



## Camping Leader Skills checklist

### Introduction

This skills checklist is designed to enable you, as a Camping Leader candidate, to reflect on the syllabus topics covered in the online training course and to rate yourself using the 'learning stage' described below.

It is hoped that this process will then assist you in preparing for assessment by highlighting areas requiring further development.

When reflecting you might find it useful to refer back to the Camping Leader handbook. In addition the Mountain Training publication – "Hill Walking" – details many of the techniques that might be used by a Camping Leader and will be useful for refreshing your memory of specific techniques or skills covered in the online training course.

### How to appraise yourself

The syllabus is broken down into headings. Against each competency you can give yourself a 'learning stage' number – each number 1-3 corresponds with a description as detailed below. Learning stage 3 would very broadly equate with the degree of competency you'd expect from a qualified and experienced Camping Leader.

### Learning stage descriptions

#### Cognitive or understanding phase (learning stage 1)

In the first stage of learning performances are inconsistent and success is not guaranteed. Performing the skill requires all of the candidate's attention and so they rely on the trainer for cues. This is a process of trial and error. Correct performances must be reinforced through external feedback.

#### Associative or verbal motor phase (learning stage 2)

Performances are becoming more consistent as knowledge and skills are being formed. While the simpler parts of the performance now look fluent and are well learned, the more complex elements require most of the candidate's spare attention. The candidate is starting to get a sense of internal 'kinaesthetic' and 'cognitive' feedback when they perform or apply a skill well. They are starting to detect and correct their own errors.

#### Autonomous or motor phase (learning stage 3)

In the final stage of learning, performances have become consistent, fluid and 'unconsciously competent'. The knowledge and skills involved are well learned and stored in the long-term memory. There is now spare attention which can be focused on group members and adapting appropriate leadership approaches and techniques as applied to situations. To retain the new skill at this level, it must be regularly practised to reinforce the motor and cognitive programmes.

## 1. Leadership and group management

The Camping Leader will be able to supervise a camping group and teach campcraft activities. They will be personally competent in a range of campcraft techniques and be able to provide clear demonstration and effective tuition in these to novice campers. They will be able to:

	Learning stage	Notes
1.1. Demonstrate adaptable leadership behaviours and decision-making.		
a. Monitor the group, environmental conditions and activity, and can adapt their behaviours and decisions to meet ongoing safety, group and task requirements.		
b. Be consistent and confident in their decision-making to achieve positive outcomes and communicate these clearly to the group.		

## 2. Planning and supervision

	Learning stage	Notes
a. Plan appropriate overnight camps to: <ul style="list-style-type: none"><li>• meet group aims.</li><li>• be appropriate for the forecast weather conditions.</li><li>• comply with access legislation and local access agreements.</li><li>• comply with employer/organisation and legal requirements such as safeguarding.</li></ul>		
b. Select and organise a camp area and individual tents within it.		
c. Identify and manage any camp area hazards.		
d. Manage camp hygiene.		
e. Manage a group when using different forms of accommodation –		


bunkhouses, bothies, public and wild campsites.		
f. Incorporate a minimum impact approach to camping.		

<b>3. Teaching and learning skills</b>		
	<b>Learning stage</b>	<b>Notes</b>
a. Create and maintain a positive learning environment for all participants.		
b. Communicate effectively and appropriately with a group and individuals, checking for understanding.		
c. Demonstrate an ability to adapt the teaching style to meet group needs.		
d. Identify and use appropriate tasks to ensure safe group activity.		
e. Demonstrate an understanding of the reasons for evaluating a session and success of the outcome.		
f. Present competent demonstrations of the techniques within the syllabus and scope.		
g. Help participants develop a positive attitude towards camping and introduce the idea of lifelong participation.		

<b>4. Camping equipment</b>		
	<b>Learning stage</b>	<b>Notes</b>
a. Select and appropriately use a variety of tents, sleeping bags, sleeping mats and other camping equipment.		

b. Select, pack and carry other personal and group equipment for an overnight camp.		
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<b>5. Camping food and cooking</b>		
	<b>Learning stage</b>	<b>Notes</b>
a. Select food and drink and plan menus with consideration to nutritional values.		
b. Understand food hygiene considerations for food storage, preparation and cooking.		
c. Select and safely use stoves and fuel.		
d. Manage fire risk when cooking with a group.		

 <b>Camping Leader ACTION PLAN</b>	
What is the timescale for doing your assessment?	
How many camps have you logged? At assessment you should have a minimum of five overnight camps, ideally in a variety of contexts.	
Have you assisted with or overseen at least two group camps?	

List three syllabus areas that you feel/think particularly confident or practised in.	
List three syllabus areas that you feel/think require further practice.	
What opportunities can you foresee for gaining experience to develop your Camping Leader skillset?	
Given your answers to the above briefly outline your way forward for becoming a Camping Leader.	

## Appendix

### Camping Leader Scope

A qualified Camping Leader can:

Supervise a camping group

Teach campcraft activities

### Terrain

A qualified Camping Leader can operate in:

A variety of campsites, all with vehicular access, such as land with no facilities or commercial campsites offering a range of facilities.

A qualified Camping Leader holding a Mountain Training walking leadership qualification can also operate camps in terrain within the scope of that scheme.

### Exclusions

The scheme does not cover the supervision of groups away from the campsite.

## Assessment prerequisites:

- You must have personally undertaken and logged an absolute minimum of five overnight camps, ideally in a variety of contexts.
- You must have assisted with or overseen at least two group camps. If personal camping has only been undertaken when also supervising a group, then these two group camps can be part of the total submitted for personal camping i.e. some candidates may need to log only five overnight camps in total.
- Reflective comments must accompany the group supervision evidence.
- You must be familiar with the syllabus.
- You must be an experienced self-sufficient camper.
- You must have experience of the supervision of camping groups.
- You must be at least 18 years old.
- You must have completed an appropriate first aid course. You must have physically attended and completed (i.e. not online ) a first aid course which involved at least one full day or eight hours of instruction and included an element of assessment.

## What are 'Reflective Comments'?

Mountain Training currently requires Camping Leader assessment candidates to have reflective comments recorded in DLOG as part of the assessment prerequisites. Reflecting on experience is an important part of a leader's development. Although feedback from others can be very useful it is important we can also independently consider our experiences in relation to the desired outcome.

- The key aim of undertaking this reflection (and adding comments to DLOG) is to identify and reflect on areas of practice from the relevant Mountain Training syllabus in order to develop fluency. Being able to effectively analyse experience can be challenging but a few critically analysed sessions are of great value in identifying potential improvements for the future. When making these comments you should ask yourself the following questions and outline your responses:
  - What are the desired aims and objectives of the session?
  - What were the actual outcomes of the session?
  - What was successful and less successful (reference the Mountain Training Camping Leader syllabus) in your delivery of the session?
  - What would you change to improve the outcome?

Your responses can then be added into DLOG in the comments section of the relevant DLOG entry.