



Participant Guide

to the Compact Assessor Course

Herausgeber

The Duke of Edinburgh's International Award
– Germany e.V., Branitzer Platz 2,
14050 Berlin

Kontakt

- E-Mail: info@duke-award.de
- Internet: <https://duke-award.de>

Redaktion

Klaus Vogel

Version 1.0 (k3), 23.03.2023

© 2023

The Duke of Edinburgh's International Award
– Germany e.V. und Klaus Vogel

The quality of assessors is critical to the quality of the assessment result.

Pearl Zhu

Introduction

Like all Regional Representatives, Wild Country Assessors have a particularly important responsibility. Therefore, the role not only requires extensive training in theory and practice, but also accreditation by the Association, which must be renewed every three years¹. The required guided initial practice is integrated into the present compact variant of the course through the planning, implementation and follow-up of the group visits (see Chart 1).

With this guide, course participants can get a detailed picture of its conception, methods, content and requirements in advance. During the course, it serves as a task book and memory aid for independently completing the work assignments. It is a purely methodological tool: with a few exceptions, information on the content dealt with in the sessions can only be found in the literature (in particular the Handbook and the Expedition Guide). Corresponding references to sources are part of the session descriptions. Access to the local documents and knowledge base is required for multiple exercises. The schedule can be found on p. 11; topics that are only covered when there is enough time (e.g. in very small courses) are highlighted accordingly.

The local expedition work naturally also shines through even in the sessions in which it is not expressly discussed – from the preparatory homework to the icebreaker and short presentations or the assessment steps. As with all training courses, it is advisable to keep course notes systematically so that relevant questions or thoughts are not lost, but can be taken into account in the management part of the course. A simple worksheet for this can be found in the general area of the digital course folder.

The course begins and ends at home. In preparation, the

participants have to do a homework, the results of which are used and deepened in the exercises. After the course, the outcomes – especially the concept and the action plan – must be communicated at on site and incorporated into the Award work. And last but not least, the guided initial practice as a Wild Country Assessor must be organised.

1. For details, see Overview 2 in the Appendix.

Chart 1: Steps of the Training of Wild Country Assessors

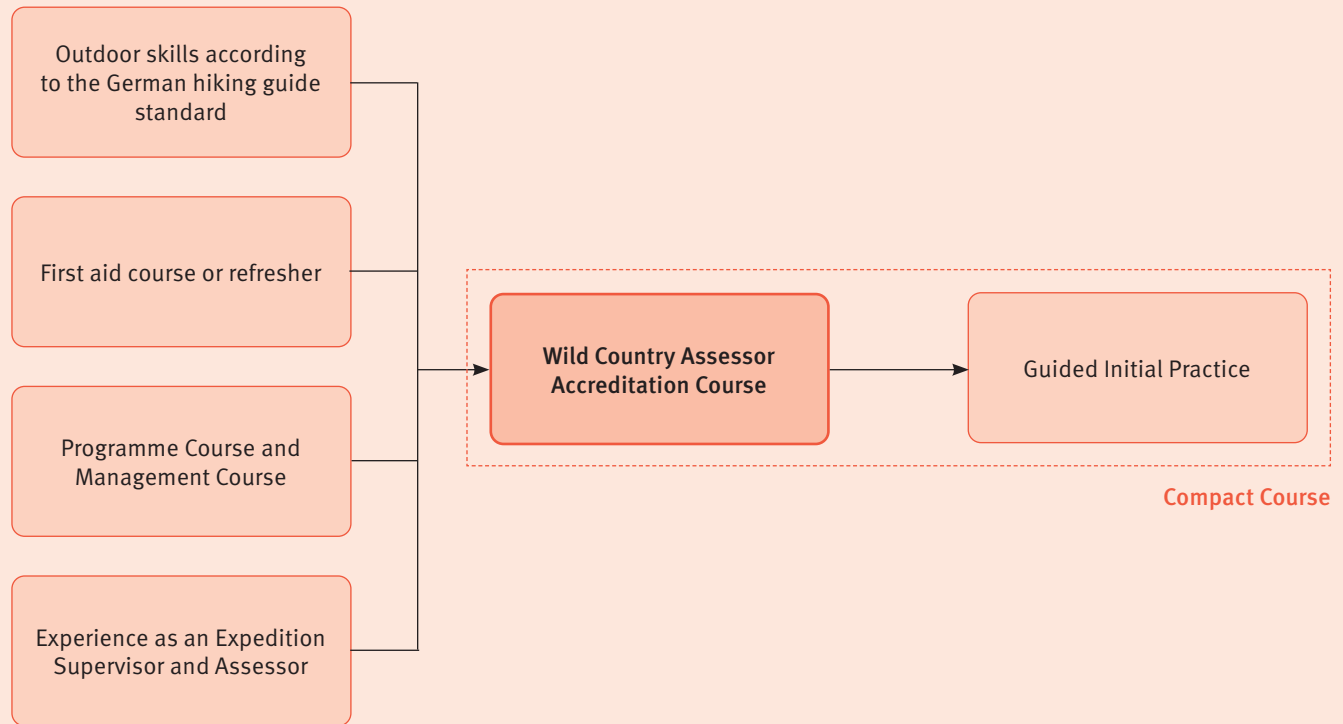


Chart 2: Expedition Section Flowchart



1. The part of the Assessor feedback that can still be used for the current expedition naturally relates primarily to its planning. It initially takes place indirectly during the initial contact with the Supervisor and then directly during the first meeting.

Contents

1. General information on the compact Wild Country	
Assessor Course	8
Short Description	8
Technology in Digital Courses	12
2. Sessions and Activities	14
Preparatory Homework	14
Icebreaker	16
Expedition Process: Short Presentations	18
Assessment Steps: Process Descriptions	20
Expedition Planning Review	22
Group Visits	24
Expedition support in the concept of Award work	26
SWOT Analysis of Local Expedition Work	28
Action Plan	30
Round-up	32
3. Appendix	35
Guidelines for the Training and Activity of Wild Country Assessors	36
Wild Country Assessors: List of Important Specifications	37
Data Protection Declaration for Courses and Webinars	38
Alte Bahnmeisterei: Rules of Use	40

Short Description



Profile

Type and requirements

- **Type:** Regional Representative Course (Compact Wild Country Assessor – Accreditation Course and guided initial practice)
- **Requirements:** Programme Course and Management Course, first aid course and mountain hiking skills according to the hiking guide standard (see Chart 1).

Purpose: Competence for assessing Gold expeditions, managing the Expeditions section and conducting expedition audits

Target groups: Experienced expedition team members

Structure and content

The course consists of an accreditation course (theory) and guided first practice. In the compact form, both parts are combined.

The **theoretical part** has two main focuses:

- In the operational part, the principles of the Expeditions section are recapitulated, tasks and scope of the activity as a Wild Country Assessor are worked out and the assessment process is considered in detail.
- Based on this, vision, concept and planning of the expedition work are further developed in the Management part..

In the **guided first practice**, a venture at the Silver or Gold level serves as a practical learning field. For this purpose, daily Assessor contacts (“group visits”, including debrief) are planned, carried out and evaluated.

Hints

Media and materials

- From the Handbook (H), the description of the Expeditions section and the notification system are required, as well as the explanations of the concept of the Award work and of compliance, process and risk management.
- Not known from the Programme Course and the Management Course, however, are the guidelines for notification of ventures in the Expeditions section and those for Wild Country Assessors in the Expedition Guide (E) which is the “new” source throughout.

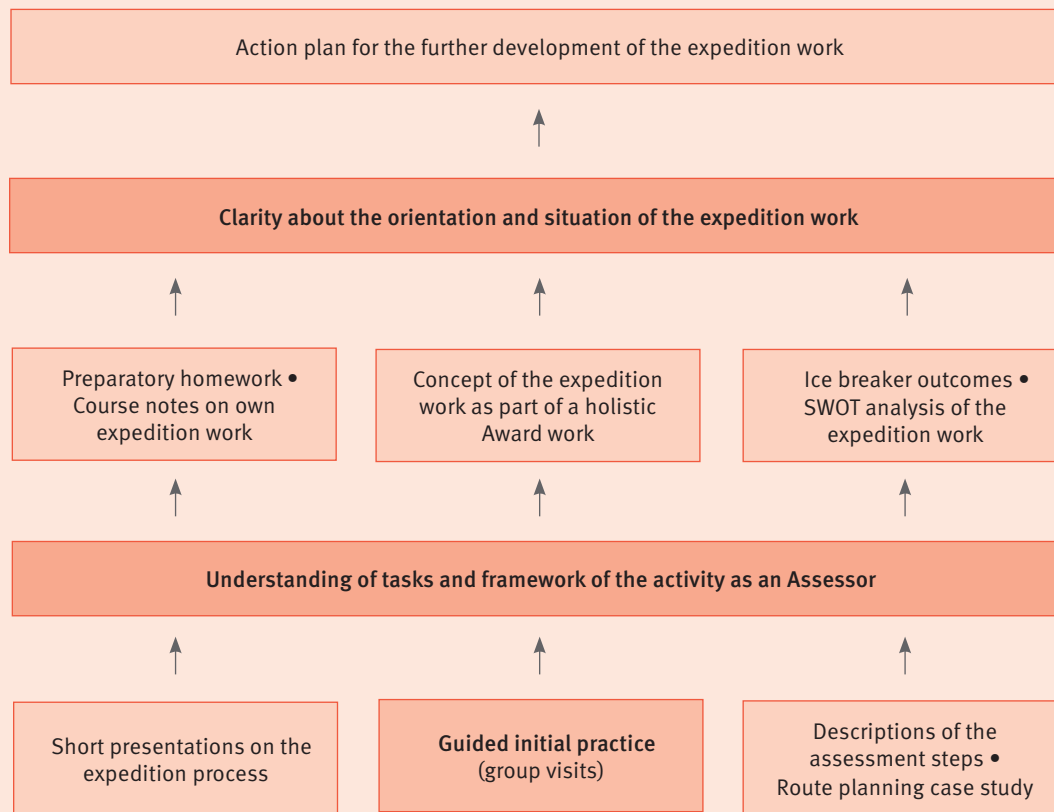
Preparation and follow-up

- The preparatory homework consists of reading Sections 1.3.1 and 1.3.3 of the Handbook and, based on this, analysing and evaluating the realisation of the promised benefits of the Expeditions section.
- After the course, the ideas for the expedition concept and action plan must be communicated and incorporated into the Award work.

Common thread and schedule

- Chart 3 shows the ‘common thread’ of the Wild Country Assessor Course.
- Overview 1 shows the sample schedule of the compact course variant.

Chart 3: 'Common Thread' of the Wild Country Assessor Accreditation Course



Overview 1: Wild Country Assessor Accreditation Course Schedule – Compact Version

# ¹	Time	Session	Activities ²
Day 1			
3	08.30 – 09.15	Introductory Session	Course: Purpose and schedule •Icebreaker • Gold Assessor rules
4	09.15 – 11.00	Overall Process (without assessment)	Short presentations: choosing, preparing and presenting
6	11.00 – 14.00	Expedition Planning Review	Introduction and distribution of tasks • Feedback (break in between)
	14.00 – 16.00	Evaluation, planning and preparation time	
7	16.00 – 19.30	Group Visits 1	Group visits
Day 2			
7	07.00 – 10.30	Group Visits 2	Group visits
5	10.30 – 15.30	Assessment Steps	Walking talk: preparation and implementation (break in between)
	15.30 – 17.00	Evaluation, planning and preparation time	
Day 3			
8	08.30 – 10.00	Expedition Work: Vision and Concept	Preparation • Presentation
9	10.00 – 12.00	Expedition Work: Action Plan	SWOT analysis • Sketching an action plan • Presentation
7	12.00 – 15.00	Group Visits 3	Group visits with debrief
10	15.30 – 16.00	Round-up	Summary • Feedback • Closing word

1. Number of the corresponding directory in the digital course folder. The introduction to each session or exercise is not listed.

Personal Equipment and Digital Course Folder

laus Vogel

Eigene Dateien

Zuletzt verwendet

Fotos

Geteilt

Papierkorb

OneDrive

Alles durchsuchen



+ Neu

Hochladen

Teilen

...

Sortieren

Informationen

Eigene Dateien > award > kurse > gutachterlehrgang > gl2022

3

01_general
vor 2 Stunden

3

02_homework
Gestern um 09:47:06

2

03_introduction
vor 5 Minuten

3

04_expeditionbasics
Vor weniger als einer Minute

3

05_assessmentprocess
Vor weniger als einer Minute

3

06_routeplaning
Vor weniger als einer Minute

1

07_groupvisits
vor 2 Stunden

3

08_expeditionconcept
Vor weniger als einer Minute

3

09_localplanning
Vor weniger als einer Minute

0

10_roundup
Vor weniger als einer Minute

1

11_organisation
vor 2 Stunden

 Premium-OneDrive

Personal Equipment

Information technology

With the exception of a few worksheets, the course materials are only provided via a link to the course folder (see below). In addition to this guide, these digital documents include in particular the current versions of the of the Handbook, the Mentoring Guide and the Expedition Guide.

As a technical requirement, every course participant therefore needs a computer or tablet. In order to be independent of the local internet connection, you should download the course folder to your device before you leave.

Other tools and equipment

Each participant requires the following tools and equipment:

- Paper and writing utensils (including coloured pencils);
- Slippers (recommended);;
- Rainwear and appropriate footwear for outdoor exercises.

Depending on the circumstances, the following may also be required:

- Sleeping bag for overnight stays in the dormitory of the Alte Bahnmeisterei (cf. Appendix);
- Daypack, drinking bottle, first-aid kit and compass for the mini expedition (Programme Course) as well as group visits and walking talk (Compact Management Course).

Digital Course Folder

Materials are made available and, if necessary, results are shared via a digital course folder on **OneDrive**. The link will be sent in a circular about ten days before the start of the course. A free user account may have to be set up for access.

For each session, the number of the subdirectory is listed in the left column of the schedule. This also contains supplementary materials on many topics. Most folders are further subdivided into information, tools and results.

Preparatory Homework: Realisation of the Sectional Benefits – Analysis

	How conditions, commitment of the participants, helper support and infrastructure can contribute to the realisation
Improving planning and organisational ability	
Obtaining a sense of achievement by overcoming challenges	
Enhancing leadership skills	
Developing self-reliance and independence	
Experiencing the outdoors and developing an awareness of nature and the environment	
Learning to make decisions and accept consequences	
Developing health and fitness	
Working as part of a team	
Understanding group dynamics and role in a team	
Gaining the appropriate knowledge and skills to journey safely	
Exercising imagination and creativity by planning the own journey	
Improving investigating, reviewing and presentational skills	

Profile

Duration: 1-2 hours

Purpose

- Finding out how expedition conditions, commitment of the participants as well as support from helpers and infrastructure contribute to the realisation of the benefits of the Expeditions section
- Assessment of the quality of the expedition work in terms of the realisation of the sectional benefits

Content: Determination of the “enablers” of the benefits of the Expeditions section and assessment of the local implementation

Product: Completed worksheet or whiteboard about the realisation of the benefits of the Expeditions section

Social form: Single person working

Aids

- Course folder: #2
- Information: H 1.3.1 (p. 49-54), 1.3.3 (p. 48-64)
- Tools: Worksheet or prepared place on the personal whiteboard about the realisation of the benefits of the Expeditions section

Process

- Read the indicated sections of the Handbook
- Copy the worksheet, edit it and upload the result to the associated subdirectory of #2

Hints

- The exercise ties in with the treatment of the Expeditions section of the Programme Course (short presentations, mini expedition). With it, among other things, the icebreaker and the management part of the course are prepared.
- The worksheet is available in an open form (image) and in a structured version. The whiteboard corresponds to the structured version.
- In order to receive as diverse feedback as possible, the assessment must be carried out individually. The compilation of the different results of the participants of an Operator takes place in the further course of the course.
- If there is not enough time, only the general sectional benefits should be analysed.

Icebreaker: Realisation of the Sectional Benefits – Scoring

 Verbessern von Planungs- und Organisationsfähigkeiten • Improving planning and organisational ability	 Gesundheit und Fitness entwickeln • Developing health and fitness
 Durch Überwinden von Herausforderungen ein Gefühl für Leistung erlangen • Obtaining a sense of achievement by overcoming challenges	 Als Teil eines Teams arbeiten • Working as part of a team
 Entwickeln von Führungsqualitäten • Enhancing leadership skills	 Gruppendynamik und Rollen in einem Team verstehen • Understanding group dynamics and role in a team
 Eigenständigkeit und Unabhängigkeit entwickeln • Developing self-reliance and independence	 Kenntnisse und Fähigkeiten für eine sichere Unternehmung erwerben • Gaining the appropriate knowledge and skills to journey safely
 Natur erleben und ein Bewusstsein für Natur und Umwelt entwickeln • Experiencing the outdoors and developing an awareness of nature and the environment	 Durch das Planen der eigenen Unternehmung Fantasie und Kreativität entwickeln • Exercising imagination and creativity by planning the own journey
 Lernen, Entscheidungen zu treffen und die Konsequenzen zu tragen • Learning to make decisions and accept consequences	 Verbessern von Recherche-, Reflexions- und Präsentationsfähigkeiten • Improving investigating, reviewing and presentational skills

Profile

Duration: 15 minutes

Purpose

- Getting to know each other
- Reflect on the purpose of the Expeditions section and the quality of its implementation on site

Content

- For the benefits of the Expeditions section, mark one after the other that you think is most important for the target group (blue), is best implemented (green) and has the greatest need for action (red)
- Justify the decision and briefly introduce yourself

Product: Visualization of the assessment of the implementation of the benefits of the Expeditions section in the learning group

Social form

- Preparation: Single person working (5 minutes)
- Collecting outcomes and personal introduction: Plenary session (10 minutes)

Aids

- Course folder: #3
- Information: Worksheet and outcomes of the homework
- Tools: Scoring worksheet; prepared session area on the course whiteboard

Process

- Mark the selected three benefits with the respective colour
- Justify the choice and introduce yourself briefly

Hints

- The exercise ties in with the preparatory homework.
- Each participant sequentially places a blue, green and red dot. The decision is not easy!
- In order to receive the most diverse feedback possible, the assessment must be carried out individually.

Short Presentations on the Expedition Process

Vorbereitung • Preparation	Kennenlernen, Vermitteln von Grundsätzen und Eigenverantwortung sowie Identifizieren persönlicher Entwicklungsziele • Getting to know each other, understanding principles and self-responsibility as well as identifying personal development goals		
	Gruppenbildung und Bestimmen der Eckdaten der Expedition • Group formation and determination of the key data of the expedition		
	Einstimmen auf den Gesamtprozess und organisatorische Absprachen • Setting the mood for the entire process and organisational arrangements		
Ausbildung • Training	Erwerben von Expeditionswissen und -können in theoretischen Sitzungen, praktischen Unterweisungen und Ausbildungstouren • Acquiring expedition knowledge and skills through theoretical sessions, practical instruction, and training walks		
	Entwickeln von Eigenständigkeit und Eigenverantwortung der Expeditionsgruppe in Ausbildungstouren • Developing independence and self-responsibility of the expedition group in training walks		
	Dokumentieren und Reflektieren der Gruppenentwicklung während und im Anschluss an Ausbildungstouren • Documenting and reflecting on group development during and after training walks		
Probetouren • Practice journeys	Entwickeln von Kenntnissen, Fertigkeiten und Leistungsvermögen bis zur Expeditionsreife • Developing knowledge, skills, and performance up to expedition maturity		
	Entwickeln von Vermögen und Bereitschaft, Kenntnisse, Fertigkeiten und Leistungsvermögen verantwortlich einzusetzen • Developing the ability and willingness to use knowledge, skills, and capabilities responsibly		
	Dokumentieren und Reflektieren von Leistung, Fortgang und Erfahrungen im Verlauf und im Anschluss der Probetouren • Documenting and reflecting on performance, progress, and experiences during and after the practice journeys		
Expedition: Überwachung • Expedition: Supervision	Vorab: Sicherstellen, dass die Planung die „15 Bedingungen“ erfüllt und die Umsetzung bezüglich Ausrüstung und Verpflegung prüfen • Beforehand: Make sure that the planning meets the "15 Requirements" and check the implementation regarding equipment and catering	 	
	Tour: Fortgang überwachen, als Drehscheibe der Kommunikation dienen und in Notfällen effektiv eingreifen • Tour: Monitor progress, serve as a hub of communication, and intervene effectively in emergencies	 	
	Danach: Zur Reflexion beitragen und Erhalt des Gutachtens sicherstellen • Afterwards: Contribute to reflection and ensure receipt of the report		
Expedition: Gutachten • Expedition: Assessment	Vorab: Prüfen der Planung, Erstkontakt mit Feedback dazu, Kontaktplanung, Ersttreffen mit Gruppe und Aufsichtsperson • Beforehand: Checking the planning, initial contact with feedback on it, contact planning, initial meeting with group and Supervisor		
	Tour: Gruppenbeobachtungen und -kontakte, Unterstützen im Notfall, Schlussgespräch am Ende der letzten Etappe • Tour: Group observations and contacts, support in case of an emergency, debrief at the end of the last leg		
	Danach: Schriftliche Würdigung der Leistung im Gutachten, Entgegennehmen des Expeditionsberichts (falls der Gutachter dessen Adressat ist) • Afterwards: Written acknowledgement of performance in the assessment, receipt of the expedition report (if the Assessor is the addressee)		

Profile

Duration: 2 hours

Purpose: In-depth understanding of the expedition process and its support from the responsible adults (without assessment)

Content: Create and present a ten-minute short presentation on a process step from the selection list, illustrated with a creative visualization

Product: Creative visualization of the selected process step

Social form

- Preparation (45 minutes): Depending on the number of participants in single person working or partner work
- Presentation and discussion (7 to 10 minutes each, total 1 hour 15 minutes): Plenary session

Aids

- Course folder: #4
- Information: E, Chapter 3 as well as further literature on the topic listed in the choice list
- Tools: Choice list (course whiteboard); depending on the way of working, either paper and coloured pencils or a digital tool for creating the visualization (e.g. personal whiteboard)

Process

- Select the process step from the list
- Prepare the presentation
- Present the presentation in the order of the list
- Additions by the trainer and discussion as needed

Hints

- The choice list can be found in the Course Whiteboard.
- The visualization can either be created on paper using coloured pencils or with a digital tool such as the whiteboard. In the first case, the end result must be photographed or scanned.
- **Please pay attention to the ten-minute frame!**

Assessment Steps: Walking Talk



Profile

Duration: 4 hours (including lunch)

Purpose: In-depth understanding of the assessment process

Content: “Hike” the steps of the assessment on a route of approx. 4 kilometres, with participants taking turns leading the group and briefly presenting their topic at the end of the leg

Product: Description of the assessment step on the process card

Social form

- Preparation: individual, partner or group work (1 hour)
- Walking talk: Plenum (total 1 hour 30 minutes, each presentation with discussion 5 minutes)

Aids

- Course folder: #5
- Information: H 1.3.1 (15 Requirements, p. 51, 52), 1.3.3 (p. 58-64), 1.3.5 (p. 70, 71) and 2.7.2 (p. 242-245) ; E 3.5 (pp. 160-175); additional literature mentioned in the list for the respective step
- Tools: Waterproof maps and compasses; step list; process and index cards; additional tools for the step mentioned in the list

Process

- Introduction, presentation of the route and transferring it to the personal map
- Select the step and prepare the index card or process card
- Walking Talk: “Step 1” takes the group to station 1 and presents their topic there. Then “step 2” takes over and so on
- Lunch on the way or at the end

Hints

- The task presupposes the interaction between the group, Supervisor and Assessor practiced in the mini expedition of the Programme Course.
- Steps can also be assigned across Operators – especially in larger courses.
- The receipt of the report should be integrated as the last step.

Expedition Planning Review



Profile

Duration: 2 hours 15 minutes

Purpose: In-depth understanding of the process and content of the Expedition planning review by the Assessor

Content: Checking a real planning with all documents

Product: Completed sheet # 84 of the Toolbox

Social form

- Introduction and division of labour: Plenum (15 minutes)
- Reviews: Depending on the number of participants in single person working or partner work (1 hour 30 Minutes)
- Feedback: Plenary session (30 minutes)

Aids

- Course folder: #6
- Information: E 5.4 (p. 244-251)
- Tools: Choice list (course whiteboard); Toolbox sheet #84; topographic maps 1:25.000 or 1:50.000 of the expedition area with UTM grid and venture planning documentation (directory 7 of the digital course folder); cord or string; calculator or spreadsheet for time calculations

Process

- Distribution of tasks
- Completeness check of the documents
- Reconstruct the route
- Complete sheet # 84 of the Toolbox as far as possible
- Feedback

Hints

- The task requires the basic route planning instruments introduced during the Mini Expedition of the Programme Course.
- If possible, the route should be reconstructed using an original map or an A3 colour printout of the scans provided in the Course Folder.
- To check the time calculations, the constants used should first be determined for the horizontal component (on a longer leg without ascents) and the vertical component (on a stage with a large ascent).
- The spreadsheet automatically calculates the time for each leg from its length, the two components and the specified breaks.
- Despite the division of labour, the time available for the exercise is far from sufficient for a complete review.

Group Visits



Profile

Duration: Approx. 3 hours per day (including travel time)

Purpose: Experiencing and deeper understanding of the task and content of direct and indirect group contacts

Content: Planning, implementation and follow-up of the group contacts based on the planning of the venture

Product

- Completed templates: Group contact planning sheet, “15 Requirements” checklist
- Filled-in Flashcards: Notes on each participant with perceived strengths, feedback on each participant at the debrief

Social form: Group work

Aids

- Course folder: #7
- Information: Planning documents of the venture
- Tools: Planning template for group contacts, checklist “15 Requirements”; flashcards for each participant; topographic maps of the area with UTM grid
- Equipment: hiking clothing and food; vehicle

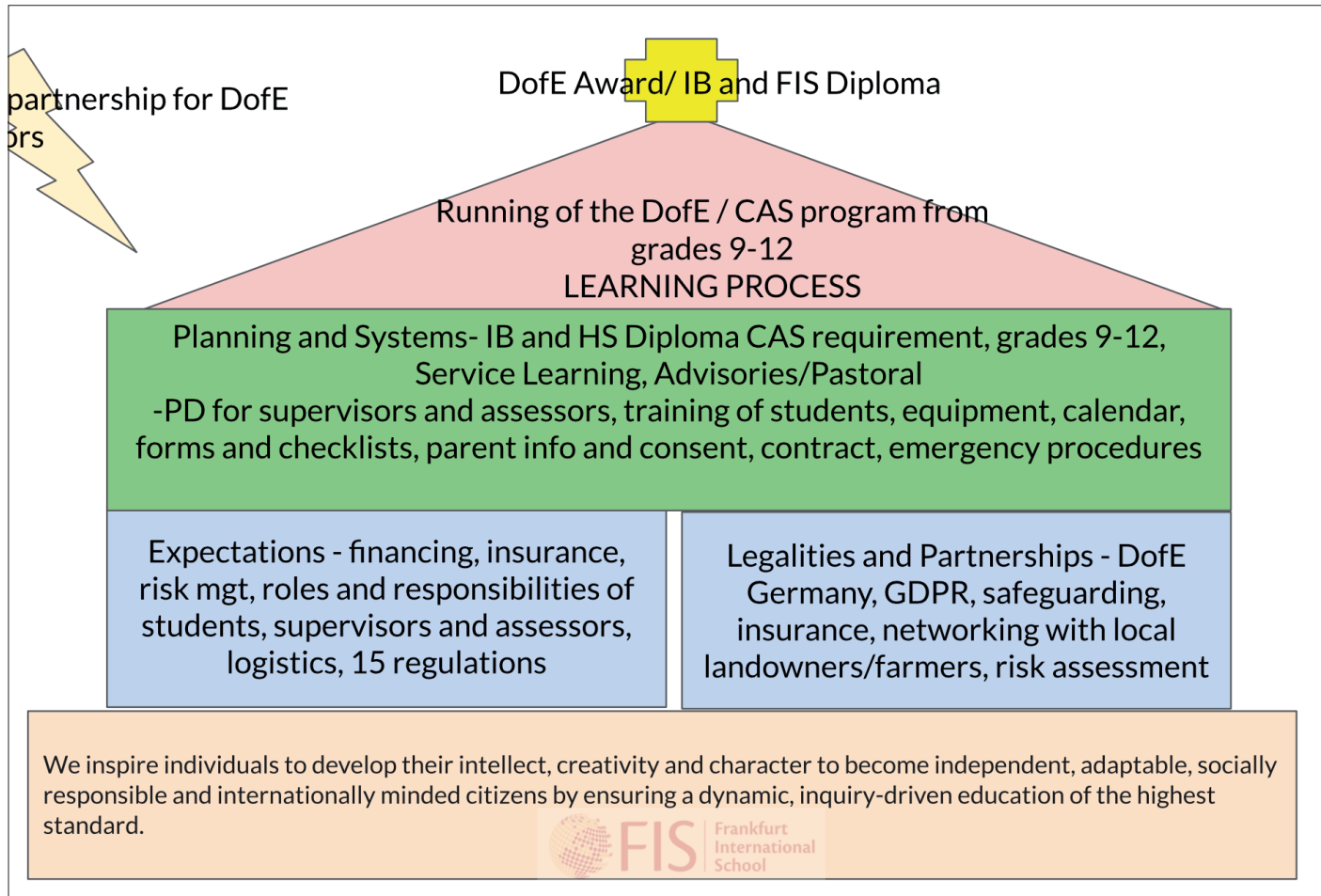
Process

- Introduction
- Allocation of the group members to be observed and the contact person of the course group at each visit
- Creation of the contact plan
- Daily preparation, implementation and evaluation of the visit

Hints

- The planning of the group visits also includes the journey to and from the destination.
- In any case, work on the aim, navigation/teamwork and camping must be covered.
- Some visits can also be carried out indirectly, i.e. without group contact.
- In order not to disturb the group too much, a tandem of Assessors takes over the discussion during the “open” group visits and the rest of the learning group stays in the background.
- If possible, an abandoned campsite should also be inspected.
- As far as possible and useful, visits can be organisationally linked to the meetings by the Supervisor.

Expedition Work as an Integrated Part of the Holistic Concept of Award Work



Profile

Duration: 1 hour 30 minutes

Purpose: Clarity about the vision and concept of the expedition work within the general, holistic concept of the Award work

Content

- Outline the vision of the expedition work as an integrated part of a holistic Award work (expedition part of the “Award house”)
- Identify the key elements of the expedition concept

Product: Overview of the core elements of the expedition concept

Social form

- Creation: Group work (1 hour 30 minutes)
- Presentation: Plenary session (30 minutes)

Aids

- Course folder: #8
- Information: H 2.5.3 (p. 213-216); E 4.1 (p. 179-184); outcomes of preparatory homework and icebreaker; course notes on insights into local expedition work
- Tools: Vision – personal whiteboard or other tool; concept – worksheet

Process

- Sketch the vision (30 minutes)
- Determine the key elements of the expedition concept (30 minutes)
- Presentation (15 minutes in total)

Hints

- The task ties in with the “Award house” of the Programme Course, the exercises on the direction of the Award work and development planning for the Management Course as well as the preparatory homework and the icebreaker.
- The expedition concept is an integral part of the comprehensive, holistic Award concept. **In order to avoid an expedition-heavy orientation of the Award work and perception of the Award, the way of integrating the “expedition part” must be considered from the beginning.**

SWOT Analysis of the Expedition Work

Programmarbeit • Award work	Strengths • Stärken • Anbindung an Outdoor-Curriculum der Schule • Stoffpläne und Expeditonsregeln problemlos einzuhalten • ökologischer Fußabdruck bei jeder Unternehmung berücksichtigt • rudimentäres Expeditonskonzept, dem die Eltern bei der Anmeldung zustimmen • Aktionsplan zur Verbesserung der Expeditonsarbeit vorhanden • Elternabend zum Programmteil Expeditionen • Verhaltensregeln mit jeder Gruppe schriftlich erarbeitet und vereinbart • Routenplanung für jede Unternehmung von Eltern genehmigt • spezielles, großes, gut ausgebildetes und erfahrenes Expeditionsteam • Eltern im Expeditionsteam • Expeditonsarbeit regelmäßig Thema der Jahresklausur • Schulsanitäter helfen bei der Erste-Hilfe-Ausbildung • Lagerraum mit umfangreichem Ausrüstungs- und Kartenpool • Gliederung der Expeditonsgebiete auf den einzelnen Stufen nach Ausbildung, Probetouren und Abschlussunternehmungen • große Auswahl sicherer Biwakplätze • Online-Wissensbasis zur Expeditonsarbeit (inkl. Formulare und Vorlagen, Regelverzeichnis, Übersicht der Expeditonsgebiete, Liste sicherer Biwakplätze und Notfallplan) • Erfahrungen mit Wanderexpeditionen auf allen Stufen • Sammelversicherung für alle Teilnehmer	Weaknesses • Schwächen • Expeditonskonzept erst in den Anfängen (Stand des Gutachterlehrgangs) • Entwicklungsplan noch nicht ausreichend spezifiziert • Elternabend zum Programmteil Expeditionen könnte besser besucht sein • Expeditonsausbildung lässt sich kaum in den gebundenen Ganztagesbetrieb integrieren • Ausrüstungsmanagement wird immer komplexer • Erfahrungen nur mit Wanderunternehmungen
Umfeld • Environment	Opportunities • Chancen • Großer Bedarf an den Lernchancen des Programmtails (inkl. "Zeiten der Stille", Umgang mit Natur, Ausrüstung, und Digitaltechnik) • "Outdoor-Bewußtsein" beginnt schon durch Wald-Kindergarten • Outdoor-Curriculum der Schule (erlebnispädagogische Schullandheim-Aufenthalte)" • Unterstützung von Anschaffungen durch Förderverein und örtliche Banken • Unterstützung durch Trägerverein (z.B. Miniexpedition beim PL, Handbuch, Expeditonsführer, Vorlagen, Basislager "Alte Bahnmeisterei") • "klassische" topographische Kartenblätter 1:25.000 und 1:50.000 immer noch verfügbar	Threads • Risiken • Corona • Zeitdruck • Schere zwischen Jugendlichen mit Outdoor-Erfahrungen und solchen ohne wird zunehmend größer • Zunehmend mehr Eltern und Jugendliche wissen zunächst nicht, was Regenkleidung bedeutet • Elterndruck bei verpassten Probetouren • zunehmend größerer Bedarf an Leihhausrüstung • staatliche Regulierungswut • unterschiedliche Vorschriften u.a. zum Verhalten im Wald in den Bundesländern • Rechtsrisiko trotz allen Vorkehrungen immer noch vorhanden • Zecken • schweres Vorkommnis (Erkrankung, Unfall, Waldbrand, sexueller Übergriff)

Profile

Duration: 30 minutes

Purpose: Clear picture of the situation in relation to the vision and concept of the Award work

Content: Conduct a SWOT analysis on the situation of expedition work in relation to its place in the vision and concept of the Award work

Product: Completed template for the SWOT analysis of the expedition work

Social form: Group work

Aids

- Course folder: #9
- Information: H 2.5.5 (p. 221, 222); local expedition vision and concept; homework and icebreaker outcomes; course notes on insights into local expedition work
- Tools: SWOT analysis template (worksheet or prepared area on the personal whiteboard)

Process

- Perform the SWOT analysis
- Give a short feedback

Hints

- The SWOT analysis may be known from the Programme Course or the Management Course.
- In the template, the own organisation lies on the vertical axis between “internal” and “external”, as it can be influenced indirectly.
- Certain items can be both positive and negative.
- The seven criteria of the Award Development Model introduced in the Management Course allow a far more detailed analysis.

Action Plan for the Development of the Expedition Work

Aktionsplan: Übersicht der Ziele • Action Plan: Overview of Goals

	Ziel • Goal	Wirkung • Impact	Aufwand • Effort	Priorität • Priority	Zeitraumen • Timeframe	Verantwortlich • Responsible
1		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
2		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
3		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
4		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
5		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
6		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
7		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
8		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
9		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		
10		1-2-3-4-5	1-2-3-4-5	1-2-3-4-5		

Einzelaufgaben zu den Zielen: Ziel 1 • Individual Tasks for the Goals: Goal 1

Einzelaufgaben zu den Zielen: Ziel 2 • Individual Tasks for the Goals: Goal 2

	Aktion / Schritt • Action / Step	Verantwortlich • Responsible	Beginn • Start	Ende • Completion	Fortgang • Progress	Nachweis • Evidence
Aufgabe 1 • Task 1	1					
[Beschreibung • Description]	2					
	3					
	4					
	5					
Aufgabe 2 • Task 2	1					
[Beschreibung • Description]	2					
	3					
	4					
	5					
Aufgabe 3 • Task 3	1					
[Beschreibung • Description]	2					
	3					
	4					
	5					
Aufgabe 4 • Task 4	1					

Aufgabe 1 • Task 1
[Beschreibung • Description]
Aufgabe 2 • Task 2
[Beschreibung • Description]
Aufgabe 3 • Task 3
[Beschreibung • Description]
Aufgabe 4 • Task 4

Profile

Duration: 1 hour 30 minutes

Purpose: Determine priorities and steps for implementing the expedition concept, taking into account the results of the SWOT analysis

Content: Outline an action plan for the further development of the expedition work, which as far as possible already complies with the SMART criteria

Product: Draft of an action plan for the local expedition work

Social form: Group work

Aids

- Course folder: #9
- Information: H 2.5.4 (SMART criteria); expedition concept, SWOT analysis of own expedition work; course notes on insights into local expedition work
- Tools: SMART planning template (worksheet or prepared area on the personal whiteboard)

Process

- Brainstorming
- Agree on priorities
- Develop the plan
- Present the plan

Hints

- The SMART criteria and corresponding planning templates have already been used in the planning sessions of the Programme Course and the Management Course.
- The action plan should cover at least three years and should not exceed seven key items.

Round-up: What am I leaving here? What do I take with me?



Profile

Duration: 10 minutes

Purpose: Reflection, feedback and saying goodbye

Content: By answering the two questions “What am I leaving here, what am I taking with me” using stickers in two colours, the participants reflect on the process and results of the course and provide feedback

Product: Collection of feedback stickers on the whiteboard

Social form

- Preparation: Single person working (3 minutes)
- Presentation: Plenary session (7 minutes)

Aids

- Course folder: #10
- Information: Course notes
- Tools: Prepared area on the course whiteboard

Process

- Reflect and note the feedback
- Transfer feedback on whiteboard stickers
- Present your feedback

Hints

- There should be no speaking during the preparation part of the exercise.
- Things that have already been noted should also be mentioned.
- The colours should roughly match those of the screenshot.

Appendix

Overview 2: Wild Country Assessor Training and Accreditation Guideline

General

Wild Country Assessors are regional representatives of the Association. This guideline specifies the appropriate requirements for this particular role.

The target group are experienced and qualified people in the Expeditions section. **Requirements for the role are:**

- Minimum age 21 years;
- Commitment to Code of Conduct and Safeguarding Policy;
- valid accreditation.

Tasks are:

- Assessing Gold expeditions based on the “15 Requirements” and the description of the assessment process in Section 3.5¹;
- Observing the practice journey in Germany for expeditions abroad;
- Carrying out expedition consultations on the basis of the explanations on Operator consultation in the Handbook.

The standards in the Expeditions section and the interests of the Award must be represented actively and comprehensively.

Training

The training comprises the following stages (see Chart 3.7):

- **Preparation** (outdoor skills according to the German hiking guide standard, first aid training, Programme and Management Course², experience as a Supervisor and Assessor in the Expeditions section);
- **Accreditation course**³;
- **Initial practice** guided by an experienced Wild Country Assessor.

In the compact course version, the accreditation course and guided initial practice are carried out together. A venture at the Silver or Gold level serves as a practical field of learning.

Accreditation

The accreditation is valid for three years from the evidence of the guided initial practice. It will then be extended for a further three years under the following conditions:

- Participation in required conferences and courses;
- Regular practical activity according to the specifications;
- Feedback on each assignment according to the specifications and with the prescribed forms;
- Evidence of practice in the Assessor's Logbook.

1. The requirements applicable to Assessors of ventures on water are described in the relevant chapter of the Expedition Guide. 2. In the case of the Programme Course, these are in particular the practical experiences of route planning and helper roles in the mini expedition, in the case of the Management Course its elements on the learning organisation and process management. 3. The Accreditation Course can also be delivered online.

Wild Country Assessors: List of Important Specifications

Aspect	Name	Source
General orientation of the expedition work	Award Work Codex	H, Section 2.1.2
Personal requirements	Personal Suitability of People in the Award Work	H, Digression 2.6
	Code of Conduct	E, Overview 4.1
	Safeguarding Policy	H, Overview 1.5
Training and status as Regional Representatives	Training Provisions	H, Section 2.1.5
	Special Structures and Regional Representatives	H, Section 2.4.4
	Guidelines for the Training of Wild Country Assessors	E, Overview 3.3
Assessing expeditions	15 Requirements for a Successful Qualifying Journey	E, Overview 1.2
	Options and Standards in the Expeditions Section	E, Overview 1.1
	Adult Roles in the Expeditions Section	H, Section 1.3.5
	Expedition Assessment Process	E, Section 3.5
Notification system and wild country areas	Communication Guidelines	H, Section 2.1.4
	Authorisation and Notification System in the Expeditions Section	E, Section 5.4
	Serious Incident Reporting Policy	E, Overview 5.2
	Ventures in Wild Country Areas	H, Section 1.3.4
	Notes on Wild Country Areas in Germany	E, Appendix
	Expeditions Abroad	H, Section 1.3.4
	Expedition ID and Safety Card	E, Appendix
Expedition audit	Consultation: Expedition Audit	H, Section 2.2.4
Data protection	Data and Data Protection	H, Section 2.1.6
	Personal Data	H, Section 2.6.3

Data Protection Declaration for Courses and Webinars

PRINCIPLES

1. Local Responsibility

The Award Coordinator is responsible for course registrations, communication with the Association, and local implementation and compliance with this policy.

2. Purpose

- a. The personal data processed in the framework of courses and webinars are used exclusively for communication, certificates, evidence within the framework of grants and statistics.
- b. Registration by the Award Coordinator takes place in the following steps:
 - i. Informing the target group about the course, GTC and Data Protection Declaration;
 - ii. Obtaining the participant's consent to the registration and handling of data protection (see Toolbox Template No. 117);
 - iii. Registration of the participant.

3. Collected Personal Data

- a. In the course of the application, the following information will be transmitted, which will be adopted by the Association into the Participant List for the Event and the General Participation Directory (Database; purpose in brackets):
 - Name of the event (administration);
 - Sending Operator (identification and management);
 - First name and name (identification);
 - Gender (statistics);
 - E-mail address (communication);

- Language of course documents (communication).
- b. If joint meals are organised, the participant notifies special meal requests via email if necessary.
 - c. In the case of presence measures, the participants complete the prescribed form for the where-used list according to the Landesjugendplan Baden-Württemberg or other funding authorities by hand during the course. It contains the following information:
 - Gender;
 - First name and name;
 - Address;
 - Date of birth;
 - Participation times (start, end, days);
 - Signature.

4. Anonymization

- a. Upon expiry of the legal deadline, participation will be anonymised upon request.
- b. After anonymization, participation can no longer be attested. Trainings required for participation in further courses must then be evidenced by copies of the certificates of participation by the course applicant.

DOCUMENTATION, MEDIA, ACCESS

5. List of Participants and Participation Directory

- a. Communication and administration (confirmation of attendance, issue of the certificate of attendance, billing) are carried out with the help of spreadsheet. It is published in the Digital Course Folder.

- b. Based on the spreadsheet, all courses with name and time as well as all participants with Operator, name, gender and e-mail address will be included in the continuous Participation Directory (database) in order to check compliance with the Training Provisions and to issue lost attendance certificates.

6. Course Circulars

The preparation and follow-up of the course includes a series of circulars to the participants and their Award Coordinator.

7. Records and Publications

- a. The Association documents the course in words and pictures, supplemented by records of course participants.
- b. By registering, the participant agrees to this documentation and its publication in the media of the Association, social networks and in the press.

8. Digital Course Folder

Documents, results and photos are made available in a digital course folder via the cloud. Reference is made to the data protection declaration of the relevant service provider.

9. Access

The following persons have access:

- To course data provided by the Operator: Award Coordinator, office staff;
- To the temporary directory: Award Coordinator, participants, trainer, office staff;
- To the Participation Directory: Office staff.

PROCESSING STEPS

10. Before the Course

- a. Informing the participants, obtaining the consent to

registration and privacy policy as well as registration – *Operator*

- b. Create the the Course Spreadsheet – *Association*
- c. Course Circulars and direct communication – *Association*

11. During the Course

- a. Noting presence in the spreadsheet – *Association*
- b. Completing the spreadsheet – *Association*
- c. Preparing and handing out course certificates – *Association*

12. After the Course

- a. If not already included: giving access to the Digital Services – *Association*
- b. Filing of the written list of participants in the corresponding folder. For eligible courses: transmission of the list as part of the where-used list – *Association*
- c. For Regional Representative Courses: recording the participation in Regional Representatives Directory – *Association*
- d. Adding good photos to the photo database – *Association*
- e. Transfer the data of the spreadsheet to the Participation Directory.
- f. Billing through the accounting system to the Operator – *Association*
- g. Deleting the temporary directory at the latest three weeks after the course – *Association*
- h. Update the local people data in the Team Overview – *Operator*
- i. Upon request, anonymization of participant data – *Association*

Alte Bahnmeisterei: House Rules

1. Responsible Adult

- a. An adult is responsible to Association for the use. This person is in the case of
 - i. Courses, Seminars and Conferences: during the course programme, the Course Leader, and during the rest of the day, an adult course attendee named by the Course Leader who will be staying at the Alte Bahnmeisterei;
 - ii. Use of the Alte Bahnmeisterei as an Expedition base: the Group Leader.
- b. On request and on bail the Responsible Adult receives a key.
- c. Any damage to the building or inventory must be reported to the Responsible Adult without delay.

2. Stay of Minors

- a. Minors may only be in the building and its outdoor area with an adult supervisor.
- b. The possession and consumption of alcohol in the Alte Bahnmeisterei and its outdoor area is prohibited to minors.

3. Rooms

- a. The following rooms and areas can be used: seminar room, kitchen, dormitory in the attic, toilets and showers on the ground floor and the green area behind the house.
- b. A limited number of mattresses and camp beds are available for overnight accommodation in the dormitory. Sleeping bags are required.
- c. With timely registration and own equipment, camping on the green area is possible.

4. Liability

- a. Users who, through their own fault, cause damage to persons, buildings and inventory, are liable within the scope of the legal provisions.
- b. The Association is not liable for damage to motor vehicles (including contents), bicycles and equipment belonging to users who are on the site of the Alte Bahnmeisterei.

5. House Rules

- a. For parking, the gravelled parking lot is to be used.
- b. The entry of the railway tracks is strictly prohibited.
- c. Throughout the house, open fire is prohibited. There is strict smoking ban.
- d. Dirty shoes should be parked at the entrance.
- e. Slippers should always be used in the house. The dormitory and the shower should only be entered with slippers.
- f. In the dormitory, the consumption of food and drinks with the exception of water is prohibited.
- g. After each meal and before the night rest, the tables must be cleared and wiped, and the used dishes must be rinsed and returned.
- h. The rules for waste separation and waste disposal must be complied with.
- i. The library may be used, but books and magazines have to be put back.
- j. The neighbours must not be disturbed.
- k. Night rest is at the latest from 24:00 o'clock.

6. Tasks before Departure

Before leaving, the following tasks have to be done:

- a. Clean up used camp beds and mattresses.
- b. Clear and wipe shelves and tables.
- c. Wash, dry and clean up the remaining dishes.
- d. Empty refrigerators.
- e. Empty garbage containers in the kitchen.
- f. Final cleaning:
 - i. Sweep all the used rooms and staircase,
 - ii. In addition, wipe the kitchen, toilets and showers.
- g. Close the windows and turn off the lights.
- h. Return the key.

7. Supplementary Rules for Courses, Seminars and Conferences

- a. Services allocated by the participants are responsible for
 - i. Shopping, setting the table, serving up and carrying off and wiping tables for common meals;

- ii. Rinsing, drying and placing dishes;
 - iii. Keeping the rooms clean.
- b. For the reimbursement of costs, the costs incurred during the purchase must be proven by receipts.
- c. People staying at the Alte Bahnmeisterei take care of their own breakfast.
- d. For all meals, but also in other breaks, free tea and coffee can be cooked.
- e. Breakfast and lunch end no later than 15 minutes before the start or continuation of the course programme.
- f. During meetings and at meals, mobile phones are off.

