



Duke of Edinburgh's Award

Romsey Baptist Church Open Award Centre

Participants Information



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The Award



To gain the Award a participant will need to undertake activities in each of four Sections and demonstrate improvement through persistence and achievement.

BRONZE

Minimum Age of entry = 14yrs; Minimum Age of completion = 14½ yrs; Minimum period of participation = 6 mths

Service	Skills	Physical Recreation	Expeditions
3 Months	3 Months	3 Months	Plan prepare and undertake a 2 day, 1 night venture. At least one Practice Expedition must be undertaken.
All participants must undertake a further 3 months in either the Service, Skills or Physical Recreation Section.			

SILVER

Minimum Age of entry = 15yrs; Minimum Age of completion = 15½ yrs; Minimum period of participation = 6 mths (12mths for direct entry)

Service	Skills	Physical Recreation	Expeditions
6 Months	3 Months	3 Months	Plan prepare and undertake a 3 day, 2 night venture. At least one Practice Expedition must be undertaken.
All participants must undertake a further 3 months in either the Skills or Physical Recreation Section. Direct Entrants must undertake a further 6 months in either the Service or the longer of the Skills or Physical Recreation Section.			

Award Resources

The Award information contained in these notes is taken from the information provided on the Award web site and in the Award Handbook.

Participants can obtain copies of the Award Handbook from the Group Leaders for around £6.

The url for the Award web site is www.theaward.org/

Further information about the Award at Romsey Baptist Church can be found at www.romsey-baptist.org.uk/



Service Section

Aim of the Service Section

To encourage service to individuals and to the community.

The Principles

This Section is based on the belief that members of a community have a responsibility to each other and voluntary help is needed. Young people should identify the voluntary service required to gain some knowledge of the needs of those whom they are assisting and then receive briefing and training in the skills required to give that service. The value of participation in the Service Section comes from training, giving practical service and appreciating the needs of the community.

Benefits to Young People

Although the specific benefits depend on the choice of activity, the Service Section should provide opportunities to:

- make a personal contribution by dedicating free time to giving service to the community
- appreciate the needs of others and contribute to their well-being by working with and for people with whom young people would not normally come into contact
- trust and be trusted
- understand personal strengths and weaknesses by reviewing their performance in briefing and training sessions
- increase self-esteem by receiving positive feedback and learning to appreciate the value of making a personal contribution
- overcome prejudice and fears through building new relationships and developing an empathy with others
- generate positive action in the community by identifying and undertaking worthwhile service projects which benefit the local or wider community or the environment
- accept responsibility through a personal commitment to an individual, organisation, group or community

Requirements

Participants are required to train for and give service to others. Consideration should first be given to the proposed form of practical service to be followed and then to the training required so that the service can be undertaken with competence and insight.

Depending on the form of service chosen, this training could range from an outline briefing session to a specialised training course or qualification. There is flexibility as to how the hours are spent within the total time span, as long as there is regular involvement throughout, averaging at least an hour a week

For forms of service requiring a training course or qualification, the minimum time requirements include the time spent in training and the time spent in practical service

The Process

There are four stages in the Service Section:

- **INITIAL BRIEFING:** The period of involvement should start with an initial briefing confirming the nature of the service, what form of training needs to be undertaken and the nature of the practical involvement.
- **TRAINING:** Training should be provided which can take the form of further briefings, attendance on a course and/or gaining a related qualification.
- **PRACTICAL SERVICE:** Related to the training received.
- **FINAL REVIEW:** The service activity, progress and quality of experience are reviewed, with the assessor and participant completing the Record Book.

Initial Briefing

The initial briefing should help the participant to confirm that they have made the right choice of service and clarify the commitment. Through discussion between the participant and the supervisor, mentor or assessor, the initial briefing should cover the following areas:

- establish the nature of the service to be undertaken i.e. the practical task, commitment required etc.
- define and understand the purpose of the service - the needs of the individual, organisation or community
- any necessary safety or legal requirements should be identified and followed
- define the role of the participant by discussing and agreeing an individual programme, goals and expectations
- establish what training is required, such as health and safety, legal factors, skills etc.
- establish a system for regular supervision and monitoring and agree the process for review, evaluation and assessment



Service Section

Training

A participant's choice may require a course of specialised training, and the course instructor should be aware that it is being undertaken as part of the Award Programme. On completion of the course or attainment of the relevant qualification, the course instructor or examiner should sign the participant's Record Book.

For courses without qualifications, the structure and format of training will vary depending on the agency or organisation involved and the resources available.

The course should have an emphasis on practical sessions, supported with additional briefing sessions during these practical sessions. Dates and details of training undertaken should be recorded by the participant for use in the final review.

Where a form of service has a training course or qualification, then this should be followed. Where it is not available or appropriate the Operating Authority may authorise adaptations. Details on qualifications can be found in the Programmes File.

Practical Service

All participants must undertake practical service following their training. The practical service should relate to the training undertaken, providing the opportunity to apply the knowledge gained on the course, and may be undertaken either as a group, or on an individual basis.

Minimum age restrictions and legal insurance requirements may apply to some service opportunities and must always be observed

Instruction, Supervision and Assessment

Instruction and assessment should be undertaken by individuals who are knowledgeable, experienced or qualified in the chosen activity. They should be acceptable to the Operating Authority, relate easily and effectively to young people and have the necessary expertise and enthusiasm to guide and encourage participants in their efforts.

The supervisor, assessor or mentor should monitor the practical service throughout and facilitate opportunities to:

- discuss progress
- clarify and provide guidance
- support participants in resolving any problems
- help participants to learn from their experiences
- agree goals and discuss expectations for the next phase of practical service
- review the choice of service if necessary

For Forms of Service Requiring a Training Course or Qualification

It is essential that both the instructor and the assessor are qualified people approved by the appropriate governing body and the Operating Authority.

The instructor and the assessor may be the same person, but in some cases independent assessment may be desirable.

The assessment of practical service should confirm that participants have applied the knowledge gained during the period of training and have shown reliability, competence and an understanding of the need for the service given.

Final Review

This should:

- reflect on the need for the service
- review the benefits to the organisation concerned and/or the wider community
- enable the participant to identify what they have gained from, and the quality of their experience



Skills Section



Aim of the Skills Section

To encourage the discovery and development of practical and social skills and personal interests.

The Principles

This Section should encourage young people to pursue activities within a wide range of practical, cultural and social environments. The Skills Section offers young people a wide choice depending upon their personal preferences, abilities and the opportunities available. The skill may be an existing interest or something entirely new.

Benefits to Young People

Although the specific benefits to young people depend on the choice made, the Skills Section should provide opportunities to:

- develop practical and social skills by working alongside enthusiastic individuals who share their skills and knowledge
- meet new people
- organise and manage time
- discover how to research information through communication with the instructor or mentor, using the internet, libraries and other resources, making appropriate contacts in the community and identifying other sources of help and guidance
- set and respond to a challenge by developing an existing interest or trying something new
- work with others to build relationships, gain benefit from their knowledge, appreciate their skills and to share a mutual interest
- enjoy sharing an activity with adults and peers
- discover new talents

Requirements

Participants should follow an activity and show progression and sustained interest over a period of time, leading to a deeper knowledge of the subject and the attainment of an increased degree of skill.

The time requirements for this Section are set out elsewhere on this site.

The Process

- **INITIAL BRIEFING:** The period of involvement should start with an initial briefing with an appropriate instructor/mentor/supervisor.
- **MONITORING PROGRESS:** Goals and progress should be monitored at periodic intervals throughout the duration of the activity and revised accordingly.
- **FINAL REVIEW:** When the skill, progress and quality of experience are reviewed prior to both the assessor and participant completing the Record Book.

Initial Briefing

The initial briefing should help the participant confirm the choice of skill and clarify the commitment. The start date for the skill should be at the date of the initial briefing and the finish date at the final review when the Record Book is completed.

The participant may follow the skill independently or as a member of a group. Knowledge and experience may be acquired by attending a course or by individual enquiry.

Through discussion between the participant and the instructor, supervisor or mentor, the briefing should cover the following areas:

- discuss the activity to be pursued i.e. the practical task, commitment required and the benefits to the participant
- discuss and agree a programme incorporating individual goals and ambition
- identify and follow any necessary safety or legal requirements
- arrange necessary support or training related to health and safety, skills and awareness
- establish a system for support and agree the process for evaluation and assessment
- discuss how progress is to be recorded and the format of the final review
- consider the potential use of planning and recording pages within the Record Book
- arrange the dates and times of meetings



Skills Section



Monitoring Progress

The participant should meet with their instructor, supervisor or mentor at regular intervals to:

- discuss progress
- clarify and provide guidance
- resolve any problems
- reflect on progress and learn from experience
- reaffirm goals and discuss expectations for the next phase
- review the choice of activity if necessary

Instruction and Assessment

Instruction and assessment should be undertaken by individuals who are knowledgeable and experienced in the chosen activity. The instructor and the assessor may be the same person, but in some cases independent assessment may be desirable. They should be acceptable to the Operating Authority, relate easily and effectively to young people and have the necessary expertise and enthusiasm to guide and encourage participants in their efforts.

A young person completes this Section when the assessor, after consultation with the instructor where applicable, is satisfied that:

- the minimum timescales for participation have been met in free time
- the skill has been regularly followed for the required time
- genuine effort and individual progress have been made within the young person's capability

Final Review

- Each individual is to be assessed throughout the required period on effort, perseverance and achievement
- Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion
- Participants should have the opportunity to review the quality of their experience in this Section
- On conclusion of the Review the participant's Record Book should be completed and signed by the assessor with the participant adding their comments if they so desire

Selecting a Skill

A list of established skills programmes can be viewed on the Award Website www.theaward.org.

This list is not exhaustive and it is always worth checking the Physical Recreation list as a subject may only be recognised in that section. Activities appearing in a different Section of the Award should only be pursued under that Section e.g. yoga is regarded as a Physical Recreation option.

New Skills Programmes

Using the guidelines in the Programmes File, a proposed programme should be drawn up by the young person and/or a person knowledgeable in the activity, to meet the principles of the Section.

The programme should:

- focus on a specific activity or theme, rather than comprise a series of 'tasters'
- reflect the ability and experience of the young person
- be progressive and allow achievement to be demonstrated over a period of time
- contain appropriate safe working practices and legal requirements

Choice

The Skills Section provides opportunities to study and develop social and life skills, and explore health-related issues. Activities may be vocational provided they are undertaken in personal, non-directed time.



Physical Recreation Section



Aim of the Physical Recreation Section

To encourage participation and improvement in physical activity.

The Principles

This Section offers a wide range of programmes in the belief that:

- involvement in some form of enjoyable physical activity is essential for physical well-being
- a lasting sense of achievement and satisfaction is derived from meeting
- a physical challenge
- sports are enjoyable in themselves and can lead to the establishment of a lasting active lifestyle
- young people should have the opportunity to make a choice, then discuss and agree a personal programme of participation and achievement

Benefits to Young People

The Physical Recreation Section should provide opportunities to:

- enjoy keeping fit by choosing an activity which is in itself enjoyable, and which leads to the establishment of a lasting, active lifestyle
- improve fitness by taking part in a physical activity on a regular basis
- discover new abilities
- raise self-esteem through improvement of performance and reaching the minimum requirements
- extend personal goals by involvement and sustained interest
- set and respond to a challenge by extending physical fitness and performance
- experience a sense of achievement from meeting a physical challenge

Requirements

Assessed participation in an activity and achievement of individual progress.

- achievement should be measured by regular participation and improvement in personal performance over the minimum period of months
- each participant should discuss and agree their programme with their instructor or assessor, including the content and appropriate goals. A means of measuring performance and/or progress could be the attainment of a national governing body award or standard
- participation should be undertaken in accordance with any national governing body safety requirements and, where possible, through clubs or organisations approved by the relevant governing body

The time requirements for this Section are set out elsewhere on this site.

The Process

- **INITIAL BRIEFING:** The period of involvement should start with an initial briefing with an appropriate instructor/assessor.
- **MONITORING PROGRESS:** Goals and progress should be monitored throughout the duration of the Section and adapted accordingly.
- **FINAL REVIEW:** When the activity, progress (evidence of standards gained etc) and quality of experience are reviewed. Prior to both the assessor and participant completing the Record Book.

Initial Briefing

The initial briefing should help the participant confirm that they have made the right choice and clarify the commitment. Through discussion between the participant and instructor, assessor or mentor the briefing may cover the following areas:

- discuss the choice, the commitment required and the potential benefits
- discuss and agree an individual programme, incorporating goals and ambitions
- establish a system for support and monitoring and agree the process for evaluation and assessment
- where possible, the progress and performance should be measured against the relevant national governing body standard



Physical Recreation Section



Monitoring Progress

The participant should meet with their instructor or assessor at regular intervals to discuss progress. The instructor or assessor should:

- help to resolve any issues
- encourage reflection on performance and learning from experience
- reaffirm goals and discuss expectations for the next phase
- note national governing body awards or standards attained, where appropriate, and review performance against these
- review the choice of activity if necessary

Final Review

Instruction and assessment should be undertaken by those who hold the appropriate governing body or professional qualifications. They should also be acceptable to the Operating Authority, relate easily and effectively to young people and have the necessary expertise and enthusiasm to guide and encourage participants in their efforts.

The instructor and the assessor may be the same person, but in some cases independent assessment may be desirable.

To provide a 'benchmark' for monitoring and assessing progress, participants should be encouraged to attain or work towards national governing body awards or standards where available.

Assessment is a continuing process throughout the period of participation and the following areas could be considered when undertaking the final review:

- effort
- application
- technique
- skill
- tactics
- improvement in fitness and achievement
- knowledge of the relevant rules and safety regulations
- quality of experience

On completion of the review, the participant's Record Book should be completed and signed by the assessor with the participant adding their own comments if they wish.

New Programmes

Participants can develop their own programme to meet the principles of the Section, provided that the activity:

- has a national governing body which is recognised by UK Sport, the British Sports Trust or the relevant home country sports council
- has Operating Authority approval
- Operating Authorities have overall responsibility for monitoring the quality of the participant's experience and their safety. As such, they may have additional guidelines and safety requirements relating to particular activities.

Choices

The Physical Recreation Section offers young people a wide choice depending upon their personal preferences, abilities and the opportunities available. The young person may already be involved in the activity or the choice could be something entirely new.

If the choice of activity is not listed, the programme must be confirmed in advance by the Operating Authority.



Expedition 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

Requirements

- 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 (see page below for more info)
- 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. without motorised assistance
- 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



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- All relevant Operating Authority health and safety requirements must be met

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

- 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
- 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

The Process

Preparation and Training	Participants should plan a venture in terms of Aim, mode of travel and environment and must undertake appropriate training
Practice Journeys	Participants must undertake sufficient practice journeys to enable them to travel safely and complete their Qualifying Venture
Qualifying Venture and Debrief	A Venture followed by a debrief must be planned and undertaken as a Team
Review and Presentation	All Participants must give a presentation of the journey relating to its Aim and the Aim of the Expeditions Section

Preparation and Training

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

Expedition Section



- 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) The *Expedition Guide*, *Exploration Resource Pack CD Rom* and *Over To You Expeditions* contain practical advice and further details.

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).

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

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.



Expedition Section

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
- 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.

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.

Accommodation and Catering

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

Expedition Section



- 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*
- 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

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



Expedition Section



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) 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. 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) 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.



Expedition Section

Common Training Syllabus

First Aid and Emergency Procedures

Training based on the current edition of the Authorised Manual of St. John Ambulance, St. Andrew's Ambulance Association, The British Red Cross.

Action in an emergency - resuscitation, airway, breathing and circulation
The treatment of wounds and bleeding
Treatment for shock
The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters
The recognition of more serious conditions such as sprains, dislocations and broken limbs
Knowing what to do in the case of an accident or emergency
Summoning help - what people need to know, telephoning for help, written message
Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you

An Awareness of Risk and Health and Safety Issues

Expedition fitness
Telling people where you are going
Identifying and avoiding hazards
Keeping together
Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather

Navigation and Route Planning

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It causes ill-feeling with the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. The 1:25 000 scale *Explorer* maps, available for the whole of England, Scotland, Wales and parts of Northern Ireland, should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with the 1:50 000 scale *Landranger* maps.

Bronze groups who undertake expeditions in large areas of woodland or forested areas may wish to use the full compass syllabus of the Gold level of the Award.

Preparatory Map Skills

The nature of maps
The use of 1:25 000 *Explorer*, 1:50 000 *Landranger* or the relevant maps in Northern Ireland and abroad
Map direction
Scale and distance, measuring distance, distance and time
Conventional signs
Marginal information
Grid references
A simple introduction to contours and gradient
The ability to give a verbal description of a route linking two places from the map

Practical Map Skills

Setting the map by inspection (two methods)
Locating position from the map
Determining geographical direction and direction of travel from the map
Checking the direction of paths using the set map
Identifying features in the countryside by using the map
Locating features marked on the map in the countryside
Planning a route, preparing a simple route card
Following a planned route

Full compass syllabus of the Gold level of the Award (Bronze syllabus elements underlined)

The compass should not be introduced until the participants have mastered the techniques of finding their way using the map alone

The care of the compass

Direction from the compass in terms of the cardinal and inter-cardinal points.

Setting the map by the compass where magnetic variation may be ignored

The influence of ferrous objects and electromagnetic fields

Magnetic variation and the relationship between True, Magnetic and Grid Norths



Expedition Section

Common Training Syllabus

Measuring direction in degrees

Determining the direction of footpaths or direction of travel

Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate

Practically all the understanding and techniques listed above are equally important for ventures on land or on water, but instruction should be modified as necessary for water ventures and charts substituted.

Camp Craft Equipment and Hygiene

Choosing suitable clothing, footwear and emergency equipment and knowing how to use it

Choosing and caring for camping gear

Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking

Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions

Pitching and striking tents

Food and Cooking

Cooking and the use of stoves, safety procedures and precautions which must be observed when using stoves and handling fuels

Cooking simple meals under camp conditions

Country, Highway and Water Sports Codes

Understanding the spirit and content of the 'Country Code'

The avoidance of noise and disturbance to rural communities

A thorough knowledge of the content of the 'Highway Code' with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture

If undertaking a water venture, a thorough knowledge of the 'Water Sports Code'

Observation Recording and Presentations

Developing observation skills and different methods of recording information

Skills relevant to the method of presentation

Choosing a purpose

Researching relevant information

Team Building

Team building should permeate all Expedition training and can be enhanced through team building exercises and regular reviews so that when the group sets out on the qualifying venture, participants are able to work together as an effective and cohesive unit.

Proficiency in the Mode of Travel

There are additional specific training requirements for Expedition teams undertaking other modes of travel i.e.

Cycling, Horse Riding and Water Ventures including Canoeing, Rowing and Sailing.