

**Expedition Training Framework – Bronze**

1. **First aid and emergency procedures**

Training is based on the current edition of the Authorised Manual of St John Ambulance, St. Andrew’s Ambulance Association or The British Red Cross.

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| Knowing what to do in the case of an accident or emergency. | Role play, including practising first aid scenarios in an outdoor environment.  Using online resources to support sessions (e.g. <http://www.sja.org.uk/sja/school-resources/a-z-of-teaching-courses/dofe-expedition-first-aid.aspx> and **sja.org.uk/sja/schools/a-z-of-all-first-aid-modules.aspx**).    Putting together their first aid kits as a team.  **Please note: the LO or AAP is responsible for approving adults to deliver first aid training. However, the DofE would recommend training be delivered by an individual with a current first aid qualification that covers the elements within this framework.** |
| Summoning help, e.g. what people need to know, telephoning for help, written message. |
| Resuscitation; checking the airway, breathing and circulation. |
| The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, and splinters. |
| The recognition of more serious conditions such as sprains, strains, dislocations, and broken limbs. |
| Recognition and treatment of hypothermia and heatstroke. |
| The treatment of wounds and bleeding. |
| Treatment for shock. |
| Getting help, self-help and waiting for help to arrive, keeping safe and warm, and helping people to find you. |

1. **An awareness of risk and health and safety issues**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| Appropriate expedition fitness for their planned expedition. | Plan a fitness programme which will peak just before the expedition. It should start two or three months before this. Participants could use the  [**NHS fitness plan**.](https://www.nhs.uk/live-well/exercise/12-week-fitness-plan/)  Practise carrying a full rucksack and walking for a similar duration as required on one day of their qualifying expedition.  [**Met Office weather information**](https://www.metoffice.gov.uk/learning/learn-about-the-weather) |
| How to identify and avoid hazards. |
| The importance of keeping together and telling people where you are going. |
| Weather forecasts – knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, and looking for signs which indicate changes in the weather. |

1. **Navigation and route planning**

The 1:25 000 scale Explorer maps – available for the whole of England, Scotland and Wales and parts of Northern Ireland – should be used for expeditions on foot as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country. Participants using other modes of transport may also need to be familiar with 1:50 000 scale Landranger maps.

**3a. Preparatory map skills**

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| **Before planning their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| The use of 1:25 000 Explorer or the relevant maps in Northern Ireland and abroad. | Participants planning and executing practice routes in their local environment.  [**OS resources**](https://www.ordnancesurvey.co.uk/education/) |
| Map direction. |
| Scale and distance, measuring distance, distance and time. |
| Conventional signs. |
| Marginal information. |
| Grid references. |
| A simple introduction to contours and gradient. |
| The ability to give a verbal description of a route linking two places from the map. |

**3b. Practical map skills**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| How to set the map. | As above (including preparing and using a [**Route Card**](https://dofe.org/wp-content/uploads/2017/07/ExpeditionRouteCardMasterForm.doc)**)**. |
| Locating their position from the map. |
| How to determine geographical direction and direction of travel from the map. |
| Checking the direction of paths using the set map. |
| Identifying features in the countryside by using the map. |
| Locating features marked on the map in the countryside. |
| How to plan a route and prepare a simple route card. |
| Following a planned route. |

**3c. Compass skills**

The introduction of the compass at Bronze level should be at a basic level.

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| How to ‘look after’ their compass. | Using their compass on practice walks (in similar terrain to their qualifying expedition). |
| Direction from the compass in terms of the cardinal and the four intercardinal points. |
| Setting the map by the compass. |
| Finding a direction. |

1. **Campcraft, equipment and hygiene**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| How to choose suitable clothing, footwear and emergency equipment and know how to use it. | Practise using their equipment either during training walks or an overnight camp.    Review afterwards what they would/wouldn’t use next time.  Completing an overnight camp with their expedition team.  Read the advice in the[**DofE’s Expedition Kit Guide**](https://www.dofeshopping.org/dofe-expedition-kit-guide/) |
| Choosing and caring for camping gear. |
| Packing a rucksack (or, for waterborne expeditions, a suitable waterproof container), waterproofing the contents and always keeping the weight down to a minimum (about a quarter of the body weight when walking). |
| Rucksack safe lifting technique. |
| Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, and fire precautions. |
| Pitching and striking tents. |

1. **Food and cooking**

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| **Before starting their Qualifying Expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| Cooking and the use of stoves. | Cooking a team meal using stoves as part of a training day walk or overnight camp.  [**Stove safety instructions**](https://www.dofeshopping.org/wp-content/uploads/2016/08/DofE_Stove_Safety_instructions.pdf) |
| Safety procedures and precautions which must be observed when using stoves and handling fuels. |
| That they can follow the stove safety instructions. |
| Cooking substantial meals as a team under camp conditions |

1. **Countryside, Highway and Water Sports Safety Codes**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| The spirit and content of the Countryside Code. | Discuss rules around behaviour when on training walks (littering, interacting with local people/other walkers, livestock, leaving no trace, etc.).  Create a ‘code of behaviour’ as a team prior to the qualifying expedition.  Resources:  [**the Countryside Code**](https://www.gov.uk/government/publications/the-countryside-code) and the  DofE’s [**Countryside Care posters**](https://www.dofe.org/wp-content/uploads/2017/08/countryside_care_posters_A3.pdf) |
| The avoidance of noise and disturbance to rural communities. |
| Thorough knowledge of the Highway Code with special emphasis on specific modes of travel, such as horse riding or cycling, if they are to be utilised during the expedition. |
| If undertaking a water-based expedition, a thorough knowledge of the Water Sports Safety Code. |

1. **Observation recording and presentations**

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| **Before planning their qualifying expedition, participants must understand and demonstrate:** | **Suggested delivery methods** |
| How to choose an expedition aim. |  |
| Observation skills and different methods of recording information. |
| Skills relevant to the method of presentation. |
| Researching relevant information. |

1. **Team building**

The Expedition section involves participants working together as a team to complete an expedition. Team-building exercises should permeate all expedition training so that when a group of participants set out on their qualifying expedition, they’re able to work together as an effective and cohesive unit.