silver or Silver and Gold participants unless specific approval has been given by the Operating Authority.

Young people who have already completed the Expeditions Section at the same or a higher level of the Award should not be included in the Team for the Qualifying Venture.

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## Accommodation and Catering

For water ventures there should be a minimum of two craft involved in the venture to render mutual support, except for craft designed to accommodate the whole Team.

For methods of transport that require double occupancy (for example tandem canoes, small dinghies, etc.) the maximum number in a Team may be increased to eight to enable the use of four craft.

Overnight accommodation should be by light-weight camping as this will enhance the sense of adventure and self-reliance.

However, Operating Authorities may approve alternatives to light-weight camping to take into account the particular needs of Participants. If other forms of simple self-catering accommodation, such as large tents, camping barns, bothies, mountain huts or hostels, are used, the whole Team should be able to stay together with minimum external intervention.

At least one substantial meal should be cooked and eaten by the Team each day.

## Equipment

Clothing, footwear and equipment should be suitable for the activity and the environment in which it is to be used and conform to current safety standards.

Equipment must be capable of resisting the worst weather anticipated since, in the event of a serious deterioration in conditions, safety may well depend on it being able to withstand the prevailing conditions.

Teams should be able to carry all equipment and food to be used during the venture. However, if a Participant has special needs or circumstances that make it inappropriate for them to carry full camping and cooking equipment, and this cannot be accommodated by the rest of the Team, some items may be deposited at the campsites. Each individual must carry the personal emergency equipment as listed in the Programmes File.

## Route Planning

- Participants should plan their route based on the Aim of the venture.
- The route should be a continuous journey, stopping at different locations each night. The same location/campsite can be used for more than one night if the Aim and nature of the venture make this a more appropriate challenge. Teams are still expected to journey to and from the campsite by their chosen mode of travel.
- The environment used for the journey should present appropriate challenges and allow Participants to have new and interesting experiences. Routes chosen must be within the capabilities of the Team.
- The Qualifying Venture must not be over the same route or in the immediate vicinity of the routes used during training and practice journeys.
- Teams may choose to use most of their planned hours in journeying with appropriate breaks, but must still make observations and recordings for their review and presentation.
- Such Teams undertaking foot ventures normally achieve total distances of Bronze: between 24 km and 32 km (15 to 20 miles), Silver: 48km and 59 km (30 to 37 miles) and Gold: between 80km and 96km (50 to 60 miles).

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## Route Planning (cont...)

- Advice for other modes of travel is given in the Expedition Guide and Programmes File.
- Teams may prefer to spend less time journeying in order to explore the environment in greater depth. On each day of the venture at least half of the minimum daily hours of planned activity should still be spent journeying.
- Exploration must be planned in advance and incorporated at appropriate points on the route plan.
- The Team should establish their speed of travel based on their experiences in training and during practice journeys.
- As a guide to calculating distances for foot ventures the following formula may be helpful:  
Average speed of travel 3 to 4 kilometres an hour, allow 1 minute for each 10 metres of height gained (recommended 600 metres daily maximum) allow 1 hour for breaks during the day.
- The following locations are recommended:

### Bronze

Land Environment (walking, cycling and horse riding)	Normal rural countryside which can be familiar to the Participants
Canoeing and Rowing	Canals, rivers or other inland waterways and lakes
Sailing	Inland waters or sheltered estuaries well within the Participants' competencies'

### Silver

Land Environment (walking, cycling and horse riding)	Normal rural, open countryside or forest, which is unfamiliar to the Participants. The environment should make more demands on Participants than that used at Bronze level. Where possible areas of open country or forest should be used or included.
Canoeing and Rowing	Canals, rivers or other inland waterways and lakes in rural areas
Sailing	Inland waters, estuaries or sheltered coastal waters

### Gold

Land Environment (walking, cycling and horse riding)	Wild Country, remote from habitation which is unfamiliar to the Participants. The environment should make more demands on Participants than that used at Silver level. Remote estuaries, marshes, fens and coastal areas may provide an appropriate environment for an Expedition with the emphasis on exploring rather than journeying, but must still be remote from habitation.
Canoeing and Rowing	Rivers or other inland waterways and lakes in rural areas, sheltered coastal waters or estuaries
Sailing	Inland waters, estuaries or sheltered coastal waters. Yachts may use open sea areas

# THE EXPEDITIONS SECTION



## Review and Presentation

A debrief should take place immediately after the journey has been completed. It should be led by the Assessor and involve the Team reviewing the outcomes of the venture. The Team may wish to include their Supervisor. At this stage the Assessor may complete the section on the Qualifying Venture in the *Record Book*.

Once the Participants have had time to reflect on the journey and its Aim they give a presentation or provide an account of their experiences. Presentations should reflect genuine effort from each individual member of the Team. It is the responsibility of the Participants to decide on its form and nature. It may be made individually or as a Team and should be presented at an agreed time to the Assessor, Supervisor, Instructor or another appropriate person who has been involved in supporting the venture. This forms part of the final review when the appropriate section in the Participant's Record Book can be completed.

## Safety and Notification Procedures

**Responsibility concerning the suitability of Ventures for the Participants, safety aspects, the adequacy of the training and emergency procedures rest with the activity provider.** If this is not the Operating Authority, the Operating Authority should ensure that the activity provider is reputable, the risks have been assessed and that the instructors are competent to lead the activity.

- The relevant health and safety requirements of the Operating Authority must be met.
- In addition, the Award must be notified of all unaccompanied ventures in Wild Country as detailed below.

## Bronze and Silver Ventures in more Demanding Surroundings

Where Bronze and Silver ventures are proposed in surroundings more demanding than those recommended, all Participants must be trained and equipped to a standard sufficient to enable them to meet any hazards they may encounter. The requirements and syllabus at Silver and Gold levels, as appropriate, will need to be utilised. If the venture takes place in Wild Country, the appropriate Wild Country Panel must be informed (for further details on Wild Country Panels see Ventures in Wild Country)

## Ventures in Wild Country

Wild Country is defined as being areas remote from habitation in which all ventures, for reasons of safety, must be completely self-sufficient. **Award ventures should be through, rather than over Wild Country, solitude not altitude.**

The areas defined as Wild Country in the United Kingdom are shown on the map in the *Programmes File* and in the *Expedition Guide*. In each area there is a Wild Country Panel with experienced volunteers able to assess Teams visiting the area and to advise on the ventures being undertaken. The names and addresses of all the Panel Secretaries are published in the Spring edition of the *Award Journal*, on the Award's website ([www.theaward.org](http://www.theaward.org)) and are available from Award Offices.

Advance notice, in duplicate, on the Expedition Notification Form (Green Form) must be given of all unaccompanied Award ventures in Wild Country areas including practice journeys. Notice, addressed to the Panel Secretary, must be given at least six weeks in advance.

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This is essential if a Panel Assessor is being requested (at least 4 weeks in advance if a Panel Assessor is not required). These forms are available from Operating Authorities, The Award Scheme Ltd, the Award website ([www.theaward.org](http://www.theaward.org)) and Award Offices.

A Notification Reference Number will be allocated to each Qualifying Venture and should be entered into the Participants' *Record Books* following the successful completion of the venture. Gold Ventures not in Wild Country must be notified to the Operating Authority. Award Groups are requested to inform the relevant Panel Secretary of any accompanied visits into the Panel area.

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## Acclimatisation

In order to adapt to the Wild Country environment, adjust to the routine of outdoor living and prepare themselves and their equipment, it is advisable for Participants to spend at least forty-eight hours in the area prior to the start of the Qualifying Venture.

Participants must always arrive in the Wild Country area the day before the start of the venture in order for the Team and the Supervisor to meet with the Assessor. To enhance the journeying experience, the base campsite should not be used by the Team as a campsite during the venture.

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## Ventures Outside the United Kingdom

All Expeditions Section conditions apply to ventures outside the United Kingdom. In addition, notice must be given to the Operating Authority **at least twelve weeks in advance** (or more if required by the Operating Authority), using the standard *Notification Form for Expeditions Abroad* (Blue Form). The activity provider must accept responsibility for monitoring the safety of such ventures. Once the Operating Authority approves the venture the information is sent to the appropriate Award Office. The Award allocates a Notification Reference Number, which should be entered in the Participants' *Record Books* following the successful completion of the venture. For the Wild Country Panel in Bavaria the standard *Expedition Notification Form* (Green Form) should be used.

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## Variations to the Conditions

Operating Authorities have overall responsibility for monitoring the quality of the Participants' experience and their safety. Approval for any variations must be given in writing by the appropriate person within the Operating Authority.

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## Other Adventurous Projects

A Team may wish to plan a venture which departs from, and is significantly more demanding than the standard conditions.

- Such projects require greater maturity on the part of the Participants and will only be considered for those young adults aged 16 years or older.
- Participants must undertake appropriate Award training and practice journeys.
- Although there is great scope for innovation, such ventures must still comply with the Aim and Principles of the Expeditions Section i.e. a self-reliant journey which has been planned and prepared by the Participants, in an environment which is sufficiently remote from habitation for the Team to be dependent on their own resources.

# THE EXPEDITIONS SECTION



Before making a formal application Participants must read the relevant advice in the *Expedition Guide and Programmes File*. Applications must be submitted for approval, on the *Other Adventurous Projects Form* (available from the Award website ([www.theaward.org](http://www.theaward.org)) or from Award Offices), via their Operating Authority and relevant National or Regional Award Office, **in sufficient time to reach the Award Head Office at least 12 weeks prior to the date of departure.**

In giving approval for such ventures, the Award Office only confirms that the venture complies with the Aim and Principles of the Expeditions Section and is acceptable for Award purposes. The Award cannot accept responsibility for health and safety and public liability insurance as this rests with the activity provider approved by the Operating Authority. An Other Adventurous Project Reference Number will be allocated to each approved venture and should be entered in the Participants' *Record Books* following the successful completion of the venture.

## SUMMARY OF NOTIFICATION PROCEDURES

Location	Notify	Timescale	Approval	Notification number issued by
Normal rural or open countryside (Non-Wild Country)	As directed by Operating Authority (O.A.)	As required by Operating Authority	As required by Operating Authority	Operating Authority if necessary
Wild Country in the UK (and Bavaria)	The Award Wild Country Panel using the 'Green' Form and as required by the Operating Authority	At least 6 weeks prior to the Venture, or 4 weeks if no Assessor is needed	Operating Authority approves. Panel confirms conditions	Award Wild Country Panel
Outside UK	Award Regional or National Office via the Operating Authority using 'Blue' Form	At least 12 weeks prior to the Venture	Operating Authority approves. Award confirms conditions	Award Regional/ National Office
Other Adventurous Projects	Award Head Office via the Operating Authority and Regional or National Office using Other Adventurous Project Form	To arrive at Award Head Office at least 12 weeks prior to the venture	Operating Authority approves. Award confirms it meets the conditions of the Section	Award Head Office

# SUPPORTING ROLES AND RESPONSIBILITIES

## Supporting roles and responsibilities

Operating Authorities are responsible for the safety and well-being of the Participants and the approval of Instructors, Supervisors and Assessors. Operating Authorities have activity procedures, which set out the training, experience and/or qualifications required for their Instructors, Supervisors and Assessors. Leaders must ensure that all Operating Authority requirements are fulfilled.

Many Operating Authorities have local expedition teams able to support Participants in undertaking their ventures.

The nature of self-reliant, unaccompanied ventures places particular responsibilities on Instructors, Supervisors and Assessors. Whilst the Award does not insist on specific qualifications, it strongly recommends that, where suitable national qualifications exist appropriate to the mode of travel and administered by national governing bodies, these should be obtained. The Operating Authority will determine the qualifications and/or experience necessary to lead Participants in a particular environment.

Detailed advice on instruction, supervision and assessment can be found in the *Expedition Guide*, *Programmes File* and *Over To You Expeditions*.

## Instructors

Instructors provide training in one or more aspects of the Common Training Syllabus which is outlined in the *Programmes File* and available on the Award's website ([www.theaward.org](http://www.theaward.org))

The safety and well-being of the Participants is dependent on the quality of the training, as is the quality and enjoyment of the total experience.

Training should be provided by those who have the necessary skills and experience and are approved by the Operating Authority. First Aid training should only be given by an Instructor approved by the Operating Authority.

Instructors should plan training sessions to enable the Participants to become increasingly self-reliant and dependent on their own resources. In addition to the 'hard skills', training must also be concerned with team building and with developing individual talents and resources within the Team to strengthen the group as a whole. Regular reviewing sessions can enhance this.

All ventures, including practice journeys, must be supervised by a suitably experienced adult who accepts responsibility for the safety and well-being of the Team on behalf of the Operating Authority. The Supervisor, who is the agent of the Operating Authority, must be satisfied that the Participants are competent and equipped to undertake the planned venture.

Supervisors should be familiar with the Aim, Principles, Requirements and Conditions of the Expeditions Section. They should be sufficiently experienced and competent in the mode of travel to be able to provide safe and effective supervision.

Teams undertaking their Qualifying Venture must not be accompanied except in approved circumstances, when closer supervision may be permitted. Contact should not be made with the Team during the venture except for the needs of assessment and supervision. In certain circumstances, it may be important that support from an adult should be quickly and easily available at night.



## Supervisors

Supervisors should carry all the relevant safety information with them. This will include the names, addresses and emergency contact numbers of the participants (usually their parents or guardian), the Assessor, a nominated person in the Operating Authority and Award Head Office.

During all Qualifying Ventures the Supervisor should be within, or sufficiently close to, the area of the venture to render help within a reasonable time if an emergency should arise. For ventures in Wild Country or on the sea, coast and remote areas of marshland, the Supervisor must be based in the area where the Expedition takes place.

Expeditions in estuaries or sheltered coastal waters may be supervised from a safety boat. The safety boat must be sufficiently remote from the Participants to avoid restricting the Teams' sense of self-reliance and yet be able to render assistance in an emergency within a reasonable period of time. For ventures at sea in larger craft designed to accommodate the whole Team the Supervisor or Assessor should be aboard in open sea areas but should not be involved in the skippering, crewing, navigation, control or management of the boat, except for reasons of safety.

## Assessors

All Qualifying Ventures must be assessed by a competent adult who is either an approved Operating Authority Assessor or, if the venture is in Wild Country, an Assessor from one of the Award's Wild Country Panels.

Assessors have three main functions:

- To ensure that the requirements and conditions of the Expeditions Section are fulfilled.
- To advise on the safety of the venture - responsibility rests with the Supervisor who is the agent of the Operating Authority.
- To safeguard the interests of the Award.

At Bronze level the Assessor should not have been involved in any of the training or instruction of the Team.

At Silver level the Assessor should ideally be independent of the Award Group. At Gold level the Assessor must be independent of the Award Group and not associated with the Team in any way, unless a variation has been approved by the Operating Authority (for example it may not be possible to identify an independent Assessor for some ventures outside the United Kingdom).

For assessments taking place in a designated Wild Country Area an Assessor from the appropriate Wild Country Panel, or one approved by the Operating Authority should be used. The Assessor should be accredited through the Award's Wild Country Assessor Accreditation Scheme. For details contact Award Offices.

It may be appropriate to identify a knowledgeable adult in addition to the Assessor of the journey who can assess the Team's exploratory work and/or their Presentation.



**Tutors Notes:**



# MODULE 3: EXPEDITIONS SUPERVISION

**Aim** To have a clear understanding of Expedition supervision.

---

**Learning Outcomes** By the end of the session the course delegates will be able to:

- Identify the 3 levels of supervision.
  - Explain the role of the Supervisor.
  - Discuss what a Supervisor needs to know prior to a venture.
  - Outline the key tasks before, during and after a venture.
  - Explain the need for a remote supervision plan.
- 

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	The role of the Expedition Supervisor	28
	Responsibilities of a Supervisor	28
	What a Supervisor needs to know	28
	Tasks of a Supervisor	29
	• Before the venture.	29
	• During the venture.	29
	• After the venture.	29
	Remote supervision	30
	Planning remote supervision	30

---

**Sources of Background Information** The Award Handbook (Fifth Edition)  
The Expedition Guide  
OTY Programmes and Principles Section 6  
Over to You Expeditions

---

**Additional Resources** Handout Tasks of the Supervisor  
Handout Suggested Supervision Checklist

---

**Exercise 1** Development of a Supervision Plan

1. Split into small groups.
2. Using a flipchart get the groups to develop a supervision plan for before, during and after the venture.
3. Compare and discuss the differences.
4. Review.

# EXPEDITION SUPERVISION

## 3 Levels of Supervision - What are they?

**Direct supervision**  
As part of the training process

**Supervision of unaccompanied practice journeys**  
Where the Supervisor takes on a close monitoring role and intervenes in order to ensure that there is the correct degree and application of training

**Supervision of the qualifying venture**  
Where the Supervisor and the Assessor work together to facilitate the success of the Team using remote supervision to intervene as little as possible. Contact should only take place to ensure the safety and well being of the young people. This should be at least once a day and the Team should be seen at their campsite each evening.

---

## The Role of an Expedition Supervisor

Responsible to the Operating Authority for the safety and well-being of the young people whilst they are carrying out their venture

---

## Responsibilities of a Supervisor

Expedition guide Page 143

**Supervisors should:**

- Be familiar with the Aim of the Expeditions Section, and the conditions and requirements which the participants have to fulfil.
- Be sufficiently experienced and competent in the mode of travel and the skills of navigation to be able to provide safe and effective supervision.
- Ensure that the parents/carers have been informed of the unaccompanied and self-reliant nature of Award ventures and the mode of supervision.
- Be present in the area of the venture for those in normal, rural or open country.
- Be based in the area for ventures which take place in wild country areas.
- Be based in the area for all water ventures.
- Not be involved in activities or work or have responsibilities which would prevent them from rendering urgent and effective assistance to participants.

---

## What a Supervisor needs to know

The following list provides a basis for what a Supervisor should know prior to undertaking a venture:

- Participants (eg medical information, capabilities, fitness levels).
- Award conditions (Expeditions Section).
- Operating Authority policy and procedures.
- Area of operation.
- Role of the Assessor.
- Requirements and conditions for assessment. (Expedition Guide – Page 431).

# TASKS OF THE SUPERVISOR



## Tasks of the Supervisor

The following set of tasks will serve as a pattern for good and safe supervision at all levels of the Expeditions Section and will inform your flexible supervision plan. Each Operating Authority will have their own guidelines, which must be observed.

### Before the venture

- Verify that training has been completed and the Participants are properly equipped.
- Ensure that Record Books have been signed.
- Check that the notification forms, route cards and tracings are complete, including the nature of the presentation and to whom it will be submitted, and send agreed details to the Operating Authority.
- Find a suitable base from which to supervise the venture. The base to have access to a land line telephone or a point where messages can be received from the Participants or the Assessor.
- Respond to the Assessor after the initial contact has been made.
- Complete arrangements for the first meeting immediately prior to the venture.
- Have a personal knowledge of the accident and emergency procedures, required by the Operating Authority for Award ventures, and ensure that all young people undertaking a venture under the Expeditions Section of the Award have a clear understanding of the required procedures.
- Collect all relevant safety information which may be required. This will include the names, addresses and emergency contact numbers for the Participants'/parents/carers, the Assessor, the responsible person in the Operating Authority and at Award Head Office.
- Participate in the first meeting along with the Assessor and the Team during the day or evening immediately prior to a venture.

### During the venture

- Visit the group once a day, or as the needs of safety demand. Visits should be co-ordinated with the Assessor to ensure that the Team is visited at the campsite each evening.
- Be responsible for communications and keeping everyone informed of any change of plans.

### After the venture

- Be present at the oral debriefing carried out by the Assessor if invited by the Team.
- Receive the presentation of the venture if the participants decide to submit them to the Supervisor.
- Check on the progress and production of the presentation/account if they are to be received by someone other than the Supervisor.
- Follow up the delivery and return of *Record Books*.



# REMOTE SUPERVISION

## Remote Supervision

Knowing the general location of the Participants is the key to remote supervision.

The strategy you will use is dependant on the Team's ability, their competence, the environment and your own confidence, competence and local knowledge.

It is important that the Supervisor ensures that the venture is a positive learning experience, sometimes allowing Teams to learn from their mistakes. The Supervisor can enhance this learning by:

- Taking every opportunity to talk through, and re-enforce the Team's understanding of the planned route.
- Discuss where appropriate the route completed so far, including timings, difficulties, etc.
- Use brief contact times to review experience to date.
- Allow Teams space to make and resolve minor errors in navigation or other errors.

## Planning Remote Supervision

Supervision is about being **proactive** rather than **reactive** it requires prior planning. Developing a supervision plan prior to the venture will identify possible hazards in advance. You may decide to:

- Mark on the Team's route, route plan and timings on a map or tracing.
- Identify obvious sites of possible or likely navigational error.
- Identify funnel areas (where a Team no matter where a navigational error is made they will be funnelled into).
- Plan with the Assessor the contact and observation points that will provide most support and assistance to the Team without taking ownership.
- Have a plan, agreed with the Team, to deal with any delays.

The amount of supervision required at any time by a Team will be dependant on a wide range of circumstances. The following act as a guide to different methods of remotely supervising a Team:

### Keeping contact with the Team

- Observe Team pace, checking times and progression against route cards.
- Some routes can be observed from a high point.
- Pre-arrange a meeting place and time (Assessor and Supervisor).
- Identify areas of possible delay (stream crossings, rough ground, unclear paths, rapids).

### Observing without imposing

(How to keep your distance, but manage a Team's progress safely)

- Evaluate the occasions during the venture you will need to meet the Team. This will be dependant on a wide range of factors (morale, weather, Team's ability etc). One of these must be at the overnight camps. Remember to agree Team contacts with the Assessor to ensure the Participants are not constrained by too many visits.
- Meeting en route – Only 'stop' the Team if it is a natural break for them.
- Keep your interaction with the Team to a maximum of 15 minutes.
- Look for possible observation points distant from the Team. Do not rely on these as bad weather may not make this possible. Plan alternative observation strategy.

# TASKS OF THE SUPERVISOR

The following set of tasks will serve as a pattern for good and safe supervision at all levels of the Expeditions Section and will inform your flexible supervision plan. Each Operating Authority will have its own guidelines, which must be observed.

---

## Before the venture

- Verify that training has been completed and the Participants are properly equipped.
  - Ensure that Record Books have been signed.
  - Check that the notification forms, route cards and tracings are complete, including the nature of the presentation and to whom it will be submitted, and send agreed details to the Operating Authority.
  - Find a suitable base from which to supervise the venture. The base to have access to a landline telephone or a point where messages can be received from the Participants or the Assessor.
  - Respond to the Assessor after the initial contact has been made.
  - Complete arrangements for the first meeting immediately prior to the venture.
  - Have a personal knowledge of the accident and emergency procedures, required by the Operating Authority for Award ventures, and to ensure that all young people undertaking a venture under the Expeditions Section of the Award have a clear understanding of the required procedures.
  - Collect all relevant safety information, which may be required. This will include the names, addresses and emergency contact numbers for the Participant's/parents/carers, the Assessor, the responsible person in the Operating Authority and at Award Head Office.
  - Participate in the first meeting along with the Assessor and the Team during the day or evening immediately prior to a venture.
- 

## During the venture

- Visit the group once a day, or as the needs of safety demand. Visits should be co-ordinated with the Assessor to ensure that the Team is visited at the campsite each evening.
  - Be responsible for communications and keeping everyone informed of any change of plans.
- 

## After the venture

- Attend the oral debriefing carried out by the Assessor if invited by the Team.
- Receive the presentation of the venture if the Participants decide to submit them to the Supervisor.
- Check on the progress and production of the presentation if they are to be received by someone other than the Supervisor.
- Follow up on the delivery and return of *Record Books*.

# SUGGESTED SUPERVISION CHECKLIST

- Organise and deliver training programme
- Publish the programme and register those who attend
- Encourage Participants to start planning their venture
- Plan practice journeys
- Check Participants' have prepared tracings, route cards etc
- Ensure sites are booked, arrange transport and equipment
- Obtain necessary permissions – consent, medical, OA, Wild Country panel
- Complete practice journey/s
- Review progress and amend training programme if necessary
- Check Participants' progress on planning final expedition and set tasks
- Submit green forms to Wild Country Panels – 6 weeks is a minimum for assessment (4 weeks for notification).
- Blue Forms for ventures abroad
- Other Adventurous Projects notification
- Contact Assessor – check route is acceptable before committing Participants to detailed route cards
- Check Participants' paperwork before submitting it to the Assessor
- Ensure all Operating Authority paperwork is complete
- Ensure Record Books have been signed
- Arrange pre-expedition check
- Ensure any amendments suggested by Assessor have been completed
- Arrive in venture area
- Organise acclimatisation
- Keep away from expedition route
- Meet the Assessor and introduce Team
- Oversee pre-check to resolve any issues
- Attend to any last minute hitches
- Be available in the area to oversee the Team's safety and liase with Assessor
- Arrange time for Team debrief with Assessor
- Ensure Assessor completes relevant Section of record book
- Encourage Participants to complete their logs and projects
- Ensure completed logbooks and projects are forwarded to the Assessor with Record Books (if required)
- Attend presentation if invited by Team/Assessor



# MODULE 4: SAFETY AND EMERGENCY

**Aim** To understand safety and emergency procedures relating to Expeditions.

---

**Learning Outcomes** By the end of the session the course delegates will be able to:

- Discuss how to apply safety measures.
- Explain the risk assessment process.
- State why emergency procedures are important.
- Link all of the above into a flexible supervision plan.

---

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	Emergency procedures	34
	Risk assessment	34
	The emergency services	35
	The media	36

---

**Sources of Background Information** Over to You Expeditions - Section 5  
Expedition Guide Pages 185/197/417

# SAFETY AND EMERGENCY

## Safety Precautions

Expedition Guide  
Page 197

The Expedition Guide highlights that the probability of success and the margins of safety can be enhanced if the following safety precautions are part of the preparation and planning:

- Choose campsites that have relatively easy access in case of an emergency.
- Limit the amount of ascent to avoid unreasonable physical demands.
- Make any major ascents early in the day.
- Do not plan unnatural routes.
- Have an alternative route in case of foul weather.
- Select possible escape routes in advance.
- Start early in the day.

These and all other precautions are primarily concerned with the safety of Participants.

---

## Emergency Procedures

Expedition Guide  
Page 197  
Page 417

It is important to know and have practised what to do in an emergency. An emergency generally requires urgent assistance from experts or professionals:

- Police, Fire, Ambulance Service, Mountain Rescue

Participants may experience an emergency at any time during their Expedition, this could be due to an injury or illness that requires treatment beyond their skills. They need to know what to do including:

- Preventing further deterioration of the casualty/situation.
- Safeguarding all members of the Team.
- Summoning help.
- Providing essential information accurately.

If a Team is competent in practising these skills it may reduce the chances of the situation endangering the whole Team.

Normally emergency procedures are applied to injury or illness. If a Team is well trained and equipped, they will be able to deal with getting lost, not reaching a planned destination or having to camp elsewhere and will not class the situation as an emergency.

---

## Risk Assessment

OTY Expeditions  
Page 7.10 –7.11

Each Operating Authority will have its own risk assessment procedure.

Health and Safety Executive definition of a risk assessment:

- **A careful examination of what could cause harm to people taking part in the activity.**

There are three levels of risk assessment in the Expeditions Section:

### Generic

Usually undertaken by the Operating Authority and includes:

- Approval of leaders and assistants.
- Transport and approval of drivers.
- Consent for under 18s.
- Medical information.
- Approval of ventures.

# SAFETY AND EMERGENCY



## Route/Site specific

Usually undertaken by the Supervisor, involving the Participants. This must be documented and follow guidelines laid down by the Operating Authority.

## Ongoing (Dynamic)

This third element cannot be documented, but it is as important as the first two and is undertaken primarily by the Supervisor but also by other Leaders, Assistants and Participants. It involves monitoring variable hazards such as changing weather, ability and morale of the Team. The avoidance of problems will often be as a result of ongoing risk assessment.

## Points to emphasise

Supervisors need to identify the hazards and risks specific to each particular venture.

Seek advice from the Panel Secretary and Assessor if your Team is going into an unknown area or Wild Country Panel area.

Participants **MUST** be able to make 'dynamic' risk assessments.

Risk Assessments should **NOT** be over complicated. In most activities, potential problems and hazards can be dealt with by simple measures.

Supervisors need to have a simple framework of safety measures, which are known, understood and carried out by everyone involved.

## The Emergency Services

In the event of an emergency and in line with your Operating Authority guidelines; the following may help you to make the decision to contact them.

## Why call them?

They are the experts with specialist skills and capabilities in:

- Local knowledge.
- Search planning.
- Search techniques.
- First aid.
- Evacuation.

## What information will they need?

- How many in Team?
- Names, ages, genders.
- Expected route/escape routes.
- Place last seen/last known position.
- Skill level and experience.
- Equipment and clothing.
- Fitness/health problems.

# SAFETY AND EMERGENCY

## What should you do?

- Keep calm.
- Assess if Emergency Services are required if YES then:
- Gather all the facts you know, on paper.
- Keep notes on :
  - Actions
    - Participants
    - You and your helpers
    - The Assessor
  - Names Participants and helpers
    - Police contact
  - Times
    - Time last seen
    - Help sought
    - Helpers arrival
    - Contacts made
    - You and your helpers actions
  - Places
    - Place last seen
    - Places searched by you and your helpers

## The media

In the event of an emergency the following information may help you when dealing with the media; Always follow your Operating Authority Guidelines. Many Operating Authorities only allow their Press Officer to speak to the media.

Doing their job	<ul style="list-style-type: none"><li>• They are paid to report on what their organisation sees as interesting to the public</li></ul>
A good story	<ul style="list-style-type: none"><li>• Attracts attention especially if it involves young people participating in Adventurous Activities</li><li>• Boosts circulation if they can print a dramatic story</li><li>• Provokes a response from the public, politicians, and the media</li></ul>
Leading questions	<p>Are used to get unguarded responses and to get criticism of:</p> <ul style="list-style-type: none"><li>• The activity</li><li>• The Participants</li><li>• The Trainers</li><li>• The Supervisors</li><li>• Adventurous Activities in general</li></ul>



# MODULE 5: DUTY OF CARE

**Aim** To understand the Expedition Supervisor's duty of care.

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**Learning Outcomes** By the end of the session the course delegates will be able to:

- Discuss the duty of care issues relating to the role of the Supervisor.
- Identify and react appropriately to any child protection issues.

---

**Content** Operating Authority license  
Code of behaviour for everyone involved in Award activities  
Care of the Participant  
Child Protection Guidelines

---

**Sources of Background Information** The Expedition Guide  
Over to You - Expeditions

# DUTY OF CARE

## Operating Authority license

As part of the license agreement the Operating Authority has to have in place the following:

- Systems for the Health and Safety of Participants and those that support them and that these are in line with relevant legislation as amended from time to time.
- A system for the approval of Staff, Instructors, Supervisors and Assessors, which ensures that they are appropriately qualified or experienced and acceptable for their roles.
- Child protection policies and procedures.

## Code of behaviour for everyone involved in Award activities

All adults involved in the Award should:

- Treat everyone with respect.
- Act as a good role model of appropriate behaviour.
- Try to ensure at least one other person is present when working with young people or at least be within sight or hearing of others.
- Respect a young person's right to personal privacy.
- Aim to provide separate sleeping accommodation for leaders and young people.
- Provide access for young people to talk to others about any concerns they may have.
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that one's actions might be misinterpreted, no matter how well intentioned.
- Not permit abusive youth peer activities (e.g. initiation ceremonies, ridiculing, bullying).
- Recognise that caution is required particularly in sensitive moments of counselling such as dealing with bullying, bereavement or abuse.
- Not have any inappropriate physical or verbal contact with others.
- Not jump to conclusions about others.
- Not allow themselves to be drawn into reacting to inappropriate attention-seeking behaviour such as tantrums or crushes.
- Not exaggerate or trivialise child abuse issues.
- Not show favouritism to any individual.
- Not make suggestive remarks or gestures which others may find offensive.
- Not rely on just their good name for protection.
- Not believe "it could never happen to me".

# DUTY OF CARE



## Care of the Participant

- You need to comply with your Operating Authority guidelines and procedures.
- You have a duty to look after the physical and emotional welfare of young people and act as any reasonable adult would.

### Points to consider when dealing with young people:

- The age and maturity of the participants.
- The Teams wishes with regards to decisions.
- Parental wishes.
- Culture – may exclude mixing the genders etc...
- Your Team numbers and gender mix involved.
- Relationships within the group.
- Team and Individual training/fitness.
- Equipment.
- Appropriate Risk Assessments.

## Child Protection Guidelines

Whilst you are unlikely to come across a Child Protection issue you should know what to do should you do so or if a young person discloses something to you.

Refer to your Operating Authority guidelines which may include the following points:

- Refer to your Child Protection Officer Immediately.
- Ensure that no situation arises which could cause further concern.
- Ensure the young person has access to an independent adult.
- Record the facts including the young person's name, address and where, possible information about a parent or carer.



**Tutors Notes:**

# DELEGATE FEEDBACK SHEET

## TRAINING COURSE FOR EXPEDITION SUPERVISORS

Candidate's Name: \_\_\_\_\_

Operating Authority: \_\_\_\_\_

Date of Course: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Course Director's Name: \_\_\_\_\_

### LEVEL OF SUPERVISION (RECOMMENDED BY OA)

Please tick appropriate box      Bronze       Silver       Gold

Mode of Travel:

TUTOR'S REMARKS:

# PERFORMANCE CRITERIA

Please make a judgement on the following based on your observations.  
If **NO** or **UNSURE** please make reference to the reasons in the tutors comments.




	YES	NO	UNSURE
Does the candidate appear to have the necessary technical competence to be able to carry out the role of an Supervisor effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the candidate appear to have the necessary competence in navigation, camping, hillcraft skills and emergency procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the candidate familiar with their Operating Authority Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the candidate appear familiar with access and conservation issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does the candidate have:</b>			
an understanding of the general structure and philosophy of the Award?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a detailed knowledge of the nature and conditions of the Expeditions Section and its aims and objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a familiarity with the techniques and skills, procedures and advice given in the Expedition Guide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a clear understanding of remote supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sufficient personal competence in navigation, campcraft, emergency procedures and other aspects of the training syllabus to be able to evaluate the equipment and competence of the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to establish good supportive relationships with young people and to communicate effectively with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# EXPEDITIONS SUPERVISORS COURSE




## DELEGATE EVALUATION FORM

NAME: \_\_\_\_\_  
COURSE LOCATION: \_\_\_\_\_ DATE: \_\_\_\_\_

Please complete this form and hand it to a member of the course staff. It will help the Award to monitor and evaluate the Expedition Supervisors courses.

Domestic/Administration			
1. Information received prior to the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. General administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Domestic arrangements, accommodation/meals etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Contents			
1. General content of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Relevance of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Amount of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Structure of the course (Plenary/working group time etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you find the course useful and worthwhile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

**OVERALL IMPRESSIONS**

What was particularly good?	Why?
-----------------------------	------

What could we improve?	How?
------------------------	------

What could be covered in more/less detail on future courses?
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Other comments
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Please return to a member of the course staff. Thank you for your time.

# EXPEDITIONS SUPERVISORS COURSE

## COURSE FEEDBACK FORM

NAME OF COURSE DIRECTOR: \_\_\_\_\_

LEAD OPERATING AUTHORITY: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

EMAIL: \_\_\_\_\_ TEL.NO.: \_\_\_\_\_

COURSE LOCATION: \_\_\_\_\_ DATE: \_\_\_\_\_

### Number of Delegates

M	F	TOTAL
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Contents

		
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1. General content of the course

<input type="text"/>	<input type="text"/>	<input type="text"/>
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2. Relevance of material covered

<input type="text"/>	<input type="text"/>	<input type="text"/>
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3. Amount of material covered

<input type="text"/>	<input type="text"/>	<input type="text"/>
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4. Structure of the course

<input type="text"/>	<input type="text"/>	<input type="text"/>
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(Plenary/working group time etc.)

5. Did the delegates find the course useful and worthwhile?

<input type="text"/>	<input type="text"/>	<input type="text"/>
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### Comments

## OVERALL IMPRESSIONS

What was particularly good?

Why?

What could be improved?

How?

Other comments

Tick

Please attach outline programme together with any resources or session notes you are willing to share with others

Please return to Operations Dept., The Duke of Edinburgh's Award, Gulliver House, Madeira Walk, Windsor, SL4 1EU.  
Thank you for your time.

Handout Master - permission given to photocopy