



A1 (c) - THE LEADERSHIP TEAM - ROLES AND RESPONSIBILITIES

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THE EXPEDITION

1. An expedition is a powerful stimulant, a planned antidote to the mundane, in that “the experience of one of these expeditions is just the thing to stretch and stimulate the mind whose horizons so far have been limited by school and home” (HRH The Duke of Edinburgh).
2. Expeditions encourage initiative while putting the accent on teamwork and responsibility; Sir Tufton Beamish MP, later The Lord Chelwood, wrote in 1946 about his own expedition experience: “I first saw the inspiring and infectious effect of cheerfulness when things go wrong and spirits flag; I learnt more fully than I did at school that unselfishness and a spirit of cooperation will overcome seemingly impossible tasks”. The Lord Tweedsmuir commented much the same: “I have been on a great many expeditions of one kind and another, and when you are at risk and in discomfort, there is no consolation that you value more than to realise that you are trusted by the people that you are with, because to some extent they are taking a risk on you, and to a great extent you are taking a risk on them”.
3. For many young people expeditions offer the greatest challenge they have yet faced, and they benefit from the experience. Sir Martin Holdgate (one time Chairman of YET, and now Vice-President) explained that “the truth is that men discover the depths of their own resources when forced to draw upon them under stress – and hence that the application of such stress, under wise leadership that holds back before any breaking point is reached, is a means of true education”.
4. For all of them it presents a chance for specialist training, adventure and fun. Again, Sir Martin Holdgate: “the truth is that intellectual curiosity, the zest for the unknown, can, once fired, push every individual cheerfully to his limits. The recognition is that in the wilderness stress, curiosity and zest can be combined in that pursuit we call exploration, which Aspley Cherry-Garrard, member of Scott’s last expedition, described as ‘the physical expression of the intellectual passion’”.
5. The Leadership Team must keep this firmly in mind as they plan and execute the 'adventure in learning' which a youth expedition aims to be.
6. Having cleared the hurdle of selection, the young members then face the challenge of raising financial support for their considerable individual contribution to the cost of the expedition, considered by Lord Tweedsmuir (when he was Chairman of the British Schools Exploring Society Appeals Committee) to be an excellent introduction to the entrepreneurial society of today.
7. During the expedition period, the young members are trained and given opportunities in project work and adventure, and are thereby encouraged to identify new goals and to raise their personal horizons. Emphasis is placed on the development of self-discipline and self-confidence. As the expedition pursues its objectives, a wide variety of mental, emotional and physical stresses will be encountered. The desire to master and overcome these gives the expedition its excitement and provides the potential for fulfilment and growth.

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8. Growth at the individual level, however, should not be left as a purely private gain. It must be the aim of youth expeditions to see this valuable experience carried back into the wider community.

9. Only through example and good leadership can these lessons be taught. Once again, Sir Martin Holdgate: "Exploration demands both physical and mental endeavour: the muscles stretched to the utmost on craggy rock and the mind extended by the need to describe the structure of the hills over which the body struggles. Tenacity, energy, vigilance in the quest for new observations, and accuracy in recording and interpreting them are all demanded. So are qualities of service: leadership that raises the achievement of the team to heights that individuals could not reach alone, consideration to ensure that none is stretched beyond his strength, and good fellowship even in times of stress".

THE LEADERSHIP TEAM

1. To achieve the high ideals mentioned above makes heavy demands on the expedition Leadership Team; success lies very much in their hands.

2. It is with this in mind that the overall Venture Leader selects the leadership team. He / she will look for men and women prepared to give generously of their time and talents for the benefit of the young members in their charge. They will be of flexible inclination, ready to undertake any expedition task, and with the traditional values of loyalty, trust, humour and good manners. They will be concerned to exercise pastoral care and set high standards of personal example, including the commitment to meet their contribution to the expedition fee. Such characteristics set good leaders apart because they encourage mutual respect and confidence.

3. Good administrators, skilful instructors and skilled outdoor enthusiasts are valuable, but in the end it comes down to personality, example and determination.

4. Members of the Leadership Team hold positions of responsibility and trust towards the young members similar to that between teacher and pupil or parent and child, and the same code of conduct applies. This code of conduct between leaders and young members should be considered carefully. Obviously, friendships will develop, but leaders and young members alike should guard against over-emotional individual relationships. During an expedition, relationships should be kept at the level of good friends, with any further developments taking place only once the expedition has returned. The Leadership Team should monitor friendships among the expedition members as they develop, and give advice and counselling, or take appropriate action. Even if the young member is over the age of consent, and may indeed be an adult, it is unacceptable (indeed, illegal) for a leader to develop a sexual relationship with that young member while on the expedition. All leaders should have agreed to abide by the expedition and leader Code of Conduct, where any such sexual relationships will be expressly forbidden, before accepting the offer of leadership.

5. Care will be taken by the expedition's overall Venture Leader to avoid the sort of changes in the overall plan which can so easily create uncertainty, or changes which impair resolve and destroy the cohesive ties of the expedition. At all times the members need to be clear about the expedition's objectives, and the methods by which the tasks confronting them are to be tackled. Expeditions stand or fall on the quality of their communications. Good leaders pay special

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attention to communication; they give advance warning of changes in plan and keep people informed. This encourages a sense of involvement, raises morale, and results in greater achievement.

6. All this presupposes that leaders are leaders, that they are more mature, possess more knowledge, skill and experience than the young members, and will bring this to bear in instructing and leading their charges. It is unwise, on youth expeditions, for leaders to pretend they have similar roles to the young members. The adults must set the highest standards at all times, especially when the 'going' is hard, for any tendency towards mediocrity is irresponsible.

7. There are many styles of expedition leadership, and ideally they vary according to the circumstances. It may be necessary to lead from the front, particularly during the early days of the expedition, or from the back when encouraging individual initiative. A flexible method of leading from the centre can be appropriate. As mutual respect develops between the leaders and the young members, the more formal leadership style becomes less essential. At this stage the focus of decision-making may pass to the young members, but the responsibility of leaders for ultimate control must NEVER be renounced.

8. It is the essential duty of the leader, whatever the style of leadership adopted, to accept responsibility for the young members, to act in 'loco parentis', to maintain at all times the ethos of safety, to ensure that the young members operate within the ethos of the expedition as expressed in the Code of Conduct, and to cooperate with the overall expedition Venture Leader (and other senior members of the Leadership Team) in ensuring the success of the expedition.

9. Pastoral responsibility must take precedence over technical leadership (science fieldwork, community project work, environmental project work, or adventurous activities), except in those instances when the technical advice is based on safety requirements; this can be difficult when a leader is playing both a technical and a pastoral role in an expedition.

10. All members of the Leadership Team must regard it as a priority at all times to ensure the safety of each and every member of the expedition, not just those for whom he or she is particularly responsible.

11. In addition, every member of the Leadership Team should work towards ensuring a sensible balance between risk and enjoyment so as to obtain a fulfilling and successful expedition for all.

12. All members of the Leadership Team should be certain of their particular role within the expedition; a form of "job description" for each leader could well be drawn up before the expedition, especially when the number of leaders and young members is large; at Annex 1 is given an exemplum.

13. In addition, however, all members of the Leadership Team are to work towards ensuring a fulfilling and successful expedition for all, and so will be prepared to undertake leadership responsibilities over and beyond those itemised in the "job description".

TRAINEE LEADERS

1. Trainee Leaders sometimes stand in a difficult position between their more experienced seniors (the leaders) and their less experienced juniors (the young members).

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2. The overall expedition Venture Leader will exercise special care in the briefing and integration of Trainee Leaders within the leadership team.
3. Trainee Leaders are learning leadership skills from working alongside more experienced leaders; even so, they must be of the quality needed to exercise full leadership in certain unexpected situations on expedition.
4. Sometimes Trainee Leaders perform a support role (for example logistics, mountain training, paramedical, kayaking) on the expedition.
5. Trainee Leaders must abide by both the expedition and the leader Code of Conduct in the same manner as all others in the leadership team.
6. Whatever their role, all Trainee Leaders are full members of the leadership team, with all the responsibilities and obligations that this implies.

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Annex 1

LEADER TEAM JOB DESCRIPTION FOR A LARGE EXPEDITION AN EXEMPLUM

This document is to be sent to all Leaders on appointment.

Preamble

No two expeditions are precisely the same. The implication of this is that the Leadership Team structure of each expedition will differ, with each Venture Leader producing the structure that will be expected to provide the most satisfactory means of running the expedition safely and successfully. In the event, shortage of particular types of leader might force upon the Venture Leader a less than perfectly satisfactory structure. Whatever structure is decided upon, it eventually needs to be agreed with the sponsoring authority of the expedition.

The job descriptions below are not prescriptive. The structure of the leadership team is as agreed between the Venture Leader and the sponsoring authority; this structure is then used in producing the budget. Any change in the agreed leadership team structure which has repercussions on this budget must gain the approval of the sponsoring authority.

The job descriptions outlined below are provided to assist leaders in the exercise of their responsibilities. Any one expedition might choose to reallocate responsibilities, in advance, between leaders; other expeditions might choose to combine various posts into one leader; other expeditions might not require a particular type of leader. All this is feasible, provided that it is considered fully beforehand and has the prior approval of the sponsoring authority.

Note that other considerations may apply when there is an external expedition provider (see Section A11 of the YET Webguide).

1.0 Balance of Responsibilities

1. All members of the Leadership Team must regard it as a priority at all times to ensure the safety of each and every member of the expedition.
2. In addition, every leader is to work towards ensuring a sensible balance between risk and enjoyment so as to obtain a fulfilling and successful expedition for all.

2.0 The Venture Leader

1. The Venture Leader is appointed by the sponsoring authority.
2. The role and responsibilities of the Venture Leader are as outlined in the sponsoring organisation's operating guidelines.
3. The Venture Leader remains responsible to the sponsoring authority for the conduct of the expedition and is solely responsible for the expedition when in the field. The roles of other members of the Leadership Team described below are delegated responsibilities, but the Venture Leader remains in overall charge and has the ultimate responsibility.

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3.0 The Deputy Venture Leader

1. The Deputy Venture Leader is chosen by the Venture Leader, but since he / she may at short notice have to take over the full leadership of the expedition during the expedition itself, the appointment is confirmed by the sponsoring authority.
2. The role of the Deputy Venture Leader, fundamentally, is to cover for the Venture Leader in the unexpected absence of the Venture Leader from the field during the expedition.
3. Because of the above two points, the Deputy Venture Leader, once appointed, must have access to all expedition plans and, indeed, be involved fully with such planning.
4. By agreement, the Deputy Venture Leader may cover for the Venture Leader during the planning stages (e.g. at planning or briefing meetings).
5. The Deputy Venture Leader may have specific roles delegated to him / her from the overall responsibilities of the Venture Leader.
6. The Deputy Venture Leader may well act as the expedition Safety Officer.
7. The Deputy Venture Leader may well have a further position within the leadership team (e.g. scientist, mountaineer / adventure leader, Base Camp Manager, Medical Officer).

4.0 The Safety Officer

1. The Safety Officer will be appointed by the Venture Leader from amongst one of the other senior leader team members.
2. He or she is the advisor to the Venture Leader on all matters of safety appertaining to the expedition (remembering that it is the responsibility of all members of the expedition to foster the ethos of safety).
3. The Safety Officer, once appointed, should have access to the Leader Application Forms so that he / she can advise the Venture Leader on their suitability to lead hazardous activities in the field.
4. The Safety Officer (if by then appointed) must be consulted in the drafting of the expedition Risk Analysis and Management System (RAMS), and (when appointed) in ensuring that it is kept up to date in line with changing expedition plans.
5. It is the particular role of the Safety Officer to ensure that all members of the expedition are aware of the risks being undertaken, and that they take steps to manage them; this will be done both at the pre-expedition training and briefing and during the expedition itself, as activities unfurl.
6. The Safety Officer's advice is to be sought in the planning stage with respect to the activities proposed at whatever stage of the expedition (training, science fieldwork / community work / environmental project, adventure activities).
7. The Safety Officer should be responsible for completing the Near Miss and Incident Reports of the expedition. He / she must take urgent action during the expedition to learn from any such incidents / near misses so as to prevent repetition.

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8. Without detracting from the ambitions of expeditioners, the Safety Officer must be prepared to urge caution at all times, should their ambition to achieve their goals conflict with common sense and the overall ethos of safety.

5.0 The Senior Science Fieldwork Leader / Community Project Leader / Environmental Project Leader

1. This leader is chosen by the Venture Leader (and indeed may be the Venture Leader) and the choice confirmed by the sponsoring authority.
2. His / her initial role is to assist the Venture Leader in producing a science fieldwork / community project / environmental project programme suitable for the proposed expedition location.
3. He / she is to assist with the preparation of the expedition's RAMS (Risk Assessment Management Plan), and to advise whenever any change in the expedition's science fieldwork / community project / environmental project programme necessitates an updating of the RAMS.
4. He / she assists the Venture Leader in appointing leaders suitable to carry through the science fieldwork / community project / environmental project programme.
5. He /she acts as mentor for the science fieldwork / community project / environmental project leaders, both in the planning stages and while actually in the field.
6. He / she is responsible, through the science fieldwork / community project / environmental project leaders, for obtaining, collecting, caring for, and returning all technical equipment for these projects.
7. He / she is responsible, through the science fieldwork / community project / environmental project leaders, for the production of reports to appear in the Expedition Report.
8. He / she might well be responsible himself / herself for a group of expedition members and for an individual project.

6.0 The Senior Mountaineer / Senior Adventure Leader

1. The Senior Mountaineer / Senior Adventure Leader is chosen by the Venture Leader (and indeed may be the Venture Leader) and the choice confirmed by the sponsoring authority.
2. The initial role of the Senior Mountaineer / Senior Adventure Leader is to assist the Venture Leader in producing a training and adventure programme suitable for the proposed expedition location.
3. The Senior Mountaineer / Senior Adventure Leader is to assist with the preparation of the expedition's RAMS, and to advise whenever any change in the expedition's adventure plans necessitates an updating of the RAMS.
4. The Senior Mountaineer / Senior Adventure Leader assists the Venture Leader in appointing leaders suitable to carry through the adventure programme and its preceding training programme.

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5. The Senior Mountaineer / Senior Adventure Leader acts as mentor for the adventure leaders, both in the planning stages and while actually in the field.
6. The Senior Mountaineer / Senior Adventure Leader is responsible for ensuring that sufficient well-maintained equipment for the proposed adventure activities is provided by the sponsoring authority, for the care of that equipment, and for packing it for return; he / she should compile a report on any deficiencies or damage, enumerating individual items of safety equipment that have been, or ought to be, destroyed.
7. The Senior Mountaineer / Senior Adventure Leader is responsible, through the adventure leaders, for the adventure reports appearing in the Expedition Report.
8. The Senior Mountaineer / Senior Adventure Leader is responsible for planning and executing the overall training programme at the beginning of each expedition designed to equip the members to live, work, and travel safely in the chosen environment.
9. The Senior Mountaineer / Senior Adventure Leader will advise on the adventure activities of each group, whether they be leader-led or peer-led, throughout the expedition.
10. The Senior Mountaineer / Senior Adventure Leader will work closely at all times with the expedition's Safety Officer.
11. The Senior Mountaineer / Senior Adventure Leader will be responsible, in conjunction with the Venture Leader and the medical team, for the planning and execution of any Casevac (Casualty Evacuation) from the field to Base Camp, or equivalent, or, if appropriate, involving the emergency services before a casualty reaches Base Camp.
12. The Senior Mountaineer / Senior Adventure Leader might well be responsible for a group or for a particular adventure activity.

7.0 Medical Team

1. The Medical Team is chosen by the Venture Leader and the choice confirmed by the sponsoring authority.
2. The team may include doctors, nurses and paramedics.
3. In the event of there being more than one doctor on the expedition, one is to be appointed as the senior member of the Medical Team.
4. It is the responsibility of the Medical Team to care for the health of the expedition members, fundamentally acting as the expedition's GP(s).
5. The senior member of the Medical Team will assist the Venture Leader in the planning stages by alerting him / her to the particular medical needs of the expedition locality. He / she will also liaise closely with the Safety Officer (4.0 above).
6. The senior member of the Medical Team will be responsible for drawing up a list and programme for any necessary inoculations, and advise the members of the expedition of any prophylactic necessary consequent to the expedition's location.



7. The senior member of the Medical Team will be responsible for producing a list of, and obtaining the necessary medical stores, both for base camp and for groups in the field.
8. The senior member of the Medical Team will be responsible for drawing up an individual first aid kit list to be brought to the expedition by each member.
9. The senior member of the Medical Team should attempt to make contact before the expedition goes into the field with the nearest source of external medical aid to the expedition and investigate the location and quality of hospital and emergency medical facilities.
10. The Medical Team will be responsible for the further evacuation of any casualty, once that casualty has been brought safely to Base Camp or equivalent, unless the emergency services themselves carry out the evacuation, as directed by the Senior Mountaineer / Senior Adventure Leader.
11. Members of the Medical Team may well carry out other roles on the expedition, and even be assigned to a specific group for stages of the expedition.

7.0 Base Camp Manager / Logistics / Communications

1. The Base Camp Manager is chosen by the Venture Leader and the choice confirmed by the sponsoring authority.
2. The Base Camp Manager is responsible for the provisioning of the expedition, both in the planning stages and in the field.
3. The Base Camp Manager ensures that all necessary food and equipment is ordered, obtained, packed and freighted to the expedition locality.
4. The Base Camp Manager will liaise with the Senior Scientist / Community Project Leader / Environmental Project Leader and the Senior Mountaineer / Senior Adventure Leader to ensure that specialised equipment for these activities is being obtained, packed, and freighted to the expedition locality along with the general stores above.
5. Once in the field, the Base Camp Manager is responsible for the allocation, the distribution and the collection of all food and equipment necessary for the various stages of the expedition.
6. The Base Camp Manager is responsible for overseeing the cleaning, packing and freightage of all equipment being returned to the UK.
7. The Base Camp Manager may well carry out other roles on the expedition leader team.

8.0 The Group Leader

1. The Group Leader is chosen by the Venture Leader, and the choice confirmed by the sponsoring authority.
2. The Group Leader will normally be either a Science Leader / Community Project Leader / Environmental Project Leader or an Adventure Leader, or both, or even one of the senior leader team.

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3. The Group Leader will lead the group during the time that the group is working under his / her leadership; this may be for just the project phase, or just the adventure phase (however they are mixed / separated), or for the whole expedition.
4. The Group Leader is responsible for the overall wellbeing of the members of the group.
5. The Group Leader should supervise the workings of the group, but all tasks should be carried out by the group, which ought eventually to run itself. How each group runs depends on its members, but it is the delicate responsibility to the Group Leader to ensure that it runs safely and successfully.
6. The Group Leader must be ready to subjugate his / her ambitions as a project or adventure leader to the pastoral duties of the leader; in all instances, save when taking purely technical advice, the decision of the Group Leader, who leads the group, takes precedence over that of the Project Leader or Adventure Leader.

9.0 The Science Fieldwork / Community Project / Environmental Project Leader

1. These leaders are chosen by the Venture Leader, in consultation with the Senior Scientist / Senior Community Project Leader / Senior Environmental Project Leader, and the choice confirmed by the sponsoring authority.
2. He / she is responsible, in consultation with the Senior Scientist, for the formation of a project, within the parameters laid down by the Senior Scientist / Senior Community Project Leader / Senior Environmental Project Leader.
3. He / she is responsible, with the help of the Senior Scientist / Community Project Leader / Environmental Project Leader, for obtaining the necessary equipment for the project, looking after it in the field, cleaning it, packing it and returning it to its rightful owner.
4. He /she is responsible for training the members of the expedition in the methods necessary to undertake the project successfully.
5. If appointed a group leader, the Science Leader / Community Project Leader or Environmental Project Leader is responsible for the overall leadership of the relevant group in the field, so long as it remains in that format. This could well involve careful consultation with the Senior Mountaineer / Senior Adventure Leader and with the Safety Officer.
6. He / she is responsible for producing a report, for presentation within the agreed time limits to the Senior Scientist / Senior Community Project Leader / Senior Environmental Project Leader for compilation in the Expedition Report.

10.0 The Adventure Leader

1. The Adventure Leader is chosen by the Venture Leader, in consultation with the Senior Mountaineer / Senior Adventure Leader, and the choice confirmed by the sponsoring authority.

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2. The Adventure Leader is responsible for, in consultation with the Senior Mountaineer / Senior Adventure Leader, the formation of an adventure activity, within the parameters laid down by the Senior Mountaineer / Senior Adventure Leader.
3. The Adventure Leader is responsible under the Senior Mountaineer / Senior Adventure Leader for training the members of the expedition in the methods necessary to live and operate in the chosen expedition locality.
4. If appointed as a Group Leader, the Adventure Leader is responsible for the overall leadership of the relevant group in the field, so long as it remains in that format; this could well involve careful consultation with the relevant Science Fieldwork / Community Project / Environmental project Leader, the Senior Mountaineer / Senior Adventure Leader, and with the Safety Officer.
5. The Adventure Leader may well be assigned to any group to assist that group in carrying through a project in an adventurous environment, or in leading it in an adventure project, or in safeguarding from a distance a peer group adventure project.
6. The Adventure Leader is responsible for producing an adventure report for those activities where he / she has been in charge, for presentation within the agreed time limits to the Senior Mountaineer / Senior Adventure Leader for compilation in the Expedition Report.
7. At all times the Adventure Leader, along with all other leaders, must regard it as a priority to ensure the safety of each and every member of the expedition.

11.0 The Assistant Leader

1. The Assistant Leader is chosen by the Venture Leader, and the choice confirmed by the sponsoring authority.
2. Normally the Assistant Leader will be appointed to a particular group to assist the Group Leader in the activities of that group.
3. The Assistant Leader will not normally be either a Science Fieldwork / Community Project / Environmental Project Leader or an Adventure Leader, but rather an assistant to either or both fulfilling that function in a group.
4. However, an Assistant Leader with a particular ability may be appointed as assistant to any leader (e.g. communications, base camp, medical team).
5. The Assistant Leader is a full member of the leadership team, but works under the guidance of the Group Leader, unless specifically given personal responsibility by the Venture Leader for a particular activity or project (in which case the Deputy Venture Leader or other specified member of the senior leader team will have mentoring responsibility).



Annex 2 : from DfES : Handbook for Group Leaders

Responsibility

The Leader is responsible overall for the group at all times. In delegating supervisory roles to other leaders in the group, it is good practice for the Leader to:

- allocate supervisory responsibility to each leader for named young members;
- ensure that each leader knows which young members they are responsible for;
- ensure that each young member knows which Leader is responsible for them;
- ensure that all Leaders understand that they are responsible for the supervision of the young members assigned to them;
- ensure that all Leaders and young members are aware of the expected standards of behaviour.

It is good practice for each Leader to:

- have a reasonable prior knowledge of the young members including any special educational needs, medical needs or disabilities;
- carry a list / register of all group members;
- directly supervise the young members (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the other Leaders if needing help;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the young members do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that young members abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid.

Each young member should:

- know who their Leader is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- rarely if ever be on their own;
- alert the Leader if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour.

Head counts etc.

Whatever the length and nature of the activity, regular head counting of young members should take place, particularly before leaving any venue. It is good practice for all Leaders to:

- carry a list / register of all young members and Leaders involved in the activity at all times;
- ensure that young members are readily identifiable;
- avoid identification that could put young members at risk e.g. name badges;
- ensure that all young members are aware of rendezvous points;
- ensure that all young members know what to do if they become separated from the group.

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'Buddy' system

Each young member is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the young members form a circle at the start of the activity so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

Remote Supervision

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the Leader;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The Leader is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the Leaders continue to be in charge;
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures; remote supervision will normally be the final stage of a phased development programme;
- young members will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group and the Leader;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the leader:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

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Down Time

Group leaders should ensure that young members continue to be properly supervised during downtime before, between and after activities, including the evenings. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all Leaders and young members understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow young members some time without close supervision

Night Time (other than camping in the wild)

Leaders should ensure that wherever possible:

- the immediate accommodation is exclusively for the group’s use;
- Leaders (of both genders where appropriate) have sleeping accommodation near to the young members;
- child protection arrangements are in place to protect both young members and Leaders;
- where hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but Leaders must have reasonable access to the young member accommodation at all times;
- where young members’ doors are locked, Leaders have immediate access, as necessary, to a master key;
- all Leaders and young members know the emergency procedures / escape routes in the event of a fire; where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly;
- don’t be lulled into a sense of false security by local assurances, such as “no need to lock doors in this part of the country”; the presence of the group may attract unwelcome attention that is unusual in the locality.



Annex 3

- Reference: Outdoor Leadership Handbook – John Graham
ISBN: 0-89886-502-6, Mountaineers, 1997
Mountaincraft and Leadership – Eric Langmuir
ISBN: 1-85060-295-6, MLTB, 1995
Leading and Managing Groups in the Outdoors – Ken Ogilvie
ISBN: 1-898555-00-1, AfOL, 1993
Leadership with Young People – Peter Barnes
ISBN: 1-903855-07-1, Russell House, 2002
Effective Leadership in Adventure Programming – S.Priest & M.Glass
ISBN: 0-87322-637-2, Human Kinetics, 1997
Outdoor Education: Theory and Practice – Nicholas Gair
ISBN: 0-304-33944-X, Cassell, 1997

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