

## The Expedition Skills Module – Candidate Handbook

This booklet contains information needed to progress through the Mountain Training Expedition Skills Module and is designed to support the knowledge and experience of candidates.

Mountain Training UK produces a range of publications for walkers and mountaineers that illustrate a wide range of techniques and skills used by leaders; these notes are designed to complement such literature (see Appendix 4).

The booklet is divided into four parts:

- A Prospectus that explains the way you access and progress through the Expedition Skills module from registration to course attendance.
- A Syllabus that lists the requirements of the Expedition Leader and which incorporates guidance notes that are designed to help candidates understand the requirements of the syllabus and the vital skills to be developed.
- Guidance on the logging of experience and the nature of the assessment process.
- Appendices that provide background information.

### **PARTICIPATION STATEMENT**

Mountain Training recognises that climbing, hill walking and mountaineering are activities with a danger of personal injury or death. Participants in these activities should be aware of and accept these risks and be responsible for their own actions.

Mountain Training provides training and assessment courses and associated literature to help leaders develop the skills to manage the risks associated with the environment in which they operate and to enable new participants to have positive experiences.

### **ACKNOWLEDGEMENTS**

Many people have contributed to the preparation of this Handbook through making detailed and constructive comments on the draft syllabus and associated material. Grateful thanks are due to board members and staff of the Home Nation Training Boards as well as numerous other volunteers.

Prepared by the staff of Mountain Training.

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## **PROSPECTUS**

### **1 INTRODUCTION**

The Expedition Skills module is administered by the five Mountain Training boards across Ireland and the UK. This module is designed as an addition to the Lowland Leader and Hill and Moorland Leader Awards to train and assess those who wish to lead groups on multi day camping expeditions in terrain and conditions within the scope of their leadership award.

This module complements and supports those awards and may also be of value to Mountain Leaders. For further information on these awards and the Mountain Training climbing awards please see [www.mountain-training.org](http://www.mountain-training.org)

## **2 SCOPE OF THE MODULE**

2.1 The Expedition Skills Module trains and assesses candidates in the skills required to lead others on camping expeditions:

- Expeditions should not cross any terrain that is beyond the scope of the Leadership Award held.
- Any exit route from a campsite that might be undertaken in an emergency should similarly fall within the defined scope of the held award.
- Camp sites may be commercial sites, sheltered 'farm' sites with limited or no facilities but accessible by vehicle or 'wild' sites away from vehicle access. (N.B. Due to the defined terrain scope of the Lowland Leader award camping will tend to be 'non-wild' for holders of this award).

2.2 The basis of effective expedition management is a combination of technical competence, leadership skills and a wide range of experience. The requirements of the module address these elements. However, the employer or operating authority must ultimately decide whether a leader possesses the personal attributes needed to take responsibility for any particular group of people on any specific venture.

## **3 STAGES IN THE SCHEME**

3.1 Register for the module with Mountain Training. This will be done automatically when candidates register for the Lowland Leader, the Hill and Moorland Leader and Mountain Leader awards. Existing holders of these awards may also be registered for the module on request.

Although registration may take place at age 17, the Expedition Skills Module may not be completed until after the candidate has completed passed their Lowland Leader or Hill and Moorland Leader Award assessment.

3.2 Gain relevant experience prior to attending an Expedition Skills course.

- a. Have personally undertaken and logged an absolute minimum of ten overnight camps; ideally in a variety of contexts.
- b. Have assisted with at least two group camps (these can be part of the total submitted for a.).
- c. It should be noted that as the Expedition Skills Module combines training and assessment candidates should seek to be as fully prepared as possible – the requirements in a. and b. are *minimums*.

3.3 First Aid Requirements

At the time of attending an Expedition Skills course the candidate must have completed a two day first aid course of a minimum duration of sixteen hours. First aid courses designed to cater for those working outdoors away from immediate assistance are highly recommended.

### 3.4 Attendance on Expedition Skills Module course

Expedition Skills courses are delivered by Mountain Training approved Providers and will include a minimum of 16 hours contact time. At the discretion of the course provider, candidates may also be set a variety of tasks prior to their attendance. Candidates will be tested in accordance with the syllabus and should ensure they are familiar with it before attending the course.

Attendance will be recorded by the provider or director and entered on to the Mountain Training Candidate Management System.

The attendance will be recorded in one of two forms:

- **Completed:** used where the candidate has demonstrated appropriate knowledge and application of the course syllabus and has shown the necessary experience and competence.
- **Not yet completed:** used where the candidate has not yet shown complete proficiency in certain aspects of the syllabus or where a lack of experience has been identified.

In the case of a 'Not Yet Completed' result candidates will be given an action plan and guidance on further training and experience. The candidate may be required to attend a subsequent course or given the opportunity to undertake a one-to-one demonstration of competence. Candidates are encouraged to return to the original Provider for re-assessment, but can be seen by any approved Provider. Practical re-assessments cannot take place within three months of the initial assessment to allow sufficient time for practice and preparation. All re-assessments must be completed within five years.

There is no exemption system for the Expedition Skills module – all aspects of the course must be attended.

## 4 EQUALITY

Mountain Training is committed to promoting equal opportunities for all participants in walking, climbing and mountaineering. Candidates, trainers and assessors will express a positive attitude towards equal opportunities and act as positive role models.

## 5 COMPLAINTS AND APPEALS PROCEDURE

All of the Mountain Training award schemes are subject to continuous monitoring and review. Candidates who have any feedback to give on their courses, both conduct and content, are encouraged to submit written comments to the Provider and/or to Mountain Training as a part of that review process.

If for any reason you find it necessary to raise concerns about an aspect of the delivery of your training then you should contact the Course Director.

If the dialogue with the Course Director fails to resolve these concerns then candidates should contact an officer within the relevant Mountain Training Board.

Candidates are encouraged to decide whether their concerns take the form of a complaint, where some aspect of the course was unsatisfactory but the outcome is uncontested or an appeal where a candidate believes the result is incorrect and wishes the board to arbitrate.

Full details of the complaints and appeals policy are available at from Mountain Training

## **SYLLABUS & GUIDANCE NOTES**

The Expedition Skills module is delivered by approved Mountain Training Expedition Skills Providers over two days with at least one overnight camp.

The course provides training in the following aspects of a planned expedition.

### **1. Expedition equipment**

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

## **GUIDANCE**

Candidates should seek to familiarise themselves with a wide range of camping equipment. The essential area to have a depth of knowledge in is the design, construction and features of a range of tents. It is important to be able to match appropriate tents to context as well as be able to demonstrate efficient and stable pitching of a variety of types. Different designs and styles of tent all have their pros and cons and the leader will need to recognise them. Packing and care of tents is almost as important as being able to pitch them properly! Maintenance and selection of appropriate accessories such as guy lines and pegs should also be considered.

The leader should also be able to advise novice groups about equipment and practice for undertaking journeys involving remote camping in the UK and, as such, should recognise how to select tents appropriate to the task on a restricted budget.

After obtaining the shelter afforded by the tent the next consideration is a warm and comfortable nights' sleep. Matching mats and sleeping bags to the anticipated conditions can prevent carrying too much weight in summer or spending a night shivering in winter. Again, there has to be an acknowledgment that leaders may need to be able to recommend appropriate equipment for groups in their care within tight budget constraints.

Although on a course candidates will frequently wish to provide and use their own equipment, it is important that they also use the training opportunity to evaluate a variety of alternatives.

**One of the most dangerous parts of any camping trip involves the use of stoves to cook food. Candidates should ensure that they have practical experience of using a variety of stove and fuel types and can evaluate their strengths and weaknesses and how appropriate they are for novice use, bearing in mind such things as stability, fuel security, and ease of refuelling.** For all stove types candidates should have a clear idea of how to teach good practice use to novice campers, bearing in mind their experience and responsibility. It may be that for a novice group a blanket policy of all cooking being done in the open away from tents is adopted as the safest procedure; with other groups different policies may be adopted. It is also important to put in place a procedure for minimising the risks arising from refuelling stoves as there have been numerous incidents arising from accidental spillage or leaking.

Even where candidates have personal expedition experience of expeditioning, the basic skills of packing and carrying equipment should be addressed and clearly conveyed to others. Selection of appropriate rucksacks and how to train novices in appropriate packing of a load, bearing in mind accessibility of contents and centre of gravity and stability for carrying is also important. During the Expeditions Skills course, candidates should therefore be encouraged to work as a team and carry essential group equipment between them on the course.

### **KEY PRACTICE POINTS**

Nothing beats actually going out and camping in less than favourable conditions for evaluating equipment and how it is put to use. Get out as often as possible and make a list of all of the things that you carried to the camp that you did not use. Do you need them?

Conversely think about the things you might need to have available to carry out basic running repairs whilst camping with a group of novices – how might you cope with a lost set of tent pegs, a broken pole or a holed groundsheet?

Take the opportunity to use a variety of stoves and talk to others about the pros and cons of them in terms of fuel efficiency, usefulness in bad weather, stability and safety.

### **2. Expedition food and cooking**

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

### **GUIDANCE**

For any expedition involving sustained effort over a period of time thought has to be given to the nutrition of groups being supervised; especially when they may be undertaking multi-day trips and carrying and preparing all of the food they will need to sustain them. Those leading such expeditions need to ensure that groups in their charge are appropriately fed and, perhaps as importantly, hydrated during the trip. **A basic awareness of how to plan a balanced menu, taking into account the value of different food groups and the main classes of nutrients is important.**

Food for expeditions comes in a wide variety, ranging from lightweight dehydrated foods through to pre-cooked meals which simply need warming before eating. Considerations to be borne in mind are weight to be carried, ease of cooking, nutritional value, fuel efficiency and cost. As an example couscous simply needs a pan of boiling water, rice may need simmering for up to twenty minutes; the saving in fuel to be carried can be considerable. A subsidiary consideration is the amount and type of packaging. It is good practice to leave at home any packaging that is not needed (boxes etc.) and try to minimise the amount of packaging that needs to be carried – canned food scores low on these criteria!

If using a fixed site with vehicle access, some of these considerations can be discounted as there will be far fewer constraints on weight and fuel availability.

It can be easy to forget hydration needs on a walk – and wild campsites should be selected with a view to nearby ‘clean’ drinking water. Depending on the context there may be a need to consider filtering and purifying water from streams before use. Candidates should be familiar with such precautionary measures and also demonstrate the ability to evaluate water catchments for possible pollution.

For most modern foods that are securely packaged there are no real concerns over storage during a short duration expedition. Once opened and cooked, however, food does need to be used in a timely manner and disposed of appropriately – when wild camping this means carrying out all food waste. Utensils should be properly cleaned after cooking to avoid contamination of the next meal. Washing of utensils should also be done in an environmentally sensitive way when wild camping with due regard to water security and leaving a minimum of food waste behind.

Managing fire risk is, as mentioned in the previous syllabus section, centred on selecting appropriate stoves for the group and putting in place sensible procedures for their use. In good weather cooking can easily be managed as a communal activity, taking place away from tents so long as the stoves used will cope with the conditions (gas stoves, for example, can be notoriously inefficient in high wind). Refuelling needs to be managed with care especially when using ‘open’ liquid stoves such as the Trangia system: meths placed into a hot burner can produce highly flammable vapour (note that the Trangia can also be used with other fuel systems such as gas and fuel gels to manage this risk).

### **KEY PRACTICE POINTS**

Practice using as many types of camping stove as possible.

Be adventurous in your selection of food when undertaking personal camps. Try different kinds of food and don’t necessarily be constrained by using pre-packed ‘convenience’ camp food; a few fresh vegetables can make a lot of difference to a packet of pasta in sauce!

Think through procedures to minimise risk of burns and fire that can be easily taught to the groups for which you might be responsible.

### **3. Expedition planning and leadership**

a. Planning appropriate expedition routes and overnight stops to:

- meet group aims

- be appropriate for the forecast weather conditions
  - comply with access legislation and local access agreements
  - comply with employer/organisation planning requirements
- b. walking with an expedition rucksack
  - c. selecting and organising a camp area and individual tents within it
  - d. identifying and managing any camp area hazards
  - e. managing camp hygiene
  - f. group management when using different forms of accommodation – bunkhouses, bothies, public and wild campsites
  - g. incorporating a minimum impact approach for all aspects of the expedition

## **GUIDANCE**

Perhaps the most important thing for the leader to consider is ‘why?’ The aims and abilities of the group should be the main consideration when planning any venture.

When planning an expedition for a group there are some basic considerations to be thought through such as the distance involved, the sort of terrain covered, the time it will take, what the conditions will be like, the resources needed (equipment, food etc.) needed. Additionally, the expected wind direction and speed is a major consideration, as is the amount of rainfall predicted. With careful planning it may be possible to find shelter from the worst of the weather.

As with many aspects of outdoor activities any organisation employing/deploying the leader may have specific requirements in terms of reporting and recording the planned venture as well as standard procedure for dealing with some of the issues around camp management; leaders should make sure that they are aware of, and comply with, these.

If camping on organised sites or with the explicit permission of the landowner, there will be few issues for a camping group to consider other than making sure that their impact on the site is minimised. Where leaders are undertaking ‘wild’ camps there are many additional considerations to think about. The status of ‘wild camping’ varies between the Home Nations and Ireland. Leaders should be aware of and comply with the access legislation and good practice guidelines for camping in whichever part of the UK or Ireland they are. Adhering to basic principles of minimum impact and ensuring that any such camps are remote and not visible to passers-by will do much to avoid any problems. Leaders should try to avoid ‘honey-pot’ sites, often easily accessible and visible, and any areas where there may be environmental sensitivity.

The Leader should have experience of walking with an expedition pack and be aware of the need to adjust pace as well as the need to ensure that loads are not excessive and are stable – properly adjusted packs help enormously.



Where the leader has freedom to select the site the basic needs of suitable flat ground, nearby water and shelter from the elements should be a priority. The camp should be organised so that there is no possible contamination of water above the collection point and any toilet areas should be designated as appropriate (again ensuring no direct contamination of flowing water). Any washing should be done downstream of the site and, again, managed in such a way that direct contamination of watercourses is avoided.

The management of groups is very dependent upon the nature of the group and the degree of supervision selected. At one end of the spectrum the leader may elect to be in the centre of a small group of tents; at the other a group engaged in a trip that is remotely supervised may be expected to follow guidance laid out for them but will have little or no direct contact with the leader. Considerations such as the age, the level of experience, the gender mix and observations with regard to the level of harmony or discord amongst the group will all influence the level of supervision required.

It should also be a major concern of the leaders to minimise any potential disruption for other users of commercial or public campsites and other forms of accommodation. Bothies can be sensitive as there is a general presumption against use by large groups – it is worth looking at the [Bothy Code](#) issued by the Mountain Bothies Association and not only adhering to it but also explaining it to any novices.

‘Careful camping’ involves more than just ensuring that everything carried in is either eaten or carried out. It should also include consideration of the use of soap and detergent; ways of minimising trampling of vegetation; care taken to avoid disturbance of habitats in streams or under rocks and careful toileting arrangements.

### **‘Leave no trace’ principles are core to a minimum impact approach**

- 1. Plan ahead and prepare**
- 2. Travel and camp on durable ground**
- 3. Dispose of waste properly**
- 4. ‘Leave it as you find it’**
- 5. Minimise the Effects of Fire**
- 6. Respect Farm Animals and Wildlife**
- 7. Be Considerate of Others**

**In summary: Make it hard for others to see or hear you and LEAVE NO TRACE of your visit.**

### **KEY PRACTICE POINTS**

After every camp, when packing has been completed, have a very close look at the site you are leaving. You WILL have made an impact no matter how slight. Try to detect what you have done and evaluate whether it will recover in a short period of time. Such an inspection also enables you to locate any final traces of litter, etc.

When going out on walks try to evaluate from the map whether there are any potential campsites. As you pass them see how close they are to what you envisaged and whether you would actually be happy to camp there.

#### **4. Training and supervising expedition groups**

- a. train groups to work independently in all of the skills listed in 2.1-2.3 above and to navigate effectively including:
  - planning a progression of skills for each of the skill areas
  - understanding a variety of methods for introducing skills to others
  - use of national walking and navigation schemes such as Mountain Training's Hill and Mountain Skills courses and the National Navigation Award Scheme (NNAS) to deliver training
- b. provide effective remote supervision of expedition groups working independently including:
  - planning a phased move from direct to remote supervision
  - the use of shadowing – both close and remote, on the move and in camp
  - use of manned and unmanned check points
  - relocating a missing group

#### **GUIDANCE**

One of the primary aims of going on expedition, especially for younger groups, is to develop the ability to operate independently and promote self-reliance and self-confidence. To this end it is important to develop the skills of communication that assist training. Candidates should be able to use explanation, demonstration and written guidance to get information across to those in their charge and have developed strategies for teaching such skills as basic navigational skills. It can be worthwhile to develop a set of 'lesson plans' rather than improvising every time.

One of the key skills for an Expedition Leader is to be able to plan a clear and logical progression, starting with basics and then adding skills and knowledge in a logical way for the learner. There should also be a recognition that some aspects lend themselves better to different forms of teaching and also that learners take in information in different ways. Rather than re-inventing the wheel it may be possible to use some of the well-established programmes of instruction that already exist as a template. (See syllabus area 4a above)

**Once groups have been trained to the required level it is often a logical progression to enable them to take more autonomy for decision making and conduct of expeditions. Those in charge of such groups should be clear about the decision making process that guides the appropriate level of 'remote supervision' and a range of techniques for monitoring the progress of a group along their route.**

As a general rule the better trained and more mature a group is then the less direct supervision will be required; this judgement does depend upon a developed knowledge of the group and its capabilities. The group can be subject to relatively direct observation either by closely following or by using a parallel route providing regular lines of sight; a ridge line above a valley based route may be used for example. When in camp it may be possible for the leader to similarly establish camp in a location that allows direct observation.

If not directly observing the group then some method of checking on progress may be used so that the leader knows where, and possibly when, they have visited specified points. It will be necessary to identify practical methods of emergency communication as well.

### **KEY PRACTICE POINTS**

You can evaluate routes planned as a 'desk exercise' and identify crucial decision points and potential hazards. How might groups be observed at these points? To turn this into a practical exercise follow the route and see if your assumptions were right.

When leading 'normal' day walks give the group some autonomy in planning a navigation strategy and following it for a part of the day. See what, if any, problems arise.

Try teaching groups how to pitch a specific type of tent in a variety of ways (e.g. written handout; diagrams; demonstration, etc) and see which is the most efficient in terms of getting the group equipped to use that tent. Try this with a variety of skills and techniques.

### **LOGGING EXPERIENCE & UNIT COMPLETION**

The basic element of experience relevant to this module is having spent plenty of nights personal camping; without that experience the leader is left to teach theory with little personal understanding.

Those attending the Expedition Skills module should have logged a minimum of ten nights camping. The candidate should seek to ensure that this includes a mix of 'vehicle access' organised sites, lightweight camps where equipment is carried and wild camps. Obviously the type of experience logged should reflect the nature of the camping likely to be undertaken; should the leader be called upon to undertake camps that they have limited experience in then they should seek to extend their personal experience beforehand.

There are no national limits to the experience that can be logged; overseas camping is still camping!

#### **1 Using The Digital Logbook**

Mountain Training highly recommends that all candidates use the on-line digital logbook (DLOG) facility in the Candidate Management System to record their developing experience. If you choose to use an alternative method, for example spread-sheet or 'paper' logbook, then the entries should

follow a similar format (headings, etc.) as those contained in DLOG. Entries should be concise and easily read.

The logbook should provide a total record of your experiences and demonstrate, at assessment, that the Board's requirements have been fulfilled. It is an essential tool that can help trainers advise candidates on specific further experience needed before assessment and can also be used by employers after assessment to demonstrate continuing experience.

A key facet of all the Mountain Training awards is that competence is fundamentally based on extensive quality personal experience of the activity. Having relevant and extensive personal experience is key to success at assessment.

## **2 The Expedition Skills Course**

The course is designed to give candidates the opportunity to learn from each other and from staff and prove that they can operate as leaders at a nationally recognised standard.

The following notes give some insight into the process.

The Expedition Skills course is combined training and evaluation of competence and allows the candidate to demonstrate what they know; the essence of any advice is simply 'do what you would normally do and what you know you can do'. Try not to guess what you think the staff member 'wants' to hear and leave the interpretation of your actions to the course Provider.

The course is normally a two-day programme. Course Directors will hold as a minimum qualification the Mountain Leader Award. Each course will be organised by an approved provider of the Expedition Skills Module and will have a nominated Course Director, approved by one of the Home Nation Training Boards, who will participate in direct contact with all candidates. One of the main tasks of the Course Director is to offer guidance to both candidate and any other staff and also to act as the final arbiter of course outcomes. Staff will work with small groups of candidates; no more than six at any one time. You may work with more than one staff member although generally one will be the main.

The course is an holistic process: the candidate's performance is viewed as a total within the context of the whole course rather than a day by day or syllabus area by syllabus area 'box ticking' exercise. In this context many staff will give interim feedback and further training. If the candidate asks for such feedback it should be given. It should be clear that each part of the course is not taken in isolation and fairly 'rounded' competence will be expected.

During the course you will be expected to demonstrate the practical skills of the syllabus in a range of situations. You will be expected to show that you are completely "at home" in the outdoor environment; to demonstrate practical skills with the ease and fluency that results from long practice, and to be able to present relevant information to others.

All aspects of the syllabus may be covered but usually lack of time prohibits total examination of every topic. You should therefore expect to be examined more thoroughly in subjects which commonly pose problems.

Since everyone can make mistakes, isolated errors are not normally grounds for failure, but persistent mistakes, however minor, may well indicate that the required levels of competence have not been reached. It should be noted however that Assessors are often more interested in your ability to cope with mistakes and recover from them rather than the fact that you made a minor mistake in the first instance.

At the end of the course you will normally be interviewed by the Course Director who will inform you of the result.

This is recorded in the Candidate Management System (CMS). There are two possible results – Completed or Not Yet Completed. In the event of a decision that the candidate has not yet demonstrated the required competence or knowledge to satisfy the staff of their complete ability to manage expeditions the Course Director will verbally outline the background to the decision (including examples), advice about further experience needed and describe the form that any re-appraisal may take. A detailed and specific action plan can be extremely useful and this is done via the Candidate Management System (candidates can access their own report on-line).

It is hoped that candidates who still have some work to do will return to the same Provider/Course Director. They are at liberty to go elsewhere, in which case, the notes of the original course will need to be made available to the new assessment Course Director.

#### APPENDIX 1 GAINING FURTHER EXPERIENCE

Award holders should follow the National Guidelines issued by Mountain Training UK. In particular they should note that their award is only valid where the holder is operating within the scope of the award and the holder has recent logged experience appropriate to the award.

Where there is any doubt advisers should contact the relevant national Mountain Training board.

According to the Health and Safety Executive there are four ways to demonstrate the competence of leaders. These are:

- to hold the relevant qualification
- to hold an equivalent qualification
- to have received appropriate in-house training
- to be competent through experience

Mountain Training endorses this view, while emphasising that national awards are the key components in such an approach. Further training events and opportunities to review new initiatives are valuable components in the continuing development of any leader.

To assist in providing further training opportunities the Mountain Training Association will make available information on matters of interest to all award holders including Continuing Personal Development (CPD) events.

The responsibility for ensuring that leaders receive refresher training must lie with the provider of the service, or the individual in the case of self-employed leaders. Award holders who wish to operate beyond the scope of their award(s) by virtue of their additional experience and/or training, for example a Lowland Leader award holder leading a party in local moorland terrain which they are familiar with, may be enabled to do so either through in-house training and/or within the context of a local scheme.

Local schemes are for the provision of skills needed to deal with specific restricted tasks, and the accreditation tends to be site or area specific, restricted and non-transferable. Therefore it should be appreciated that local schemes are only suitable for use by organisations and not by individuals. Individuals (self-employed leaders) seeking additional training and assessment from a suitably qualified and experienced technical advisor, thus enabling them to develop further relevant experience, may find this allows them to demonstrate competence beyond the scope of the award. Award holders using this route to extend their personal remit should clarify the operational responsibility of the technical advisor and the implications for their insurance cover for operating beyond the scope of the award held.

### APPENDIX 3 - MOUNTAIN TRAINING AND THE MOUNTAINEERING COUNCILS

The prime aim of the four home nation boards of Mountain Training is to promote awareness of climbing and mountain safety through formal leader training schemes. These include the Lowland Leader Award, the Hill and Moorland Leader Award, the Mountain Leader Award, the Winter Mountain Leader Award, the Single Pitch Award, the Climbing Wall Award and the Climbing Wall Leading Award.

Mountain Training promotes and co-ordinates the four home nation Boards in the provision of this training and is responsible for the Mountaineering Instructor Scheme and the International Mountain Leader Award. Mountain Training also maintains a centralised national mountain training database (known as the Candidate Management System or CMS), which provides a record of qualifications for mountain leaders, instructors and guides throughout the UK.

The mountaineering councils are the representative bodies for climbers, hillwalkers and mountaineers and work to promote their interests and protect their freedoms. They provide a wide range of services for members and hold regular area meetings.

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## APPENDIX 4 – BIBLIOGRAPHY

The following publications, while not an exhaustive list, are all relevant to the syllabus of the Lowland Leader Award.

DofE Expedition Guide (2012)	DofE
Hillwalking	Steve Long
Leading and Managing Groups in the Outdoors	Ken Ogilvie and Lyn Noble
Managing Risks in Outdoor Activities	Cathye Haddock
Mountaincraft and Leadership.	Langmuir
Remote Supervision	MTE
Safety, Risk and Adventure in Outdoor Activities	Bob Barton
The Art of Camping	Matthew de Abaitua
The Wilderness Chef	John R Weber