



National Unit Specification: general information

UNIT Map Reading within Expedition Leadership (SCQF level 5)

CODE F40F 11

SUMMARY

This Unit is an optional Unit of the NC Sport and Fitness (SCQF level 5) award and has been designed to be undertaken as part of that award. However this Unit may also be studied as a stand-alone Unit. It may be associated with programmes of study in schools, colleges of further education or other centres.

On successful completion of this Unit, the candidate will be able to identify and describe the roles and responsibilities of an expedition leader and to interpret topographic maps to assist in the directional leadership of a group of participants.

It should be noted that possession of this award, in itself, does not qualify the holder to lead others in mountainous terrain or other outdoor environments.

OUTCOMES

- 1 Identify the roles and describe the responsibilities of an expedition leader.
- 2 Interpret topographic maps and relate local features to topographic maps.
- 3 Assist in the directional leadership of a group of participants through the use of topographic maps.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: MH

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Identify the roles and describe responsibilities of an expedition leader.

Performance Criteria

- (a) The roles of an expedition leader are correctly identified.
- (b) The responsibilities of an expedition leader are correctly described.

OUTCOME 2

Interpret topographic maps and relate local features to topographic maps.

Performance Criteria

- (a) The description of local features from map symbols is consistently correct.
- (b) The use of six figure grid references is consistently correct.
- (c) The calculation of horizontal (straight line) distance using the scale is consistently correct.
- (d) The orientation of the map by inspection of local features is correct.
- (e) The location of the group is accurately identified on the map.

OUTCOME 3

Assist in the directional leadership of a group of participants through the use of topographic maps.

Performance Criteria

- (a) Prepare correctly for participation, choosing suitable personal and group safety equipment based on route, conditions and group.
- (b) Identify hazards and manage risk.
- (c) Make appropriate route choice suitable to terrain/environment, group and/or weather conditions.
- (d) Demonstrate good practice with regard to individual leadership skills.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1: Oral and/or written evidence that the candidate can identify a minimum of three roles of an expedition leader and can describe at least one responsibility associated with each role.

This should be around 150 words in the case of written evidence and should be a closed-book assessment. In the case of oral responses the tutor should record evidence, for example through a tutor checklist or written explanatory comment.

National Unit Specification: statement of standards (cont)

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Outcome 2: Practical evidence that the candidate can demonstrate satisfactory competence, knowledge and understanding of the navigational skills listed in the five Performance Criteria.

Evidence should be generated through candidates' active participation that satisfies the Performance Criteria. The tutor should record evidence of the candidates' performance, for example through a tutor checklist or brief explanatory comment.

Outcome 3: Practical evidence that the candidate makes appropriate decisions during assessment performance which are consistent with the safe leadership of the group.

The tutor should record candidate performance in a minimum of six relevant elements of safe leadership relating to the Performance Criteria and which are clearly indicated on a tutor checklist or assessment pro forma.

Evidence should be generated through candidates' active participation that satisfies the four Performance Criteria. Satisfactory performance for this Outcome will be demonstrated by the candidate achieving all the Performance Criteria.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Input should be given on specific skills, leadership styles and personal qualities demonstrated by effective expedition leaders, covering areas such as leadership and communication style, unity and group control strategy, pace and conservation of energy.

With regard to the roles of a leader should include mention both of 'hard' technical skills such as taking and following a compass bearing or giving a 6-figure grid reference and 'soft' or 'people' skills such as appropriate communication and group care.

The responsibilities of a leader should include mention of 'general' responsibilities for example, to the group, parents/ guardians, the organising body/employer and environment.

There should also be reference to the 'specific' responsibilities of an expedition leader namely, effective planning, group control, risk assessment, emergency procedure and legal responsibilities including medical issues and access legislation.

Leadership skills should cover areas such as leadership and communication styles, unity and group control strategies, pace and conservation of energy.

Candidates should work with topographic maps from Ordnance Survey, or maps of equivalent complexity and detail. Maps using a variety of scales should be used where possible. Where appropriate, the use of audio-visual and/or ICT resources may aid in candidates' understanding.

Practical assessments should be carried out in terrain/environment which is not remote or overtly hazardous and any route selected should be suitable for the level of training received by the candidates. Generally, they should involve making relatively straightforward navigational decisions. Candidates may find small group or paired work approaches useful while developing these skills.

Key navigational terms should be introduced and understood at an early stage, for example; scale, features, grid references and orientating the map. As training develops, it should be expected that candidates' achieve greater accuracy in any navigational exercises such as relocation or timing of a set route.

Opportunities may exist for learning to be linked to a Scottish National Governing Body award such as the Mountain Leader Training Boards' Walking Group Leader Award (WGL) the Scottish Mountain Leader Training Board Summer Mountain Leader Award, British Canoe Union (BCU). Links may also be made with schemes like the Duke of Edinburgh's Awards Scheme, the British Sports Trust's Basic Expedition Leadership Award (BELA) or the UKCC.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Due to the use of an outdoor environment, any practical assessment should be carried out by a suitably-qualified tutor in a risk-assessed area, adhering to all Scottish/National Governing Body), Health & Safety Executive) safety guidelines and Centre policies. Under no circumstances should the tutor/candidate ratio or environment selected exceed the remit of the leadership award held by the tutor.

A practical approach involving fieldwork should be adopted throughout. Candidates should be supplied with necessary navigational equipment including Ordnance Survey maps of 1:25000 or 1:50000 scale. The effective use of compass should also be regarded as a required skill. Group and paired work should be encouraged throughout, though assessment must be of individual skills. Opportunities should be given for candidates to gain practical experience leading others and to gain feedback.

Input on 'Leadership skills' should cover areas such as leadership and communication styles, unity and group control strategies, pace and conservation of energy. An ongoing, opportunist teaching approach may be preferred or, alternatively, a more formal environment may be chosen.

Candidates should begin practical work with a number of map-to-terrain/environment relation exercises addressing Learning Outcomes 2 and 3. Using a variety of maps and environments they should familiarise themselves with the relationship between mapped features and the corresponding topographic/coastal features and developed sites.

The elementary exercises should involve equipping candidates with the appropriate equipment and placing them in environments which they are required to explore by identifying features corresponding to map symbols, contour features and map references and locating on the map specified features from the environment.

Practical exercises should be designed so that the candidate encounters terrain and key features of increasing complexity as the learning progresses. Care should be taken to ensure that a wide variety of terrain/environments and maps are used. Fieldwork should involve expeditions under close supervision.

Candidates should be introduced to sound and recognised leadership practices pertaining to the outdoor environment. This should include the use of route cards, safety and emergency procedures, group control strategies and leadership styles. Opportunities may exist to observe case studies in expedition leadership through commercially-available video or DVD recordings. Use could be made of selected articles in industry magazines or web sites eg The Institute for Outdoor Learning. Role play scenarios may also be used to stimulate debate on a topic.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

This Unit may assist in developing the Core Skills of *Communication, IT, Working with Others, Problem Solving* and *Numeracy*. Outcome 1 has many opportunities to learn about and focus on effective *Communication* strategies with individuals and small groups. Aspects of *Problem Solving* and *Numeracy* could be covered in Outcome 2 through interpretation of maps and calculation of scale. Certain ICT software could be incorporated into teaching and learning opportunities for route planning, grid references and contour interpretation. Outcome 3 is most appropriate for opportunities to develop *Working with Others* skills, as the candidates should be given opportunities to ‘assist in the directional leadership of others.’

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Assessment for Outcome 1 should involve oral and/or written evidence that the candidate can identify a minimum of three roles of an expedition leader and can describe at least one responsibility associated with each role. This should be around 150 words in the case of written evidence and should be a closed-book assessment. In the case of oral responses the tutor should record evidence, for example through a tutor checklist or written explanatory comment.

Outcome 1 has many opportunities to learn about and develop effective communication strategies with individuals and small groups. This should cover areas such as leadership and communication style, unity and group control strategy, pace and conservation of energy. Input should be given on specific skills, leadership styles and personal qualities demonstrated by effective expedition leaders. Practical opportunities to observe, analyse and develop these skills should be incorporated into the delivery of this Unit. These should include a variety of ‘hard’ skills, such as taking and following a compass bearing or giving a six figure grid reference and ‘soft’ skills, such as appropriate communication and group care.

This Unit should involve mainly practical competence-based assessment (Outcomes 2 and 3) and these should be supported by a written or oral assessment through which the candidate will demonstrate their knowledge and understanding of the roles and responsibilities of an expedition leader.

Practical assessments should be carried out in terrain/environment which is not remote or overtly hazardous and any route selected should be suitable for the level of training received by the candidates. Generally, they should involve making relatively straightforward navigational decisions.

National Unit Specification: support notes (cont)

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Assessments should cover all aspects of the Performance Criteria. Evidence should be generated through candidates' active participation that satisfies the four Performance Criteria for Outcome 3. Responses with regard to the roles of a leader should include mention both of 'hard' technical skills and 'soft' or 'people' skills. Candidate responses for the responsibilities of a leader should include mention of 'general' responsibilities for example, to the group, parents/ guardians, the organising body/ employer and environment.

There should also be reference to the 'specific' responsibilities of an expedition leader namely, effective planning, group control, risk assessment, emergency procedure and legal responsibilities including medical issues and access legislation.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).