

Guidance to Instructors on Subject Delivery

INITIAL EXPEDITION TRAINING

Programme of learning:

- This is a suggested programme for the delivery of this subject.
- The main headings are the Learning Outcomes (LO1, LO2, etc), with sub headings related to topics within those Learning Outcomes (see Glossary of Terms).

Activities:

- Some practical activities are suggested throughout the programme as a way of reinforcing the learning and adding interest.
- It may be not be practical to undertake all of these activities at the suggested part of the programme.
- Instructors may have to adapt this programme to prevailing circumstances.

Method of delivery:

- Learning resources can be found on Ultilearn and may be adapted by the instructor, if required.
- Lesson delivery should be as practical as possible and should contain the maximum amount of cadet participation and interaction.

Check of understanding:

- Each lesson should contain a check of understanding (see Glossary of Terms).
- At the start of each lesson, the previous check of understanding should be reviewed in order to consolidate previous learning before moving on to new learning.

Formative assessment:

- There should be a formative assessment at the conclusion of each Learning Outcome (see Glossary of Terms).

Summative assessment:

- This is the test of knowledge or understanding of the Assessment Criteria for this subject (see Glossary of Terms).
- Assessment Criteria (see Glossary of Terms) are found on the final page of this document.

INITIAL EXPEDITION TRAINING
Introduction: <ul style="list-style-type: none">• Introduction to the subject and assessment method
LO1: Know how to plan and prepare for safe walking expeditions
Introduction: <ul style="list-style-type: none">• Introduce how to plan and prepare for safe walking expeditions
Planning: <ul style="list-style-type: none">• Outline the principles of walking expedition planning• Explain expedition factors, including:<ul style="list-style-type: none">○ Length of route○ Type of ground○ Weather conditions• Explain personnel factors, including:<ul style="list-style-type: none">○ Experience○ Age○ Fitness of individual and group as a whole○ Number of individuals in group
Skills: <ul style="list-style-type: none">• Outline the principles of expedition skills• Explain what is required for map-reading knowledge• Explain and demonstrate how to summon help• Explain and demonstrate walking pace and rhythm• Explain care of feet• Explain weather conditions and precaution against adverse weather
Consideration of the countryside: <ul style="list-style-type: none">• Introduce the principles of consideration of the countryside while on expeditions• Introduce the concept of considerate camping• Explain the preservation and conservation of the countryside, including:<ul style="list-style-type: none">○ Footpath erosion○ Care of walls, fences, gates and stiles○ Litter○ Accidental fires○ Care of plants and animals

<ul style="list-style-type: none">○ Pollution● Explain the Countryside Code
<p>Timetables:</p> <ul style="list-style-type: none">● Introduce the need for a timetable when on an expedition● Explain and demonstrate planning including:<ul style="list-style-type: none">○ Distance to travel○ Weather○ Time to destination
<p>Activity 1:</p> <ul style="list-style-type: none">● Cadets to plan expedition timetables
<p>Route planning:</p> <ul style="list-style-type: none">● Outline the principles of route planning● Explain the use of routes● Explain how factors of terrain affect planning● Explain escape routes● Explain and demonstrate route cards● Explain use of Naismith's Rule● Explain the methods for the use of private land
<p>Activity 2:</p> <ul style="list-style-type: none">● Cadets to practice calculations of Naismith's Rule for a series of routes
<p>Activity 3:</p> <ul style="list-style-type: none">● Cadets to plan expedition routes and complete route cards
<p>Equipment and clothing:</p> <ul style="list-style-type: none">● Outline the principle of appropriate equipment and clothing● Explain and demonstrate personal equipment including:<ul style="list-style-type: none">○ Boots○ Waterproof clothing○ Map○ Compass○ Whistle○ Rucksack○ Large polythene bag○ Personal first-aid kit○ Emergency rations

<ul style="list-style-type: none">○ Foot care and blister material● Explain and demonstrate additional equipment for leader, including:<ul style="list-style-type: none">○ Group first aid kit○ Sleeping bag○ Mobile telephone○ Group shelter if no tents
<p>Activity 4:</p> <ul style="list-style-type: none">● Cadets to view training videos and online training material such as those produced by the Duke of Edinburgh Award
<p>Review:</p> <ul style="list-style-type: none">● Review planning and preparation for walking expeditions
<p>Formative assessment:</p> <ul style="list-style-type: none">● Formative assessment of planning and preparation for walking expeditions

INITIAL EXPEDITION TRAINING
LO2: Be able to use tents and carrying equipment safely
Introduction: <ul style="list-style-type: none">• Introduce the purpose of different tents and methods of carrying equipment
Design and use of tents: <ul style="list-style-type: none">• Explain different types of design of tent and their uses for different conditions and varying types of expedition• Explain and demonstrate tent erection methods
Activity 1: <ul style="list-style-type: none">• Cadets practise tent erection
Rucksacks: <ul style="list-style-type: none">• Explain and demonstrate different types of rucksack and their uses for varying types of expedition• Explain and demonstrate rucksack packing methods and techniques
Activity 2: <ul style="list-style-type: none">• Cadets to practise rucksack packing
Review: <ul style="list-style-type: none">• Review the purpose of different tents and methods of carrying equipment
Formative assessment: <ul style="list-style-type: none">• Formative assessment of the purpose of different tents and methods of carrying equipment

INITIAL EXPEDITION TRAINING
LO3: Understand the principles of safe camp-craft on an expedition
Introduction: <ul style="list-style-type: none">• Introduce the principles of safe camp-craft on an expedition
Siting and striking of camps: <ul style="list-style-type: none">• Explain the siting and striking of camps• Explain and demonstrate pitching a tent
Activity 1: <p>Cadets to practice erecting a tent</p>
Food and cooking: <ul style="list-style-type: none">• Introduce the topic of food and cooking on expeditions• Explain what to eat• Explain and demonstrate how to prepare a meal• Explain what to take on the expedition• Explain and demonstrate how to pack food into a rucksack
Activity 2: <ul style="list-style-type: none">• Cadets to plan menus for expeditions
Stoves: <ul style="list-style-type: none">• Introduce the topic of the types of stoves used on expeditions• Explain and demonstrate main types of stoves, including:<ul style="list-style-type: none">○ Gas○ Methylated spirit○ Solid fuel○ Gel• Explain and demonstrate storage• Explain and demonstrate use• Explain and demonstrate safety
Activity 3: <ul style="list-style-type: none">• Cadets to cook meals on expedition stoves
Warmth and comfort: <ul style="list-style-type: none">• Introduce the concept of warmth and comfort on expeditions• Explain and demonstrate the types of sleeping bags, including 2-season and 3-season.

- Explain and demonstrate the storage of sleeping bags
- Explain and demonstrate the handling of wet clothing
- Explain and demonstrate the storage of boots

Hygiene:

- Introduce the concept of hygiene
- Explain aspects of hygiene, including:
 - Clean water
 - Cleanliness
 - Food handling
 - Litter and rubbish
- Explain the use the types of toilets on tent sites

Review:

- Review the principles of camp-craft use for expeditions

Formative assessment:

- Formative assessment of the principles of camp-craft use for expeditions

INITIAL EXPEDITION TRAINING
LO4: Understand how to recognise and treat the effects of hypothermia and heat on individuals
Introduction: <ul style="list-style-type: none">• Introduce how to recognise and treat the effects of hypothermia and heat on individuals
Hypothermia: <ul style="list-style-type: none">• Introduce the subject of hypothermia• Explain the term 'homeotherm'• Explain the causes and dangers of hypothermia• Explain the methods of recognition of the signs and symptoms of hypothermia• Explain the factors that exacerbate the condition• Explain the treatment and prevention of hypothermia
Effects of heat: <ul style="list-style-type: none">• Introduce the subject of the effects of heat• Explain the types of heat effect, including:<ul style="list-style-type: none">○ Sunburn○ Heat exhaustion○ Heat stroke• Explain the causes of heat effects and their recognition• Explain the factors that exacerbate the condition• Explain the treatment and prevention of the effects of heat
Review: <ul style="list-style-type: none">• Review the effects of hypothermia and heat on individuals
Formative assessment: <ul style="list-style-type: none">• Formative assessment of the effects of hypothermia and heat on individuals

INITIAL EXPEDITION TRAINING

Major activity:

- Cadets should plan, prepare and undertake a walking expedition

INITIAL EXPEDITION TRAINING

Subject review:

- Review of the subject and activities

Preparation for summative assessment:
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- Prepare for overall summative assessment, if not assessed throughout the training

INITIAL EXPEDITION TRAINING	
Assessment Criteria for Each Learning Outcome	
Subject	Initial Expedition Training
Classification	First Class Cadet
BTEC Aviation Studies	Unit 3: Planning Safe Walking Expeditions
Learning Outcome	Assessment Criterion
The learner will:	The learner can:
LO1: Know how to plan and prepare for safe walking expeditions	P1: Describe factors for consideration when planning a walking expedition
	P2: List the Countryside Code
	P3: Describe the purpose of a route card in a walking expedition
	P4: Identify how to prepare expedition equipment and clothing suitable for the walk being planned
LO2: Be able to use tents and carrying equipment safely	P5: Demonstrate the erection of tents for a walking expedition
	P6: Demonstrate methods of kit packing for an expedition
LO3: Understand the principles of safe camp-craft on an expedition	P7: Describe the principles of warmth and comfort in camp
	P8: Describe the essentials of siting, pitching and striking a camp
	P9: Explain food and cooking safety considerations for expeditions
LO4: Understand how to recognise and treat the effects of hypothermia and heat on individuals	P10: Explain the symptoms of hypothermia and heat excess
	P11: Describe how to treat hypothermia and heat excess

ACO Aviation Training Syllabus

Glossary of Terms

Term	Meaning
Learning outcomes	What a cadet is expected to know, understand or be able to do.
Assessment criteria	The standard a cadet is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved.
Guidance to instructors on subject delivery	A programme that gives the instructor guidance on the content and suggested order of delivery for a particular subject. It will include the learning outcomes, what should be covered to achieve those outcomes and any relevant practical activities.
Formative assessment	Regular and informal assessment that provides feedback throughout the learning process that supports the cadet's progress. This can take the form of checks of understanding through question and answer sessions or demonstration of an activity.
Summative assessment	Assessment of learning by an HQ Air Cadets paper-based examination or online assessment. A cadet will have to correctly answer a question that directly relates to an assessment criterion.
Examination	Paper-based exclusive choice question paper for the old syllabus subjects for Leading, Senior and Master Air Cadet.
Online assessment	Online assessment process, accessed through Utlilearn, for Leading Cadet from Sep 10 and Senior and Master Air Cadet from Sep 11.
Lesson check of understanding	Throughout and at the end of each lesson there should be a check of understanding. At the start of the next lesson, the previous check of understanding should be reviewed in order to consolidate previous learning before moving on to new learning.
Check of understanding for First Class Cadet	This is a competence-based assessment process for First Class Cadet which should test understanding through practical demonstration, activity observation, oral questioning and inspection.