



Specification

Level 2 Qualification in Assisting Lowland Expedition Leadership (ALEL2)



**Sports
Leaders**



Qualification information

Objective:

ALEL2 provides skills and experience for those wanting to assist in the leading and training of expedition groups under the supervision of a qualified expedition leader.

Minimum age on course start date	15 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision
Total Qualification Time (TQT)	59 hours
Tutored time (GL)	31 hours
Demonstration of leadership	12 hours - required before qualification is certificated
Credits	6 credits
Qualification number (Quan code)	603/1129/0

Assessment

Sports Leaders have provided an easy to use Delegate Evidence Record (DER) for this qualification. The DER is mandatory and uses the following assessments:

- Practical observation – video/photos can be used to support this
- Questioning of underpinning knowledge - via worksheets
- Plans and evaluations completed during the course

* Reasonable adjustments can be made for learners who are unable to complete the DER

Resources

To assist you with the delivery and assessment of this qualification Sports Leaders will provide you with access to the following documents electronically:

- Qualification specification
- Delegate Evidence Record
- Tutor Resource activities for each unit
- Internal Verification Record
- Quality Assurance Review Checklist
- Group Learner Authenticity Statement (optional form)

Training

Tutor Training is mandatory for Centres planning to deliver Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives 'Trained Tutor/Assessor' status lasting for two years. Further information on Tutor Training can be found [here](#).

It is also compulsory for all named Internal Verifiers on Sports Leaders qualifications to undertake e-training. Centre Course Managers (CCMs) e-training is also available and can be accessed [here](#).

Tutor/Assessor and Internal Verifier requirements

Tutor/Assessors and Internal Verifiers must possess at least one of the following personal leadership awards/qualifications:

- Summer Mountain Leader Award
- Hill and Moorland Leader Award (or its predecessor the Walking Group Leader Award)
- Winter Mountain Leader Award
- Mountain Instructor Award
- Mountain Instructor Certificate
- Joint Services Mountain Expedition Leader
- South West Mountain and Moorland Scheme-Summer Mountain Leader plus the Camping Endorsement
- Mountain Training Lowland Leader Award with the camping module
- Summer Moorland Leader of the South West Mountain and Moorland Scheme (courses to be run in the South West only)
- Mountain training Lowland Leader Award
- Level 3 Certificate in Basic Expedition Leadership
- BETA or BELA with a reference to show up to date experience and knowledge
- South West Mountain and Moorland Scheme-Summer Mountain Leader plus the Camping Endorsement (courses must be run in South West only)

Policies

When agreeing to the Terms and Conditions, all Qualification Centres have acknowledged that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy

Our Quality Assurance engagements will be checking these are in place and whether these have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your [Senior Quality Assurance Officer](#) or your [Customer Services Team](#) member as soon as possible. We are happy to offer guidance regarding these policies if required.

Progression

This qualification has a progression pathway to the next level of Lowland Walk/Expedition Leadership qualifications. These qualifications are the Level 3 Qualification in Lowland Walk Leadership and the Level 3 Qualification in Lowland Expedition Leadership.

Price

The price list for all Sports Leaders qualifications, awards and additional resources can be found [here](#).

FAQs

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

Qualification Units and Assessment Criteria

Level 2 Qualification in Assisting Lowland Expedition Leadership (ALEL2)

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 12 hours demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
Mandatory units				
Unit 1 – Developing outdoor leadership skills	4	2	6	
Unit 2 – Plan, lead and evaluate a series of expedition sessions	10	15	25	
Unit 3 – Lead activities that promote environmental responsibility	3	1	4	
Unit 4 – Developing personal journeying skills	7	6	13	
Unit 5 – Developing personal campcraft skills	7	4	11	
	31	28	59	6

Unit 1 – Developing outdoor leadership skills				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Understand the skills and behaviours needed for effective leadership	The skills that an effective leader will need	1.1 Describe the skills that an effective leader will need	Describe at least five skills and five behaviours that an effective leader will need and explain why they are necessary	Task 1.1 – Leadership skills and behaviours
	The behaviours that a successful leader will be expected to portray	1.2 Describe the behaviours that an effective leader will need		
	The difference between skills and behaviours	1.3 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
	Why the identified skills and behaviours are necessary for effective, successful leadership			
	The roles and responsibilities of an Assistant Lowland Expedition Leader			
2. Understand the importance of leadership skills and behaviours in a range of situations	How and why identified leadership skills and behaviours might be relevant outside of an outdoor activity setting	2.1 Explain how and why identified skills and behaviours might be relevant in other environments	For at least five skills and five behaviours, explain how and why they might be relevant in other environments	Task 1.2 – Using leadership skills and behaviours in other environments
	The positive impact that the identified skills and behaviours could have on employability and success in a work environment	2.2 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact they might have on employability and success in a work environment	
	The importance of team work in a range of situations	2.3 Work as part of a team with participants and others	Demonstrate on at least two occasions working as part of a team and with others	Practical Observation Assessment Form – Tutor/Assessor
	The link between effective leadership skills and behaviours and successful team working			
	How to work as part of a team with participants and others			

Unit 1 – Developing outdoor leadership skills (continued)				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
3. Be able to evaluate own leadership skills and behaviours	How to evaluate own leadership skills	3.1 Carry out an evaluation of own leadership skills	Carry out a 'self-audit' of their own leadership skills and behaviours before, during and at the end of the course	Task 1.3 – Audit own leadership skills Complete task worksheet at the start and revisit at the end of the course
	How to use the evaluation to highlight areas in need of development			
	How to develop leadership skills and behaviours			
4. Be able to manage participant behaviour	Types of behaviour that are and are not acceptable as a participant	4.1 Agree expectations with participants	On at least one occasion agree expectations with participants	Practical Observation Assessment Form – Tutor/Assessor
	How to agree expectations with participants			
	How to manage inappropriate behaviour of participants	4.2 Demonstrate the management of inappropriate behaviour of participants	Demonstrate on at least one occasion the management of inappropriate behaviour of participants	

Unit 2 – Plan, lead and evaluate expedition sessions				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Plan expedition sessions	The different content that could be delivered as part of expedition sessions, for example: <ul style="list-style-type: none"> • What to wear and carry • The Countryside Code • How to minimise impact on the environment • Basic navigational skills (e.g. orientating a map, symbols, grid references, following handrails and using tick features, etc.) • Campcraft skills (e.g. pitching tents, taking down and packing away of tents, packing rucksacks, etc. not stoves) • Emergency procedures 			
	How to plan structured sessions: <ul style="list-style-type: none"> • Collecting relevant information in order to inform planning • Selecting a focus • Health and safety issues • Organisational guidelines • Deciding on each session's aims • Building in flexibility and contingency plans • Use of evaluation to inform the planning of future sessions • Recording plans in an appropriate format 	1.1 Plan expedition activity sessions	Provide at least two session plans that are based on information that has been collected to inform the planning Gain approval for these plans from a responsible person/supervisor	Task 2 – Session Plan 1 – Plan, lead and evaluate an expedition activity session (in training) Task A – Session Plan 2 – Plan, lead and evaluate an expedition activity session (in final assessment)

Unit 2 – Plan, lead and evaluate expedition sessions (continued)				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Plan expedition sessions (continued)	How to produce structured session plans: <ul style="list-style-type: none"> • Appropriate pace and flow • Transitions from one activity to the next • Appropriate start and end to sessions • Activities which are coherent and relevant 	As above	As above	As above
	The importance of obtaining approval for the plan from the responsible person/supervisor			
	How to plan safe sessions, to include: <ul style="list-style-type: none"> • Potential risks and hazards • How to minimise risk and maximise safety: <ul style="list-style-type: none"> ○ Before the session ○ During the session ○ After the session 	1.3 Complete a risk assessment for expedition activity sessions	Complete a risk assessment for at least two outdoor expedition sessions, including potential risk to the environment	Task 4 – Expedition Activity Risk Assessment – (in training) Task C – Expedition Activity Risk Assessment – (in final assessment)
2. Be able to prepare for expedition sessions	How to prepare themselves mentally and physically for delivering the session			
	To select equipment suitable for the group and the activity	2.1 Select equipment that is fit for use for a given activity	On at least two occasions select the appropriate equipment that: <ul style="list-style-type: none"> • Is fit for use • Is suitable for the group 	Practical Observation Assessment Form – Tutor/Assessor
	To check that the equipment is fit for use			

Unit 2 – Plan, lead and evaluate expedition sessions (continued)					
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed	
3. Be able to lead expedition sessions	The safety procedures that need to be followed	3.1 Explain the safety procedures to be followed	Explain on at least two occasions the safety procedures to be followed	Practical Observation Assessment Form – Tutor/Assessor	
	How to deal with any accidents or incidents that might occur				
	How to take action to ensure all participants are engaged in the activity	3.2 Take action to ensure all participants are engaged in the activity	On at least two occasions take action to ensure all participants are engaged in the activity		
	How to deal with risks and hazards in sessions to include: <ul style="list-style-type: none"> • Dynamic risk assessment • Refer risks and hazards that are outside of own control to the relevant person • Ensuring facilities and equipment are safe to use • The emergency procedures of the organisation 	3.3 Take action to minimise any new risks that might occur	On at least one occasion take action to minimise any new risks that might occur		
	How to lead outdoor activities to differing participants, to include: <ul style="list-style-type: none"> • Effective communication (verbal and non-verbal) • Management of equipment, participants and space • Motivation • Adaptation in line with the needs of the environment and participant(s) needs • Agreement of expectations with the group • Behaviour management 	3.4 Lead expedition sessions	Lead a minimum of 2 x 15-minute expedition activity sessions		Practical Observation Assessment Form – Tutor/Assessor
		3.5 Use effective communication when leading expedition sessions	Use at least three different verbal and at least three non-verbal communication methods effectively		Task 6 – Leadership Log
		3.6 Use effective motivation methods when leading expedition sessions	Use four motivational methods effectively		
		3.7 Adapt an expedition activity	On at least one occasion adapt an expedition session if required by the environment and/or participant(s) needs		

Unit 2 – Plan, lead and evaluate expedition sessions (continued)				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
4. Be able to evaluate expedition sessions with participants	Use a range of feedback methods	4.1 Evaluate expedition sessions	Evaluate at least two sessions to include: <ul style="list-style-type: none"> • Highlighting three aspects of the session that went well • Highlighting three aspects of the session that require improvement • An explanation of how the evaluation will be used to improve the future sessions 	Task 2 – Session Plan 1 – Plan, lead and evaluate expedition activity sessions (in training) Task A – Session Plan 2 – Plan, lead and evaluate expedition activity session (in final assessment)
	Identify strengths and areas for development to include: <ul style="list-style-type: none"> • Analyse feedback and highlight main strengths • Analyse feedback and highlight areas in need of improvement 			
	Identify improvements that could be made to include: <ul style="list-style-type: none"> • Suggest steps that could be taken to make improvements • Identify how improvements will be measured 			
	How to give feedback to participants on their performance and behaviour in sessions	4.2 Give feedback to participants	On at least two occasions give feedback to participants on their performance in the sessions	
	How to identify the learning from a session with participants as a recap	4.3 Identify the learning from sessions with participants	On at least two occasions identify the learning from the session with participants	Practical Observation Assessment Form – Tutor/Assessor
5. Be able to conclude an expedition session	The importance of leaving: <ul style="list-style-type: none"> • Enough time to conclude sessions • The site in a fit condition 	5.1 Conclude expedition sessions	On at least two occasions conclude expedition sessions with enough time to leave the activity site in a fit condition	
	The importance of following organisational procedures to: <ul style="list-style-type: none"> • Return and check all equipment • Report faults in equipment 	5.2 Follow organisation procedures to check equipment	Demonstrate on at least two occasions following organisational procedures to return and check all equipment	

Unit 3 – Lead activities that promote environmental responsibility				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Know the appropriate codes of conduct for use of the countryside	The codes of conduct for use of the countryside	1.1 Identify codes of conduct for use of the countryside	Identify a code of conduct for the use of the countryside	Task 3 – Route Card 1 – Plan, undertake and review a route journey within permitted access areas (in training stage)
	The key principles of a code of conduct for using the countryside	1.2 Explain the principles of codes of conduct for using the countryside	Explain at least two key principles of a code of conduct for using the countryside	
2. Be able to plan routes and activities within permitted access areas	How to identify sources of information on access to the countryside	2.1 Create a plan for a route that is within permitted access areas	On at least two occasions produce route plans within access areas and that follow public rights of way	Task B – Route Card 2 – Plan, undertake and review a route journey within permitted access areas (in final assessment stage)
	The access issues relevant to outdoor activities			
	The issues regarding other users of the countryside			
	What information is required to plan a walk			
	How to select a route with public access that is within permitted access areas and that follow public rights of way			
	How to create a plan for a walk which is appropriate for the needs of the group			
3. Be able to lead outdoor activity sessions that promote environmental responsibility	The environmental impact of the activity and how to minimise the impact	3.1 Demonstrate leading activities that minimise the environmental impact	On at least two occasions lead activities that minimise environmental impact	Practical Observation Assessment Form – Tutor/Assessor
	How to apply codes of conduct for using the countryside	3.2 Lead activities that follow codes of conduct	On at least two occasions demonstrate leading activities that follow codes of conduct	
		3.3 Lead activities within defined access boundaries	On at least two occasions demonstrate leading activities within access boundaries	

Unit 4 – Developing personal journeying skills				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Be able to interpret a map	The map as a two dimensional plan	1.1 Create route cards for journeys	On at least two occasions demonstrate the use of a map to produce a route card for a journey	Task 3 – Route Card 1 – Plan, undertake and review a route journey within permitted access areas (in training stage) Task B – Route Card 2 – Plan, undertake and review a route journey within permitted access areas (in final assessment stage)
	The meaning and use of map symbols			
	The scale on a variety of maps			
	How to use of contours to depict macro relief on the map			
	How to use of the grid system to identify a location on a map			
	The importance of using a route card in planning a journey			
	How to create a route card for a journey using a map			
2. Be able to use basic navigational techniques	How to orientate a map with and without a compass	2.1 Orientate a map with and without a compass	On at least two occasions demonstrate how to orientate a map: <ul style="list-style-type: none"> • With a compass • Without a compass 	Practical Observation Assessment Form – Tutor/Assessor
	How to use an orientated map to identify terrain features and to indicate direction of travel	2.2 Use an orientated map to identify terrain features	On at least two occasions demonstrate how to use an orientated map to identify terrain features and to indicate direction of travel	
		2.3 Use an orientated map to indicate direction of travel		
	How to use of linear features to navigate, for example paths and field boundaries	2.4 Demonstrate the use of linear features to navigate	On at least two occasions demonstrate the use of linear features to navigate, for example paths and field boundaries	

Unit 4 – Developing personal journeying skills (continued)				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
2. Be able to use basic navigational techniques (continued)	How to use collecting and catching features	2.5 Use collecting features on a journey	On at least two occasions demonstrate the use of collecting features	Practical Observation Assessment Form – Tutor/Assessor
		2.6 Use catching features on a journey	On at least two occasions demonstrate the use of catching features	
	How to estimate distance on the map and on the ground using timing	2.7 Estimate distance on the map and on the ground using timing	On at least two occasions demonstrate how to estimate distance on the map	
			On at least two occasions demonstrate how to estimate on the ground using timing	
How to relocate using simple techniques on paths and handrails	2.8 Relocate using simple techniques on paths and handrails	On at least two occasions demonstrate how to relocate using simple techniques on paths and handrails		
3. Be able to undertake a journey	How to obtain a weather forecast for the area of the journey	3.1 Obtain a weather forecast for the area of the journey	On at least two occasions obtain a weather forecast for the area of the journey	Practical Observation Assessment Form – Tutor/Assessor
	The appropriate clothing and equipment for a specific	3.2 Arrive personally equipped for the weather conditions and journey length	On at least two occasions arrive personally equipped for the weather conditions and journey length	
	The value of a route card in preparation of a journey	3.3 Complete the journey following a pre-prepared route plan	On at least two occasions complete the journey following a pre-prepared route plan	
	How to deal with any new risks that may occur during the journey	3.4 Take action to manage any risks that might occur during the journey	On at least two occasions take action to manage any risks that might occur during the journey	
	How to deal with accidents and			

	incidents that may occur			
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Unit 5 – Developing personal campcraft skills				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
1. Be able to prepare for a camping expedition	How to produce menus for overnight expeditions using appropriate food and drink items	1.1 Produce a menu for an expedition	On at least one occasion produce a menu to cover the duration of a camping expedition	Task 5 – Camping expedition menu planning – Produce a menu for a camping expedition (in training)
	The importance of keeping the weight and volume carried appropriate to the expedition	1.2 Select appropriate clothing and equipment for an expedition	On at least one occasion select appropriate clothing and for a camping expedition	
	How to identify and select equipment appropriate to the expedition			
	The type of food suitable for expeditions and how to pack it correctly	1.3 Demonstrate packing the food and equipment for an expedition	On at least one occasion demonstrate packing the food and equipment for an expedition	
2. Be able to undertake a camping expedition	How to select a location for pitching a tent	2.1 Select a location for pitching a tent	On at least one occasion select a location and pitch a tent with minimal impact on the environment	Practical Observation Assessment Form – Tutor/Assessor
	How to pitch and organise a tent	2.2 Pitch a tent with minimal impact on the environment		
	How to select, prepare and cook meals on a camping stove	2.3 Demonstrate the safe use of a camping stove	On at least one occasion demonstrate the safe use of a camping stove when cooking a meal from an expedition menu	
	The importance of personal hygiene procedures to be followed before and during cooking			
	The importance of good camp hygiene			

	How to correctly pack up camp with minimal impact on the environment	2.4 Pack up camp with minimal impact on the environment	On at least one occasion demonstrate how to pack up camp with minimal environmental impact	
Unit 5 – Developing personal campcraft skills (continued)				
Learning Outcome <i>The delegate will...</i>	Teaching content <i>The delegate must be taught...</i>	Assessment Criteria <i>The delegate must be able to...</i>	Minimum action required <i>The delegate must...</i>	What needs to be completed
3. Be able to maintain camping equipment	Explain how to maintain camping equipment following an expedition	3.1 Maintain and store camping equipment following an expedition	On at least one occasion explain how to appropriately maintain camping equipment following an expedition, to include: <ul style="list-style-type: none"> • Checking equipment • Cleaning equipment • Storing equipment 	Practical Observation Assessment Form – Tutor/Assessor
	Demonstrate how to check camping equipment on return			
	Demonstrate how to clean and dry camping equipment			
	Demonstrate how to store camping equipment			