

Delegate Evidence Record

Level 2 Qualification in Assisting Lowland Expedition Leadership (ALEL2)

The Delegate Evidence Record (DER) is a mandatory document.

All work within this should be that of the delegate.

Tutor/Assessors must assess using this document to evidence the assessment.

Delegate name	[[]]
Centre name	[[]]
Course number	[[]]

Sample DER
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Introduction

Congratulations! You are now studying the Level 2 Qualification in Assisting Lowland Expedition Leadership. This qualification will give you the opportunity to develop transferrable skills which will be of use to you, both in a sporting environment and in preparing you for higher education and/or employment.

To make the most of your leadership journey you should register now at sportsleaders.org.

How to use your DER

This DER gives you all you need to gather evidence of your learning and assessment throughout the course. This is a mandatory document that must be successfully completed for you to gain your qualification.

Course content

The course is combines both theory and practical elements which will enable you to become a Lowland Expedition Leader. To gain the Level 2 Qualification in Assisting Lowland Expedition Leadership you must successfully complete and pass all assessments within this course.

Course structure

The route to qualification is split into three parts:

Training

You will attend training during which your Tutor/Assessor(s) will take you through a mixture of practical and theory sessions. They will be continuously observing you, listening to what you say and giving you feedback. They will assess some of the written tasks. At the end of the training they will discuss with you your strengths and weaknesses against the assessment criteria for the qualification. Together you will produce an action plan for you to take away and implement during your demonstration of leadership.

Consolidation and demonstration of leadership

There will be a gap of several weeks in the course when you will do your 12 hours of leadership. This will be an opportunity for you to work towards completing your action plan and prepare for your final assessment. The person who supervises the leadership hours will be able to mentor you.

What you, your Tutor/Assessor and the Independent Assessor need to complete

Training stage check list		Final assessment stage check list	
For you to complete:	Done	For you to complete:	Done
Task 1.1 – Leadership skills and behaviours	<input type="checkbox"/>	Task A – Session Plan 2	<input type="checkbox"/>
Task 1.2 – Using leadership skills and behaviours in other environments	<input type="checkbox"/>	Task B – Route Card 2	<input type="checkbox"/>
Task 1.3 – Audit own leadership skills	<input type="checkbox"/>	Task C – Expedition Activity Risk Assessment	<input type="checkbox"/>
Task 2 – Session Plan 1	<input type="checkbox"/>	Task D – Camping expedition menu planning	<input type="checkbox"/>
Task 3 – Route Card 1	<input type="checkbox"/>		
Task 4 – Expedition Activity Risk Assessment	<input type="checkbox"/>		
Task 5 – Camping expedition menu planning	<input type="checkbox"/>		
Task 6 – Leadership Log	<input type="checkbox"/>		
For your Tutor/Assessor(s) to complete	Done	For your Tutor/Assessor(s) to complete	Done
Assessment Record – Tutor/Assessor section	<input type="checkbox"/>	Assessment Record – Tutor/Assessor section	<input type="checkbox"/>
	<input type="checkbox"/>	Sign off leadership hours in Task 8	<input type="checkbox"/>

The Final Leadership Assessment

This will take place at a set time following your demonstration of leadership. You will be assessed by your Tutor/Assessor. You will be observed leading your peer group and given some practical tasks to do.

In order to see if you are meeting the Assessment Criteria for each unit your Tutor/Assessor(s) will use the Assessment Record section of this DER.

Spirit of Leadership Award

Your Tutor/Assessor can nominate you for the Sports Leaders UK Spirit of Leadership Award if they feel you have gone above and beyond what is expected. You can use the Sports Leaders UK app to submit your volunteering log and will be awarded additional certificates when you complete additional volunteering hours:

- 50 hours – Bronze Spirit of Leadership
- 100 hours – Silver Spirit of Leadership
- 200 hours – Gold Spirit of Leadership

Make sure you mention Spirit of Leadership to your Tutor/Assessor. We'll ask your Tutor to verify your leadership hours.

Appeals procedure

If you have any queries about an assessment decision speak to your Tutor/Assessor about it. If this does not solve the issue then contact Sports Leaders UK who will investigate. See the [Appeals Policy](#) for more information.

Accident responsibility

Sports Leaders UK does not accept responsibility or liability for any injury or loss sustained by you, your Tutor/Assessor(s) or any other person during any part of the course. For more details, visit sportsleaders.org.

After completing the course

Sports Leaders UK is highly regarded in Higher and Further Education and it is recommended you mention your sports leadership qualification and volunteering when applying for courses, in job applications and interviews.

Training Stage

Task 1.1 Leadership skills and behaviours

Use the table below to describe five skills and five behaviours you should display when leading others and why they are important.

Skill	Description of the skill	This skill is important when leading others because...
Behaviour	Description of the behaviour	This behaviour is important when leading others because...

Task 1.2 Using leadership skills and behaviours in other environments

Use the table below to explain how and why leadership skills and behaviours might be relevant in other environments. Explain the positive impact of each skill and behaviour on employability and success in a work environment.

Skill	In what environment(s) and how could the skill be used	What positive effect could using the skill have on my employability and success in work

Behaviour	In what environment(s) and how could the behaviour be used	What positive effect could displaying the behaviour have on my employability and success in work

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Task 1.3 Audit own leadership skills

Use this form to audit your leadership skills and behaviours at **the start and at the end of the course**. List at least five leadership skills and five leadership behaviours that are important for an Assistant Lowland Expedition Leader in the table below. Then score yourself at the start and at the end of the course.

Leadership skills and behaviours	Score how good you are at the START of the course				How you plan/would like to improve	Score how good you are at the END of the course			
	Date					Date			
	1 Not very good	2 Not too bad	3 Quite good	4 Very good		1 Not very good	2 Not too bad	3 Quite good	4 Very good

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 1.1			
	Task 1.2			
	Task 1.3			
Tutor/Assessor signature				Date

Task 2 Session Plan 1

Plan, lead and evaluate an expedition activity session – for a session at the training stage (copy and complete this template for any additional sessions you lead)

Session Plan 1		
Group description	Numbers in group	Group age
Session date and time	Group ability	Specific needs (if any)
Session - focus and learning outcome(s)		Others involved in delivery (if any)
Venue and terrain		Equipment required
Purpose of activity	Time	Name and description of activity Use written descriptions and/or diagrams
Safety brief (before the session)		
Introduction		
Main content (include a contingency plan)		

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Other things to remember/be aware of, e.g.: health and safety		
Session review (with group)		
Aim of next session		

Evaluation of the session		
Evaluation method(s) used		
Strengths	Areas in need of improvement/development	
How well did the session meet the needs of the group?	How effective was your organisation?	
	Before the session	
	During the session	
Did you need to adapt the activity to meet environment and/or participant needs?	How will this evaluation be used to improve future sessions?	

Task 3

Route Card 1

Plan, lead and review a personal journey within permitted access areas (in training)

Names of journey route		Speed (km/hr)		Map used	
		Height gain (1 min/10m)		Date	
Identify a code of conduct for the use of the countryside that you have referred to in creating this route card		Explain two key principles of a code of conduct for using the countryside that are important to this route			
Give details of the weather forecast for the local area for the day of the journey		List and explain the information sources you referred to in planning this route?			

Leg	Grid reference and description	General direction/bearing	Distance (m)	Estimated time for leg (mins)	Height gained (m)	Time for height gain	Total time	Route details
	Start							
1								
2								
3								
4								
5								
6								

Review of the personal journey		
Review method(s) used	Strengths	Areas in need of improvement/development
Did any safety issues arise? What did you learn from this?	Accidents/incidents? (if any)	How improvements will be made for next time

Sample DER
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Task 4 – Expedition activity risk assessment

Complete a risk assessment for an expedition activity session (in training)

Name of expedition activity		[[]]			Date of risk assessment		[[]]		
Expedition details (refer to session plan)		[[]]							
Potential Risk	Who is at risk? List groups of people who may be at risk	Risk level* before control			Control What steps can be taken to minimise risk?	Further action required List further action required to control significant risks	Risk level after control		
		Likelihood	Impact	Risk rating			Likelihood	Impact	Risk rating
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]

* Risk rating method is Likelihood x Impact = Risk rating score out of 25 where a score of 1 = very low risk and 25 = major risk. You can use an alternative risk rating method if needed.

Likelihood scored out of 5 where 1 = not likely and 5 = almost certain to happen.

Impact scored out of 5 where 1 = very little impact and 5 = catastrophic impact.

Task 5 – Camping expedition menu planning

Produce a menu for a camping expedition. Complete the template below for all meals that are relevant to the duration of your camping expedition.

Meal		Ingredients	Cost	Notes on preparation
Day 1	Breakfast	{} {}	{} {}	{} {}
	Lunch	{} {}	{} {}	{} {}
	Evening meal	{} {}	{} {}	{} {}
	Snacks	{} {}	{} {}	{} {}
	Drinks	{} {}	{} {}	{} {}
Day 2	Breakfast	{} {}	{} {}	{} {}
	Lunch	{} {}	{} {}	{} {}
	Evening meal	{} {}	{} {}	{} {}
	Snacks	{} {}	{} {}	{} {}
	Drinks	{} {}	{} {}	{} {}

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Final Assessment Stage

Task A Session Plan 2

Plan, lead and evaluate an expedition activity session – for a session to be led as part of the final assessment (copy and complete this template for any additional sessions you lead)

Session Plan 1		
Group description	Numbers in group	Group age
Session date and time	Group ability	Specific needs (if any)
Session - focus and learning outcome(s)		Others involved in delivery (if any)
Venue and terrain		Equipment required
Purpose of activity	Time	Name and description of activity Use written descriptions and/or diagrams
Safety brief (before the session)		
Introduction		
Main content (include a contingency plan)		

Other things to remember/be aware of, e.g.: health and safety		
Session review (with group)		
Aim of next session		

Evaluation of the session		
Evaluation method(s) used		
Strengths	Areas in need of improvement/development	
How well did the session meet the needs of the group?	How effective was your organisation?	
	Before the session	
	During the session	
Did you need to adapt the activity to meet environment and/or participant needs?	How will this evaluation be used to improve future sessions?	

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Task B

Route Card 2

Plan, lead and review a personal journey within permitted access areas (in training)

Names of journey route		Speed (km/hr)		Map used	
		Height gain (1 min/10m)		Date	
Identify a code of conduct for the use of the countryside that you have referred to in creating this route card		Explain two key principles of a code of conduct for using the countryside that are important to this route			
Give details of the weather forecast for the local area for the day of the journey		List/explain the information sources you referred to in planning this route?			

Leg	Grid reference and description	General direction/bearing	Distance (m)	Estimated time for leg (mins)	Height gained (m)	Time for height gain	Total time	Route details
	Start							
1								
2								
3								
4								
5								
6								

Do not use as content may have changed

Review of the personal journey		
Review method(s) used	Strengths	Areas in need of improvement/development
Did any safety issues arise? What did you learn from this?	Accidents/incidents? (if any)	How improvements will be made for next time

Sample DER
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Task C – Expedition activity risk assessment

Complete a risk assessment for an expedition activity session (final assessment)

Name of expedition activity		[[]]			Date of risk assessment		[[]]		
Expedition details (refer to session plan)		[[]]							
Potential Risk	Who is at risk? List groups of people who may be at risk	Risk level* before control			Control What steps can be taken to minimise risk?	Further action required List further action required to control significant risks	Risk level after control		
		Likeli-hood	Impact	Risk rating			Likeli-hood	Impact	Risk rating
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]

* Risk rating method is Likelihood x Impact = Risk rating score out of 25 where a score of 1 = very low risk and 25 = major risk. You can use an alternative risk rating method if needed.

Likelihood scored out of 5 where 1 = not likely and 5 = almost certain to happen.

Impact scored out of 5 where 1 = very little impact and 5 = catastrophic impact.

Task D – Camping expedition menu planning

Produce a menu for a camping expedition. Complete the template below for all meals that are relevant to the duration of your camping expedition.

Meal		Ingredients	Cost	Notes on preparation
Day 1	Breakfast	{} {}	{} {}	{} {}
	Lunch	{} {}	{} {}	{} {}
	Evening meal	{} {}	{} {}	{} {}
	Snacks	{} {}	{} {}	{} {}
	Drinks	{} {}	{} {}	{} {}
Day 2	Breakfast	{} {}	{} {}	{} {}
	Lunch	{} {}	{} {}	{} {}
	Evening meal	{} {}	{} {}	{} {}
	Snacks	{} {}	{} {}	{} {}
	Drinks	{} {}	{} {}	{} {}

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Assessment Record

Written Task Assessment Form

Delegate name	
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In training assessment – Tasks 1-7 – To be completed by the Tutor/Assessor(s)					
		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task 1				
	Task 2				
	Task 3				
	Task 4				
	Task 5				
	Task 6	N/A	N/A		
Tutor/Assessor signature				Date	

Two day expedition assessment – Tasks A-E – To be completed by the Tutor/Assessor(s)					
		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task A				
	Task B				
	Task C				
	Task D				
Tutor/Assessor signature				Date	

Practical Observation Assessment Form – Training and two-day expedition assessment

To be completed by the **Tutor/Assessor(s)** during both the training stage and the final two-day expedition.

Delegate name	
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Assessment guidance:

The following Practical Observation Forms make it clear at what stage of the course assessment of the delegate is required against the assessment criteria. The following table gives an example of evidence and assessment requirements.

Assessment criteria	Required course assessment stage	Guidance on assessment and evidence required
e.g. Create a plan for a route that is within permitted access areas	Training	This assessment criterion must be assessed at both the training stage and the final assessment stage . The delegate must produce a different piece of evidence or demonstrate a skill a second time for both stages. e.g. Delegates are asked to create two route cards for journeys within permitted access areas'. One should be for a journey in training and one for a journey at the final assessment. They cannot be the same route card.
	Final Assessment	
e.g. Agree expectations with participants	Training or Final Assessment	This assessment criterion can be assessed at either the Training or the final assessment stage . i.e. the observation of the delegate 'agreeing expectations with participants' can be assessed at either the training or the final assessment stage.

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The delegate must be assessed demonstrating the following assessment criteria
 Assessment against these criteria needs to be met at different stages of the course. This can be in training assessment and/or on the final assessment.
 The table states the stage(s) of the course the assessment(s) are required

Assessment criteria/Action required	Course stage to be assessed at	Date of assessment	Pass or defer and notes on observations
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Unit 1 – Developing outdoor leadership skills

1:2:2.3	Work as part of a team with participants and others	Training	<input type="checkbox"/>	<input type="checkbox"/>
		Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
1:4:4.1	Agree expectations with participants	Training or Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
1:4:4.2	Manage inappropriate behaviour of participants	Training or Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>

Unit 2 – Plan, lead and evaluate expedition sessions
Unit 3 – Lead activities that promote environmental responsibility

2:2:2.1	Select the appropriate equipment that: <ul style="list-style-type: none"> • Is fit for use • Is suitable for the group 	Training	<input type="checkbox"/>	<input type="checkbox"/>
		Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.1	Explain on at least two occasions the safety procedures to be followed	Training	<input type="checkbox"/>	<input type="checkbox"/>
		Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.2	Take action to ensure all participants are engaged in the activity	Training	<input type="checkbox"/>	<input type="checkbox"/>
		Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.3	Take action to minimise any new risks that might occur	Training or Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.4	Lead a 15-minute expedition activity session	Training	<input type="checkbox"/>	<input type="checkbox"/>
		Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.5	Use at least three different verbal and at least three non-verbal communication methods effectively	Training or Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>
2:3:3.6	Use four motivational methods effectively	Training or Final Assessment	<input type="checkbox"/>	<input type="checkbox"/>

Assessment criteria/Action required	Course stage to be assessed at	Date of assessment	Pass or defer and notes on observations
Unit 2 – Plan, lead and evaluate expedition sessions			
Unit 3 – Lead activities that promote environmental responsibility (continued)			
2:3:3.7	Adapt an expedition session if required by the environment and/or participant(s) needs	Training or Final Assessment	[[]]
3:3:3.1	Lead activities that minimise the environmental impact	Training	[[]]
		Final Assessment	[[]]
3:3:3.2	Lead activities that follow the appropriate codes of conduct	Training	[[]]
		Final Assessment	[[]]
3:3:3.3	Lead activities within defined access boundaries	Training	[[]]
		Final Assessment	[[]]
2:4:4.2	Give feedback to participants on their performance in the sessions	Training	[[]]
		Final Assessment	[[]]
2:4:4.3	Identify the learning from the session with participants	Training	[[]]
		Final Assessment	[[]]
2:5:5.1	Conclude expedition sessions with enough time to leave the activity site in a fit condition	Training	[[]]
		Final Assessment	[[]]
2:5:5.2	Follow organisational procedures to return and check all equipment	Training	[[]]
		Final Assessment	[[]]

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Assessment criteria/Action required		Course stage to be assessed at	Date of assessment	Pass or defer and notes on observations
Unit 4 – Developing personal journeying skills				
4:2:2.1	Orientate a map: <ul style="list-style-type: none"> • With a compass • Without a compass 	Training	[[[[
		Final Assessment	[[[[
4:2:2.2	Use an orientated map to identify terrain features and to indicate direction of travel	Training	[[[[
4:2:2.3		Final Assessment	[[[[
4:2:2.4	Demonstrate the use linear features to navigate	Training	[[[[
		Final Assessment	[[[[
4:2:2.5	Demonstrate the use of collecting features	Training	[[[[
		Final Assessment	[[[[
4:2:2.6	Demonstrate the use of catching features	Training	[[[[
		Final Assessment	[[[[
4:2:2.7	Demonstrate how to estimate distance on the map	Training	[[[[
		Final Assessment	[[[[
4:2:2.7	Demonstrate how to estimate on the ground using timing	Training	[[[[
		Final Assessment	[[[[
4:2:2.8	Relocate using simple techniques on paths and handrails	Training	[[[[
		Final Assessment	[[[[
4:3:3.1	Obtain a weather forecast for the area of the journey	Training	[[[[
		Final Assessment	[[[[

Assessment criteria/Action required		Course stage to be assessed at	Date of assessment	Pass or defer and notes on observations
Unit 4 – Developing personal journeying skills (continued)				
4:3:3.2	Arrive personally equipped for the weather conditions and journey length	Training	[[[[
		Final Assessment	[[[[
4:3:3.3	Complete the journey following a pre-prepared route plan	Training	[[[[
		Final Assessment	[[[[
4:3:3.4	Take action to manage any risks that might occur during the journey	Training	[[[[
		Final Assessment	[[[[
Developing personal campcraft skills				
5:1:1.2	Select appropriate clothing and for a camping expedition	Training	[[[[
		Final Assessment	[[[[
5:1:1.3	Pack the food and equipment for an expedition	Training	[[[[
		Final Assessment	[[[[
5:2:2.1	Select a location and pitch a tent	Training	[[[[
5:2:2.2		Final Assessment	[[[[
5:2:2.3	Demonstrate the safe use of a camping stove when cooking a meal from an expedition menu	Training	[[[[
		Final Assessment	[[[[
5:2:2.4	Pack up camp with minimal environmental impact	Training	[[[[
		Final Assessment	[[[[
5:3:3.1	Maintain camping equipment following an expedition, to include: <ul style="list-style-type: none"> • Checking equipment • Cleaning equipment • Storing equipment 	Training	[[[[
		Final Assessment	[[[[

Questions for assessment criterion not observed				
Assessment criteria reference and question asked		Summary of answer given	W, O or Q	P or D
[[[[[[[[[[
[[[[[[[[[[
[[[[[[[[[[
[[[[[[[[[[
[[[[[[[[[[

Final Tutor/Assessor(s) comments and feedback on practical observations			
Feedback to delegate	[[
Further areas/opportunities for development	[[
Tutor/Assessor signature	[[Date	[[

Task 6 Leadership Log Plan, lead and evaluate 12 demonstration of leadership

Leadership Log – Complete a minimum of 12 hours of day walk leadership. Copy this page if you need more space.

Delegate name	[[]]	Centre	[[]]	Course number	[[]]
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Date	Name of organisation visited	Description of session	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership		
					Witness name and job title	Witness signature	Contact number
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]

Tutor/Assessor signature To confirm the 12 hours demonstration has been completed by the delegate	[[]]	Date	[[]]
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Delegate Authenticity Statement

To be completed by the delegate at the end of the course and then to be signed by the Tutor/Assessor.

I confirm that the work contained within this Delegate Evidence Record and all evidence associated with the achievement of this qualification is my own work.

I confirm that the Tutor/Assessor has observed me achieve the Assessment Criteria that require demonstration.

I confirm that I have completed the 12 hours demonstration of leadership that is required to complete this qualification

Delegate signature	[[Date	[[
Tutor/Assessor signature	[[Date	[[

Sample DER
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