**Expedition Training Framework – Silver**

1. **First aid and emergency procedures**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Done?** |
| Knowing what to do in the case of an accident or emergency. |  |
| 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:** | **Done?** |
| Appropriate expedition fitness for your planned expedition. |  |
| 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**

**3a. Preparatory map skills**

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| **Before planning their qualifying expedition, participants must understand and demonstrate:** | **Done?** |
| The use of 1:25 000 Explorer  |  |
| Map direction. |  |
| Scale and distance, measuring distance, distance and time. |  |
| Conventional signs. |  |
| Marginal information. |  |
| Grid references. |  |
| A simple understanding of 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:** | **Done?** |
| How to set the map and relate the map to the ground |  |
| Locating your 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. |  |
| Relating the map to the ground and estimating speed of travel and arrival times. |  |
| Planning a route, preparing a simple route card. |  |
| Following a planned route. |  |

**3c. Compass skills**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Done?** |
| How to ‘look after’ your compass. |  |
| Direction from the compass in terms of the cardinal and the four intercardinal points.  |  |
| Measuring direction in degrees. |  |
| Setting the map by the compass where magnetic variation may be ignored. |  |
| Determining the direction of footpaths or direction of travel. |  |
| Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation, where appropriate. |  |
| The influence of ferrous objects and electromagnetic fields |  |
| Magnetic variation and the relationship between True, Magnetic and Grid Norths |  |

1. **Campcraft, equipment and hygiene**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:**  | **Done?** |
| How to choose suitable clothing, footwear and emergency equipment and know how to use it. |  |
| 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:** | **Done?** |
| Cooking and the use of stoves. |  |
| Safety procedures and precautions which must be observed when using stoves and handling fuels. |  |
| That you can follow the stove safety instructions. |  |
| Cooking substantial meals as a team under camp conditions |  |

1. **Countryside Code**

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| **Before starting their qualifying expedition, participants must understand and demonstrate:** | **Done?** |
| The spirit and content of the Countryside Code. |   |
| The avoidance of noise and disturbance to rural communities. |  |

1. **Observation recording and presentations**

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| **Before planning their qualifying expedition, participants must understand and demonstrate:** | **Done?** |
| 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.