



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">• meet group aims.• be appropriate for the forecast weather conditions.• comply with access legislation and local access agreements.• comply with employer/organisation and legal requirements such as safeguarding.		
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.		

3. Teaching and learning skills		
	Learning stage	Notes
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.		

4. Camping equipment		
	Learning stage	Notes
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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5. Camping food and cooking		
	Learning stage	Notes
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.		

 Camping Leader ACTION PLAN	
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.	