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ActiveStirling

Regional Outcomes for Local Outdoor Accreditation in Forth Valley and West Lothian

High level outcomes and guidance on how local
authorities can provide in house training to
practitioners, allowing them to lead DofE expeditions
and outdoor learning opportunities

Rationale

Research highlights that within the Forth Valley and West Lothian region there is a large gap between the number of young people starting Duke of Edinburgh (DofE) awards and those completing it.

Furthermore it is evident that young people from areas of deprivation are not being given as many opportunities to achieve the awards as those in more affluent areas.

Challenges also exist on the variety and type of outdoor learning that is provided in establishments and the approaches used to facilitate this.

There are several reasons for these challenges however one that is prevalent is the limited amount of trained, experienced and motivated staff/adults to deliver and support outdoor learning opportunities and the expedition element of the Duke of Edinburgh award. This often comes with a lack of time available to these staff/adults to access and complete training.

This document looks to address this challenge by providing guidance to the region on how to conduct local accreditation that will allow practitioners to support and lead in the above outdoor learning elements.



Rationale

Currently staff/adults within the local authorities support the DofE expeditions and outdoor learning opportunities in a variety of ways. Examples of this include CLD services leading provision, schools operate as licenced providers, individual staff providing outdoor learning based on their own experience levels etc.

However a common barrier is the requirement for a National Governing Body (NGB) qualification to enable the delivery of DofE expeditions (and wider outdoor learning).

Most outdoor learning and expeditions are on foot and setting a minimum requirement of an NGB to lead or support a walking expedition brings challenges:

Course availability, with courses only being provided by registered providers there is limited scope to provide this in-house

Cost involved in training and assessment courses

Time commitment to complete awards, often involving multiple full day elements and a requirement to log individual hours of activity

Staff turnover, qualified staff move posts leaving gaps which take time to fill

Rationale

During the COVID-19 pandemic the introduction of 'DofE with a difference' saw an increase in local routes being explored and used to deliver Bronze level walking expeditions. This model has many benefits including a more sustainable and cost-effective way to deliver expeditions – resulting in more young people being able to access them.

Exploring and journeying in areas closer to home also allows young people to develop a connection with their local area and encourages further participation in outdoor recreation.



With a move towards more local low level walking expeditions, and increase in outdoor learning within the curriculum and a need to increase capacity of staff to support these, the benefits of Local Accreditation schemes are apparent.

Scope of Regional Outcomes for Local Accreditation

Although local accreditation allows authorities to train practitioners removing the requirement for them to hold a National Governing Body award, some key aspects must be recognised.

Key Considerations

The deployment of practitioners delivering outdoor activities to children & young people is the responsibility of the local authority.

Route selection within local authorities becomes the responsibility of practitioners who oversee the training within their area.

Although the regional outcomes for local accreditation will be recognised, shared and implemented across the Regional Improvement Collaborative, it is the responsibility of each local authority to deliver training, manage and deploy practitioners and ensure on-going monitoring.

There is an expectation that if practitioners moves from one local authority to another within the Regional Improvement Collaborative, there would be recognition of the training that they have received from their local authority. Observation of practitioners who fall into this category is recommended while also acknowledgement on how long it has been since they received accreditation and how they have put this into practice since then.

Practitioners should receive additional guidance where required on interpersonal skills with children and young people, including managing challenging behaviour.

These outcomes do not replace the requirement for practitioners to have separate First Aid qualifications.

Scope of Regional Outcomes for Local Accreditation

Training which follows these outcomes will:

- Be delivered by someone with a minimum qualification of Hill and Moorland Leader Award as well as suitable prior experience of staff training.
- Be seen as a steppingstone towards an appropriate National Governing Body (NGB) Award for participants.
- Provide evidence of suitability and capability of practitioners to safely lead and supervise local walking expeditions and wider outdoor learning.
- Give participants the skills, knowledge and confidence to train, lead and supervise children and young people on local, pre-arranged walking routes and outdoor learning opportunities.
- Enable participants to lead and supervise groups on agreed specified walking routes and outdoor learning opportunities as determined and overseen by each LA. For example this could include:
 1. NGB qualified practitioners supporting trained adults at a distance but not physically present and being contactable if needed.
 2. NGB qualified practitioners and trained adults working together for the whole duration to enable larger groups/expeditions.
- Allow participants to lead Bronze DofE expeditions or non-remote outdoor learning opportunities.
- Allow participants from multiple LAs across the RIC to be trained together due to the agreed regional outcomes.

Regional Outcomes

All local accreditations across Forth Valley and West Lothian will consist of the following core elements. They can be delivered in a range of ways e.g. twilight sessions, full days/half days etc.

(suggested resources to facilitate this can be found on the FVWL RIC Blog. Practitioners can also utilise their own resources)

Times suggested are only for guidance purposes however there must be a full day of practical experience which includes **6 to 10 hours of navigation and walking**

The regional outcomes have been divided into core elements below

Core Elements

Stoves – 1.5 hours

Learning outcomes

- Participants have the ability to use stoves and clearly stove safety and align to any type of fuel.
- Having an understanding on local authority standpoint on using stoves and fuel.
- Awareness of safety procedures and precautions which must be observed when using stoves and handling fuel.
- Understanding of the variety of different types of stove that can be utilised.

Camping – 1.5 hours

Learning outcomes

- Awareness of different types of equipment and options that can be utilised for overnight camping.
- Basic campcraft understanding – site suitability and environment.

Regional Outcomes

Core Elements

Navigation – 6 hours (combination of classroom based theory/practical learning on full day walk)

Participants will be able to:

- Navigate using a variety of maps and scales.
- Use 4 and 6 figure grid references with worded descriptions to define the position of a map feature and to locate a feature on the ground.
- Orientate the map using handrails, obvious point features and major landforms.
- Use linear features (e.g. paths, tracks, clear boundaries) as handrails in simple navigation exercises.
- Relate prominent landforms such as large hills and valleys to corresponding contour information on the map.
- Orientate the map by aligning a compass needle against grid north and be aware that magnetic variation causes an inaccuracy.
- Use an orientated map to confirm the direction of travel.
- Use clearly identifiable features to confirm position along the route and to recognise when the target has been overshoot.
- Measure horizontal distance on the map and estimate distance on the ground using timing, pacing and simple visual judgements e.g.100m.
- Plan and implement simple routes and navigation strategies based on the above skills.
- Recognise a navigation error within a few minutes and apply simple relocation techniques using handrails and prominent features.
- Be aware of the use of mobile phone location apps as a back up to map and compass and in emergencies.

Regional Outcomes

Core Elements

- Demonstrate an awareness of local and national access issues, access legislation, personal responsibilities, the Countryside Code and sustainability.
- Demonstrate appropriate knowledge of walking equipment, safety equipment and emergency procedures.
- Demonstrate route planning that is relevant to local area and environmental factors.

Group Management – 1.5 hours (combination of classroom based theory/practical learning on full day walk)

Learning outcomes

- Understanding the close, direct and remote supervision of groups and the risks/benefits of these different approaches.
- Awareness of how to deal with accidents and emergencies that may occur.

Working in an outdoor environment – 1 hour

Learning outcome

- Appropriate knowledge of personal and group equipment needed for outdoor excursions.
- Understanding of weather conditions and associated planning and preparation required.
- Knowledge of Environmental issues e.g. access rights, the 3Ps (Peeing, Pooing, Periods) & drinking water.

Regional Outcomes

Core Elements

Health and Safety – 1 hour

Learning outcomes

- Awareness of Local Government Excursion policy and activity management procedures.
- Understanding of recording processes for risk management in the outdoors.

Day Walk – 6 to 10 hours

The course will have a requirement for a minimum of a full day walk to cover the practical application of learning. The course tutor will use this time to ensure participants:

- Are suitably fit and able to lead groups in outdoor settings.
- Can demonstrate a required understanding of knowledge provided from syllabus core elements.



Resources and Materials

Each Local Authority can use their own resources to fulfil the outcomes required within the accreditation scheme. As long as the outcomes have been met by any participant that attends a local scheme, it guarantees regional recognition of their training.

Local authorities will also share resources that they use to fulfil the outcomes set out within this scheme. These can be found at:

[Forth Valley and West Lothian – Regional Improvement Collaborative](#)



Glossary

Description of key terms utilised in this document

Non-Remote – in reference to an area/route that is not situated far from the main centres of population and inaccessible via different forms of transportation.

Regional Improvement Collaborative (RIC) – collective body of local authorities, formed with the purpose of improving education and closing the poverty-related attainment gap for children and young people.

Practitioner – a person who works with children, young people and adults to support learning. Examples include youth worker, teacher, volunteers, local authority staff.

National Governing Body Award (NGB) – an organisation that governs and administers a particular award on a national basis, granting a set standard across the country for those who complete said award. Themes focus on sports and outdoor based elements.