

# Unit 37: Outdoor and Adventurous Expeditions

<b>Unit code:</b>	<b>J/502/5825</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to plan, participate in and reflect on outdoor and adventurous expeditions.

## ● Unit introduction

Throughout history, expeditions have taken place involving travel, exploration and endeavour. Today, expeditions are an everyday part of many peoples' lives, ranging from the Duke of Edinburgh award scheme and other expeditions aimed at personal development, through to gap years and more traditional adventures in distant parts of the world.

The unit explores expeditions, and their role in outdoor adventure. Learners need to be familiar with their history, their aims and their successes. Learners should also be familiar with celebrated expeditions which demonstrate teamwork, endeavour, humanity, leadership and tenacity. This unit requires learners to reflect on the spirit of those expeditions by planning, participating in and reviewing the outdoor and adventurous expeditions they have experienced.

To undertake expeditions successfully, learners should be given the appropriate planning and practical knowledge and skills. Learners will have the opportunity to demonstrate their competence and proficiency using a wide range of practical expedition skills, as well as leadership and group supervision skills.

Learners will undertake at least two expeditions, which will complement and build on any other expeditions they have undertaken in their programme of study or through a wider context of expedition participation.

This unit will allow learners to develop self-confidence, interpersonal skills and leadership skills in a safe learning environment. These skills will be developed through practical participation in planning, carrying out and evaluating day and multi-day expeditions. Learners will have the opportunity for personal development through completing day and multi-day expeditions, enhancing physical, social, spiritual, emotional and intellectual development.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the types of expedition
- 2 Be able to plan expeditions
- 3 Be able to undertake expeditions
- 4 Be able to review their planning and undertaking of expeditions.

# Unit content

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## 1 Know the types of expedition

*Expedition types:* eg individual (Ellen MacArthur), groups and teams (Shackleton), corporate (commercial Himalayan mountaineering expeditions), students (gap years), educational (Duke of Edinburgh, school, college), military (uniformed service sponsored mountaineering expeditions), clubs

*Expedition description:* eg duration (one-day, multi-day, extended duration); form eg mountaineering, trekking, canoeing/kayaking, sailing, caving, pony trekking, multi-activity, cycling; area eg local; location eg regional, national, international; aims eg military, conquest, science, exploration, personal development, team-building, competition, informative, entertainment, educational, commercial; objectives eg funding (grants, sponsorship, increased leisure pound), planning, opportunity (gap years, increased leisure time, equality, better technical skills, the 'shrinking world', social changes), equipment advances (personal, communication, activity), private transport

## 2 Be able to plan expeditions

*Plan:* appropriate choice of activity; appropriate choice of location; aims and objectives; permissions eg from organisation, line manager, governing body, local authority, parents, participants, landowners, appropriate administrative bodies; logistics eg group size, staff/group ratios, transport (to and from expedition area, self-sufficient use of transport, transport support during expedition), accommodation groups, equipment; food; equipment eg choice of tent (base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment), personal equipment (rucksack, sleeping bag, sleeping mat, base layers, warmth layers, waterproof protection, footwear), group equipment (stoves, ropes); finance eg budgeting, income and expenditure, identifying major cost areas (food, transport, fuel, camping fees), audit systems (maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies); health and safety eg medical forms, notification forms, contact details, route plan, chain of command, expected return time and date, insurance, risk assessment, first aid, weather forecasts

## 3 Be able to undertake expeditions

*Skills:* navigation skills eg orientation of map, direction finding, interpretation, grid references, scale and distance, handrail features, use of key, compass skills; camp craft skills eg erecting tents, striking tents, selecting camp site, use of terrain for shelter, cooking, bivouac building; travelling skills eg pace and rhythm, energy conservation, control skills, traversing difficult ground, avoidance of hazards; weather-related skills eg weather forecasts, predicting conditions, assessing conditions; advanced skills eg navigation using interpretive features, aiming off using compass bearings, identification of position by methods of relocation, navigation in poor visibility/darkness, navigation with speed and accuracy in all conditions, elementary interpretation of weather

*Techniques:* navigation techniques eg route cards, calculating time, calculating distance, map care and folding, counting off features; camp craft techniques eg maintaining a dry tent, cooking, waste disposal, personal hygiene, packing equipment, using equipment, storing equipment; advanced techniques eg pacing, calculating distance travelled through time, good route choice with alterations appropriate to conditions, walking on bearing, camping in high wilderness terrain, camping comfortably in difficult weather

#### 4 Be able to review their planning and undertaking of expeditions

*Review of planning:* formative and summative; feedback eg observers, peers; strengths; areas for improvement; skills eg communication, leadership, decision making

*Review of undertaking:* formative and summative; feedback eg observers, peers; strengths; areas for improvement; appropriateness of expedition eg suitability of area, choice of expedition, matching of expedition to participants, health and safety

*Development plan:* aims; objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; milestones; potential obstacles to development; resources eg human, physical, fiscal

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe four different types of expedition [IE2, IE3, IE4]	<b>M1</b> compare and contrast four different types of expedition	
<b>P2</b> plan a one-day expedition, with tutor support [CT1, CT2, CT3, CT5, CT6, RL3, TW1, TW2, TW3, TW4, TW5, TW6, SM1, SM2, SM3, SM4, SM6, EP1, EP2, EP3]	<b>M2</b> independently plan a one-day expedition	
<b>P3</b> plan a multi-day expedition, with tutor support [CT1, CT2, CT3, CT5, CT6, RL3, TW1, TW2, TW3, TW4, TW5, TW6, SM1, SM2, SM3, SM4, SM6, EP1, EP2, EP3]	<b>M3</b> independently plan a multi-day expedition	
<b>P4</b> undertake two different expeditions demonstrating appropriate skills and techniques, with tutor support [RL3, TW1, TW3, TW5, SM1, SM2, SM4]	<b>M4</b> independently undertake two different expeditions, demonstrating appropriate skills and techniques	<b>D1</b> undertake two different expeditions, demonstrating advanced expedition skills and techniques
<b>P5</b> carry out a review of the planning and undertaking of expeditions, identifying strengths and areas for improvement [RL1, RL3, RL4, RL5, SM3, SM5]	<b>M5</b> explain identified strengths and areas for improvement and relate them to suggestions made in personal development plan.	<b>D2</b> justify suggestions made in personal development plan.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P6</b> produce a personal development plan based on identified strengths and areas for improvement. [IE1, IE4, RL2, RL5, SM3, SM5]</p>		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit requires an understanding of expeditions and the skills, techniques and developmental learning that can be achieved through participating in expeditions. It is a practical unit and should be delivered in an appropriate environment using the appropriate equipment.

Expeditions are a key part of the outdoor industry. They are the 'bread and butter' of an outdoor education programme, and play an important role in outdoor education because they are labour efficient, allow all participants to take part together, allow interaction and promote self-sufficiency. Participants may sleep under canvas and are expected to navigate, journey under their own efforts and prepare their own food.

For learners to fully understand expeditions they should have access to camping, navigation and safety equipment. If they do not have their own equipment, learners should have access to personal equipment of a suitable standard. Learners should also be made aware of the resources needed to support expeditions, for example transport and finance. Centres should have experienced and qualified staff delivering the unit, and should have suitably remote areas for expeditions in close proximity, or be prepared to undertake the expeditions in such remote areas.

Learners should reflect on the range and type of expeditions that have taken place and are still taking place throughout the world. The wide definition of 'expeditions' allows a military slant to be added if centres wish. In most cases, centres should focus on expeditions more closely related to the outdoor programme and examine celebrated historical examples of exploratory expeditions (for example Polar, Himalayan, African), contemporary expeditions (for example commercial Himalayan, sailing, gap year travelling) and development expeditions (DofE, schools abroad). Learners should fully understand that the duration, form, type and area in which the expeditions take place will have a direct influence on the aims and objectives of that particular expedition and these factors should be covered in depth.

By examining the aims and objectives of these expeditions, learners may find inspiration for their own expeditions. Classroom study or learner research may be the most effective way of delivering this element of the unit. There is a wealth of written resources as well as documentary and drama reconstructions of many of the famous expeditions and a vast number of website resources.

If learners are to successfully undertake an expedition, they will need time to learn and practise all the skills associated with that expedition. This can be achieved through regular short journeys that build into longer day and eventually overnight expeditions. For the shorter journeys centres may wish to use the local environment. There is a wealth of navigation aids now available, and where possible learners should have the opportunity to use these to keep abreast of the advances in technology as well as using the more traditional methods.

Learners should be given regular opportunities to take part in expedition activities to develop their skills, techniques and theory knowledge. Once they have the required skills and knowledge, they can take further responsibility for their learning and development by increasing their role in the planning and reviewing of expeditions.

By taking responsibility for their own planning and delivery of an expedition learners will have greater understanding and more discussion topics for the review of the expedition. Learners should use reflective practice to understand their own and others, performance. This could involve setting their own goals and expectations in conjunction with using SWOT analysis to develop an action plan for future improvement and learning. They will also benefit from analysing each other's performances.

Throughout the unit learners should show their understanding of safety and environmental issues through their work and also through observations of their practice and awareness while undertaking the expedition.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction and overview of the unit
<b>Assignment 1: Different Types of Expedition (P1, M1).</b> Tutor introduces the assignment brief
Learners to examine the concept of expeditions and their undertaking – includes practical tasks
Learners to undertake practical development of expedition skills, including a day and half-day expedition in an outdoor environment
<b>Assignment 2: Plan a One-day Expedition (P2, M2).</b> Tutor introduces the assignment brief
Small group practical exercises in planning a day expedition
Learners to undertake practical development of advanced expedition skills, day and half-day expeditions in outdoor environment
<b>Assignment 3: Plan a Multi-day Expedition (P3, M3).</b> Tutor introduces the assignment brief
Learners to plan a multi-day expedition – includes time allocated for individual assignment work
<b>Assignment 4: Undertake Two Different Expeditions (P4, M4, D1).</b> Tutor introduces the assignment brief
Learners undertake expeditions. Practical observations and assessment
<b>Assignment 5: Review the Planning and Undertaking of the Expeditions and Personal Development Planning (P5, P6, M5, D2).</b> Tutor introduces the assignment brief
Tutors to facilitate learners, review of expeditions
Learners to produce personal development plan (PDP)
Review of unit and assessment activities

## Assessment

For P1, learners need to describe four different expeditions. Learners could write about four different expeditions, either from their own experience or through the study of past expeditions. Learners should describe four different types of expedition selected from the seven in the *Unit content*. Learners must show their awareness of the breadth of expeditions undertaken by including duration, form, area, location, aims and objectives in their description. The *Unit content* shows the breadth and depth of coverage required.

For P2 and P3, learners need to plan a one-day and a multi-day expedition with tutor support, showing knowledge of equipment and other resources. Again, reference should be made to the *Unit content* for specific guidance. For P4, learners need to participate, with support, in two expeditions demonstrating practical skills and techniques. The term expedition is used here in the loosest sense as a 'journey undertaken for a purpose'. It does not require learners to undertake a multi-day expedition. This will allow some integration with other units. For instance, learners may wish to identify their day spent kayaking or a day-long hike in a wilderness area as an expedition. However, it would be wrong for learners to cite an orienteering event, watersports on a lake or circular walk in non-wilderness areas where a fixed-base is used, as an expedition.

Tutors could assess the skills and techniques used through the simple use of tick sheets, with a list of those required obtained from the *Unit content*.

For P5, learners need to review their expeditions. A successful way to do this could be to assign roles to expedition participants, and ask them to attend an evaluation meeting with their notes and make a contribution to the meeting. A personal logbook/diary could be an effective means of monitoring and assessing this. Learners can also use tutor feedback and observation records to contribute to their review.

For P6, learners must produce a personal development plan based on the identified strengths and areas for improvement. Tutors can help learners assess their skills and techniques.

Grading criterion M1 builds on P1, and requires learners to compare and contrast four different types of expedition. Learners will be expected to know the difference between exploratory expeditions and commercial expeditions. Important aspects such as finance, purpose, and participants will be compared. If learners choose expeditions in which they have participated, picking those with contrasting aims will assist in the comparison. For example, a canoeing trip for this qualification to develop their river and boat-handling skills and a Duke of Edinburgh expedition based on personal development.

Grading criterion M2 requires learners to plan a one-day expedition demonstrating independent planning skills. Learners should independently plan all the tasks required to make sure the expedition takes place safely and effectively. Grading criterion M3 requires learners to independently plan a multi-day expedition including aspects of safety and effectiveness.

Assessment decisions for both grading criteria M2 and M3 will take into account the effectiveness of the planning, route choice, equipment choice, the execution and involvement of individuals in the expedition and safety. Tutors will need to complete a witness statement/observation record to confirm achievement.

For M4, learners need to independently undertake two different expeditions. Learners do not have to undertake multi-day expeditions. However, it is strongly recommended that learners participate in at least one multi-day expedition to fully understand the requirements of such an undertaking. Learners are required to demonstrate appropriate skills and techniques. Tutors will need to confirm achievement using an appropriate observation record.

For M5, learners need to explain identified strengths and areas for improvement and then plan for the future, highlighting what skills need to be obtained and how this can be achieved.

Grading criterion D1 brings together the work learners have done through criteria P2, P3, P4 and M2, M3 and M4, requiring them to undertake two different expeditions and demonstrate advanced expedition skills and techniques as identified in the *Unit content*. When assessing this criterion tutors must be sure that learners have achieved advanced skills, such as those identified in the *Unit content* and produce an observation record to confirm achievement. Tutors may want to use a proforma with all these skills and techniques listed and provide details of how they were achieved.

Grading criterion D2 requires learners to highlight and justify suggestions for their personal development, providing reasons or evidence to support their views.



## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Different Types of Expedition	You are preparing to undertake an expedition. Produce a report covering the different types of expedition or apply your knowledge of expeditions already participated in.	Written report
P2, M2	Plan a One-day Expedition	Learners to plan a one-day expedition taking into account appropriate choice of activity by considering; location, aims and objectives for the planned client group, permissions, logistics, food, equipment, finance and health and safety.	Practical observation and assessment Observation records Written report
P3, M3	Plan a Multi-day Expedition	Learners to plan a multi-day expedition taking into account appropriate choice of activity by considering; location, aims and objectives for the planned client group, permissions, logistics, food, equipment, finance and health and safety.	Practical observation and assessment Observation records Written report
P4, M4, D1	Undertake Two Different Expeditions	Learners demonstrate skills and techniques	Practical observation and assessment Observation records Written report
P5, P6, M5, D2	Review the Planning and Undertaking of the Expeditions and Personal Development Planning	Review of expeditions to include formative and summative assessment, appropriateness of expedition type, skills and feedback, strengths and areas for improvement.  Personal development plan arising from above.	Written report and PDP

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Expedition Experience	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities
Leading Outdoor and Adventurous Activities	Skills for Land-based Outdoor and Adventurous Activities	
Outdoor and Adventurous Activities	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Impact and Sustainability in Outdoor Adventure	
	Environmental Education for Outdoor Adventure	
	Alternative Pursuits for Outdoor Adventure	

This unit links with the National Occupational Standards (NOS) for:

- Outdoor Education, Development Training and Recreation at Level 3.

### Essential resources

Effective delivery of this unit will require learners to access information regarding expeditions, as well as the equipment required for the expeditions that they will undertake. A location close to, or a willingness to travel to, a wilderness area is also essential.

### Employer engagement and vocational contexts

This unit focuses on the undertaking of expeditions and the skills required to do so successfully. It will give learners the background knowledge and skills to enable them to undertake expeditions safely. Centres are encouraged to undertake expeditions with learners in diverse areas for variety and professional development.

## Indicative reading for learners

### Textbooks

Bagshaw C – *The Ultimate Hillwalking Skills Handbook* (David and Charles, 2006) ISBN 9780715322543

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006)  
ISBN 9781412920780

Cliff P – *Mountain Navigation* (Menasha Ridge Press, 1991) ISBN 9781871890556

Drasdo H – *Education and the Mountain Centres* (AfOL, 2000) ISBN 9781874637196

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Hill P – *Mountain Skills Training Handbook* (David and Charles, 2004) ISBN 9780715331651

Judd P and Brown S – *Getting to Grips with GPS* (Cordee, 2006) ISBN 9781904207382

Langmuir E – *Mountain Craft and Leadership* (MLTE, 2004) ISBN 9781850602958

Lansing A – *Endurance* (Carroll and Graf, 2004) ISBN 9780786706211

Long S – *Hill Walking* (The Mountain Training Trust UK, 2003) ISBN 9780954151102

MacArthur E – *Taking on the World* (Penguin, 2003) ISBN 9780141006970

Matkin R – *Map reading* (Dalesman, 1997) ISBN 9781855680968

Ogilvie K, Noble L – *Leading and Managing Groups in the Outdoors* (Institute of Outdoor Learning, 2005)  
ISBN 9781898555094

Thomas M – *Weather for Hillwalkers and Climbers* (Sutton Publishing, 1997) ISBN 9780750910804

### Journals

*Canoe Focus*

*Climber*

*Summit*

*The Great Outdoors*

### Websites

The British Mountaineering Council

[www.thebmc.co.uk](http://www.thebmc.co.uk)

Institute for Outdoor Learning

[www.outdoor-learning.org](http://www.outdoor-learning.org)

Mountain Leader Training England

[www.mlte.org](http://www.mlte.org)

Mountain Leader Training Scotland

[www.mlts.org](http://www.mlts.org)

Mountain Leader Training Wales

[www.mltw.org](http://www.mltw.org)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	describing four different types of expedition carrying out a review of the planning and undertaking of expeditions, identifying strengths and areas for improvement producing a personal development plan based on identified strengths and areas for improvement
<b>Creative thinkers</b>	planning a one-day expedition, with tutor support planning a multi-day expedition, with tutor support
<b>Reflective learners</b>	planning a one-day expedition, with tutor support planning a multi-day expedition, with tutor support undertaking two different expeditions demonstrating appropriate skills and techniques, with tutor support carrying out a review of the planning and undertaking of expeditions, identifying strengths and areas for improvement producing a personal development plan based on identified strengths and areas for improvement
<b>Team workers</b>	planning a one-day expedition, with tutor support planning a multi-day expedition, with tutor support undertaking two different expeditions demonstrating appropriate skills and techniques, with tutor support
<b>Self-managers</b>	planning a one-day expedition, with tutor support planning a multi-day expedition, with tutor support undertaking two different expeditions demonstrating appropriate skills and techniques, with tutor support carrying out a review of the planning and undertaking of expeditions, identifying strengths and areas for improvement producing a personal development plan based on identified strengths and areas for improvement
<b>Effective participators</b>	planning a one-day expedition, with tutor support planning a multi-day expedition, with tutor support.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring and researching possible development opportunities
<b>Creative thinkers</b>	exploring route choice when planning and undertaking expeditions
<b>Team workers</b>	assisting each other when participating in expeditions while combating difficult terrain, weather, leadership, group issues.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching types of expeditions accessing relevant information, weather, local knowledge
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning day and multi-day expeditions accessing relevant information, weather, local knowledge
Manage information storage to enable efficient retrieval	producing route cards
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching types of expeditions
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	planning expeditions producing route cards accessing relevant information, weather, local knowledge
<b>Mathematics</b>	
Select and apply a range of skills to find solutions	planning route cards to estimate distance travelled and expected time required
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning and reviewing expeditions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	describing types of expeditions planning and reviewing expeditions
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing types of expeditions planning and reviewing expeditions.