
SECTION C : TRAINING

Module 6: Organising and running a course

Introduction

- 1 Many areas and groups of the Ramblers' Association already organise informal courses on navigation and leadership. We hope that many more of them, as well as affiliated clubs and other organisations wishing to expand their activities into walking, will decide to do the same, using this manual as a guide.

Advice is given on the types of course, the costs involved, finding an organiser or tutor, class size, duration, equipment, teaching techniques, practical exercises and publicity.

- 2 ~~It is intended~~ that such courses will concentrate on the **basic techniques** involved in both navigation and leadership, thereby enabling participants to take their first steps in map reading, or in organising and leading a walk for their group or club.
- 3 **Courses based on this manual** would normally take place over several weeks, with weekly evening sessions interspersed with practical daytime ones. They are intended to complement, and not compete with, those organised by other organisations, as listed in appendix 2. For some course members, such a course will be sufficient for their needs.
- 4 Other course members, having learned from this manual the basic facts and techniques, may wish to expand their knowledge and improve their techniques by participating in one of the **award schemes or courses** listed in appendix 2, and perhaps obtain thereby an award or certificate.

Establishments offering residential courses can put participants through intensive training over a relatively short period, in surroundings which are ideally suited, both for indoor and outdoor exercises, and for the attractiveness of the countryside.

Help from the RA panel

- 5 The RA has an experienced **Advisory Panel** on Navigation and Leadership. Its members are willing to advise RA areas, groups and affiliated clubs which are contemplating the organisation of courses on these subjects. There are two stages when such help and advice would be most appropriate:
- i At the outset of the initiative.
 - ii Immediately before the finalisation of preparations for the course.

Further details can be obtained from the RA's London office (see appendix 5).

Types of course

- 6 This manual can be used as a basis for organising two types of course: informal and formal.
- 7 **Informal** courses are those organised by an RA area or group, affiliated club or other organisation purely for the benefit of its members. They may be held over a series of evenings at the home of the organiser, or one of the participants, or in a hired room; or during a weekend using a youth hostel or other establishment providing accommodation. Certain items of teaching equipment (see paragraph 32 below) would have to be provided by the organisers.
- 8 **Formal** courses are organised as evening classes in conjunction with a college of further education, or an adult education authority or similar body, using their premises; and probably their teaching equipment (paragraph 32 below). Such courses would be available to members of the public, and the usual charges would apply.

Note: Colleges of further education are now "incorporated". This makes them independent of local authorities, and may affect their ability or willingness to provide subsidised courses of this type.

Formal courses might include only the navigation modules of this manual, as leadership could be considered too specialised a subject by education authorities, who require a broad market for their courses.

- 9 Whether formal or informal, all courses must include a number of daytime practical sessions.

Costs

- 10 ~~The costs and expenses of organising an **informal** course would either have to be borne by the organisers, or shared between the participants. These may have to cover, as required:~~
- ~~i Hire of a room.~~
 - ~~ii Hire of teaching equipment.*~~
 - ~~iii One-off costs of setting up the course, e.g. provision of maps, slides etc. *~~
 - ~~iv Duplication of handouts.*~~

~~* See paragraph 32 below.~~

~~For courses organised by RA areas and groups (but not affiliated clubs or other organisations) for the benefit of members only, the RA can often give financial support – contact an RA office (see appendix 5) or your local RA area or group secretary for details.~~

- 11 ~~The costs of a **formal** course would be borne by the education authority. The lecturer would receive the authority's usual fee for his or her services, but would be expected to bear the one-off costs of setting up the course (see paragraph 10 iii above).~~

~~On a formal course, students may be expected to bear the costs themselves of handouts (see paragraph 32 vii below), the map on which the instruction is based, and of travelling to the outdoor practicals.~~

- 12 Whichever type of course is involved, any adaptation of a published book or map for teaching purposes, including photocopying, will require permission from the publishers,

and probably incur the payment of **royalties**.

This particularly concerns Ordnance Survey maps if they are to be photocopied or adapted, but not of course their normal use in map reading exercises. The OS are happy for one photocopy to be taken for teaching purposes, but more than this will require special permission, and may involve a royalty charge. For further details contact the Copyright Branch of the Ordnance Survey in Southampton (telephone 01703-792028).

It may be worth obtaining an example of the local authority's definitive map (see box 20, page 84) for teaching purposes.

- 13 It is worth seeking to defray the costs of running a course through **sponsorship** by, for example, equipment manufacturers, or local businesses such as outdoor equipment shops, which may benefit from their association with the course.

Finding an organiser and/or tutor

- 14 Naturally, any RA area, group or affiliated club wishing to organise and run a course must find **someone who is willing to take on the commitment**, possibly without remuneration, of setting up and teaching the course. It may be possible to divide these functions between two or more people.
- 15 The **tutor** must be an experienced navigator and leader. A member of your group or club may be able and willing. Other sources may include neighbouring groups or clubs, your area committee, colleges of further education, or outdoor activity centres.

Size of classes

- 16 There is no reason why an experienced leader should not use this manual as the basis for introducing a "class" of just **one or two friends** to the arts of map reading and leadership, though the use of equipment will be constrained by availability and cost.

- 17 For **informal courses** run by RA areas, groups and affiliated clubs, in order to make a course worthwhile from the points of view of effort and cost, it is necessary to take as many participants as is reasonable, without prejudicing the ability of the tutor to give due attention to the individual needs of participants on practical exercises.

Three or four course members would provide an ideal tutor-student ratio, and we suggest that there should not be more than twelve. Much will depend on the capacity of the premises to be used as a classroom, and the tutor's experience and preference.

- 18 For **formal courses** run by an education authority, the number will depend on the authority's policy regarding the minimum number to make a class viable. In some cases this may be as high as fourteen. The authority should be persuaded not to take on more than 20 course members, and in this case assistant tutors would be needed.
- 19 It may be possible to **increase the number of participants** if two or more tutors are available, especially for the practical exercises. In larger classes the quicker and more experienced course members may be able to help the others – this also encourages a mutually supportive atmosphere.

Duration and content

- 20 A **map-reading course** can be spread over several weeks in the form of a number of evening sessions plus some outdoor practicals. A suggested programme for an extended course (consisting of 5 x 2-hour evening sessions plus 2 x 1-day practical sessions) appears in box 21. This can be extended if required to cover various aspects of leadership.
- 21 A **leadership course** could similarly be spread over several weeks, if required, with 2 or 3 x 2-hour evening sessions plus one full day outdoor session. Alternatively (and perhaps more satisfactorily) it could take the form of an intensive weekend course. This could take place in the home locality of the participants, but can be more effective (though more expensive) if run residentially at a suitable centre, such as a youth hostel or field study centre, thus providing a pleasant

and stimulating atmosphere more conducive to learning.

Leadership training is best carried out through discussions and practical exercises. A suggested programme appears in box 22. Course publicity should state that intending participants must already be reasonably accomplished at map reading.

- 22 It may be worth considering a **1-day introductory course** as an appetiser, so that people interested can get an idea whether to proceed to a lengthier commitment later on. This could be spent partly indoors on theory, but should include a significant practical at the end.

The introductory course could be followed up by one or more outdoor events in the group or club programme, specially for map reading practice and leadership techniques. In the meantime, participants should be invited to study this manual at home.

- 23 You may wish to **adapt these methods** to suit your requirements, or those of the education authority, but all the aspects of navigation and leadership covered by sections 1 and 2 of this manual are candidates for inclusion.

- 24 The modular nature of the manual makes it possible to **omit subjects** in which course members already have some expertise. For example, experienced map-readers may wish to learn only route planning or leadership techniques; or course members not wishing to lead can study just the modules covering navigation.

- 25 The basic process of designing a course, be it for one day or longer, includes the following:

- list the aims of the course. 'Having attended the course, people will be able to do x, y and z.'
- choose topics from boxes 21 and 22, plus any extra items that may be needed to meet the aims.
- order them sensibly and decide how they will be presented.
- decide on practical exercises, discussions and report-backs to consolidate the material.

Box 21**Suggested map reading course syllabus**

References to paragraphs in modules of this manual take the same form used in the body of the text, e.g. "2.14" for module 2 paragraph 14. Letters prefixing the reference are: "I" for introduction; "A" for appendix; and "PE" for practical exercise. In this case a reference of e.g. "PE 1.4" means module 1 practical exercise 4.

- Week 1 (indoors)** Introduction . Aims of the course . Types of countryside covered (I 10). Equipment needed (A3). What is a map? (1.2). Types of map for walkers (1.4 to 1.7). Scales (1.3). Grid references (1.22 to 1.31). Points of the compass. Map symbols (1.12, 2.7 to 2.13).
Practical exercises: reading a map (PE 1.1); vocalizing a route (PE 1.4).
- Week 2 (indoors)** Contours (1.15 to 1.21). Setting a map (1.43). Navigation drill (PE 1.7). Introduction to compasses (map to ground) (1.32 to 1.36). Slide show (6.39).
Practical exercise: contours (PE 6.12).
- Week 2 (outdoors)** Morning (as a class): navigation practice; taking turns to lead; relating map to countryside; taking compass bearings (PE 6.13).
Afternoon (individual): simple orienteering exercise (PE 6.14)
- Week 3 (indoors)** Review of compass use (1.32 to 1.36). Magnetic variation (Box 8). Checking path direction (1.36). Walking on a bearing (Box 6). More contour practice (1.15 to 1.21). What makes a good route (2.5 to 2.6). Setting objectives (2.46). Recognising good walking areas (figures 15 and 16). Measuring distances on the map (1.44). Log book. Estimating walking time (2.20 to 2.23). How to obtain maps (1.4 to 1.10).
- Week 4 (indoors)** Lunch stop (2.38 – 2.44). Recording the route (2.56). Rights of way (2.7 to 2.11). Obstructions and hazards (4.5 to 4.23). Path reports (4.9). The Ramblers' Association. Slide show (6.39).
Practical exercise: planning a route (PE 2.9, PE 2.10).
- Week 4 (outdoors)** Morning (in pairs or singly): navigate set routes with quiz.
Afternoon (in pairs or singly): walk own planned route.
- Week 5 (indoors)** Debrief on Week 4 *outdoors*. Measuring distances on the ground (1.44viii). If lost? (4.27 to 4.29). Slide show (6.39). Hill navigation.

Box 22**Suggested leadership course syllabus****Discussion topics**

- 1 Why do you wish to lead?
- 2 What does a leader do? (section B)
- 3 Route selection (module 2)
- 4 What information should a leader acquire?
 - legal rights (2.7 to 2.14, 4.4)
 - what is happening in the countryside?
 - some background to the RA
- 5 What are the general leadership skills? (module 3)
 - communicating from leader to party members and vice versa
 - making decisions
 - keeping the party together
 - where should the leader be?
 - walking on and crossing roads

Course Members should be encouraged to work out their own ideas, with the tutor correcting and providing additional information when appropriate.

- 6 Functions of a backmarker (2.55, 3.17)

Practical exercises

- 1 *Indoors*. Each course member gives a short briefing on a ramble of their own devising, pointing out the route and matters of interest, and answering questions from the rest of the group. Time allowed: 10 minutes per course member.
- 2 *Indoors*. Each course member gives a short talk as if at the meeting point (see paragraph 3.5). Time allowed: 5 minutes per course member.
- 3 *Outdoors*. Course members take it in turns to be leader and backmarker. They consider and discuss their responsibilities. At the same time the person appointed leader will be navigating and the rest of the party following the route on their own maps. Time allowed: 30 minutes per course member.
- 4 *Outdoors*. Simulate an injury or a missing person. There need be no warning given. Every step taken should be discussed and there should be a full discussion at the end. Point out how time flies in such situations. Time allowed: 1.5 hours.

Publicity for your course

- 26 Give your course a **snappy but accurate title** e.g. “Map & Compass for Walkers” or “Navigation & Leadership for Ramblers”. Also provide a brief synopsis in two or three sentences for inclusion in publicity material.
- 27 Publicity for an **informal course** is mainly a matter for the committee of the area, group or club concerned. Usually details will appear in its programme or newsletter, and perhaps also in that of the area or region, if members of other groups are to be invited.
- 28 If yours is a **formal course**, organised in conjunction with an education authority, they will handle all the publicity arrangements. However you will be asked to supply a brief synopsis of your course for the prospectus. Look at last year’s prospectus to get an idea of the “house style” – this should enable you to maximise the impact of your synopsis within its constraints. Make sure to specify any map that students should bring to the first session.

Ensure that publicity produced by an education authority makes clear that the course is “organised in conjunction with the Ramblers’ Association”.

- 29 The organiser and tutor can help to promote the course by:
- i Making announcements during group or club walks and social events.
 - ii Preparing a small duplicated leaflet to hand out to anyone who may be interested: make sure that it includes details of what subjects are to be covered, dates, times, location and any charges, as well as items of equipment that participants will need to bring. Include a contact address or telephone number and say that those interested should contact you by a certain cut-off date (at which time you will need to decide whether there is enough interest to proceed).
 - iii Providing details to your RA regional, area or group newsletter.

30 There is also an opportunity to **promote membership of the RA** by:

- i Sending a press release about your course to local newspapers and radio. This must be done in consultation with your area or group committee, which may have an officer responsible for publicity; and also if appropriate with the education authority. Make sure that the press release includes the same details as mentioned in paragraph 29 (ii).

If the course is an informal one for members only, stress that anyone interested must join the RA to participate – the other benefits of RA membership can then be mentioned too. Include a contact name and telephone number for further information.

- ii On any course which may be attended by non-members:
 - taking copies of appropriate RA literature, especially the RA recruitment leaflet (see paragraph 5.16);
 - using a montage of photographs of obstructions and clearance work to illustrate the problems being tackled by the RA.

Equipment needed

- 31 For any course involving map reading, it is necessary to get hold of certain items of equipment. Some are used by the tutor only; others must be provided by each participant.
- 32 The **tutor** will need to provide:
 - i An overhead projector and screen.*
 - ii Foils or acetate sheets for use with (i).*
 - iii Maps: examples of Pathfinder, Landranger, Outdoor Leisure and possibly Harveys. Also (at tutor's discretion) examples of orienteering maps.
 - iv Map sections for practical work – they could be either cut-outs or photographs. •
 - v Compasses: examples – this could be just one suitable compass, but preferably various types if available.

- vii Photographs of path obstructions and other leadership problems (opportunities for humour here).
 - viii Duplicated hand-outs, e.g. syllabus, course notes, equipment notes, map notes, grid reference notes etc., complying with any copyright conditions.
 - * For formal courses, the education authority may be able to provide these items.
 - Map extracts for slides or prints can easily be photographed by mounting the camera on an enlarger stand and fitting a close-up lens. The Ordnance Survey would not normally charge a copyright fee for this, but they ask to be informed (see paragraph 12 above).
- 33 **Participants** will each need to have or obtain:
- i One or more suitable maps as required.*
 - ii Map-case.*
 - iii Suitable compass.*
 - iv Basic walking gear for practical sessions, i.e. footwear, rucksack and appropriate clothing.*
 - v Notebook, pen, pencil, ruler, eraser.
 - vi Magnifying glass (optional).
- * The tutor will give advice on these items during the first session.

Teaching techniques

- 34 The way in which any subject is absorbed by the course members depends very much on the way it is taught – in such a way as to make it stick in the mind. Individual tutors may well have their own ideas about this, but we give here some suggestions as a guide.

- 35 **Encourage a mutually supportive and co-operative atmosphere**, both between the tutor and course members, and between course members themselves.



- 36 **Humour** and a light touch can play an important role in effective teaching, and we hope that the cartoons in this manual will help in this respect. Keep an eye out during your own walks and everyday lives for anything that can be turned into a humorous aid to your teaching. Build up a stock of standard (to you!) jokes to be wheeled out at the appropriate moments.
- 37 **Local practice.** Set practical exercises using the Pathfinder map for the course members' home locality (some suggestions are included in this manual).
- 38 **Homework** using theoretical local leadership situations. For example:
- i Find out train and bus times for a day trip to a specified destination (British Rail, county council bus enquiry line).
 - ii Find out which local contractors have taxis and minibuses for hire (Yellow Pages, Thomson Directory, tourist information centre).

- iii List official car-parking opportunities in a specified area (shown on maps; tourist information centre).
 - iv To whom would one report an obstruction on a particular path? (which RA group, local authority).
 - v List pubs and tea-rooms in a specified locality, together with their telephone numbers (Yellow Pages, Thomson Directory, tourist information centre).
 - vi Obtain some free literature about places of interest in a specified area (regional tourist board, tourist information centre).
- 39 **Demonstrating a walk by slides**
- i On a walk, the tutor takes photographs at a number of sensible points, e.g. the way ahead, view to the right, entering a farmyard etc.
 - ii At home, a series of slides is prepared, photographing the relevant map extract for each slide with the map appropriately orientated (see footnote • to paragraph 32 above).
 - iii In class, two projectors and two screens permit simultaneous viewing of each pair. The tutor points out what is to be seen from the map and how it relates to the countryside. Students can also be asked questions.

Practical exercises

The following practical exercises are suitable only for class use. See also those following modules 1 and 2.

Practical exercise 12:

Contour quiz

Indoors. The tutor devises a quiz, on an A4 sheet of paper, depicting a set of landforms by means of contours. Questions such as "Can you see Point A from Point B?", or "Is the form X to Y a spur or a valley?", or "Describe the rise and fall of the path from G to H". These test the course members' contour interpretation skills and provide practice.

Time allowed: 30 minutes.

Practical exercise 13:

Group outing

Outdoors. This is a suitable first practical in which the class walks a route together, ideally in an area having many well marked paths. There should be frequent points where route-finding decisions are needed. Each class member has his or her own copy of the relevant map and knows the route to be taken. Both Landranger and Pathfinder maps could be used to familiarise course members with both types. Each class member takes it in turn to lead a leg of the route, using "Routefinding Drill" (see practical exercise 1.7), while another acts as backmarker. At times the class pauses to practise: setting the map; relating map to country; look at contours on the map and relate them to land-shape; examine any discrepancies between map and ground; taking first compass bearings.

Time allowed: 2.5 hours.

Practical exercise 14:

Basic compass exercise

Outdoors. Course members take bearings from the map, and check them against the path direction on the ground, in an area having a dense network of paths marked on a Pathfinder map (common land may be suitable). The tutor places beforehand notices bearing letters of the alphabet on trees at path junctions. The course members individually visit each junction in any order, using the compass for

direction-finding on each leg, noting the letters. Classroom instruction on taking a bearing from the map is repeated immediately before the course members set off. Magnetic variation can be ignored.

Time allowed: 1.5 hours.

Practical exercise 15: **Off-path navigation**

Outdoors. As for practical exercise 14, but going off-path at times. A more difficult terrain should be chosen, so that good contour interpretation and compass work can be emphasised. This exercise is suitable for advanced students, and requires a high standard of course setting from the tutor.

Time allowed: 1.5 hours.

Practical exercise 16: **Route briefing**

Each course member briefs the class on his or her planned route, using practical exercise 2.9 as a basis, then answers questions.

Time allowed: 10 minutes per person.

Practical exercise 17: **At the meeting point**

Course Members talk to the class about their planned routes, as if they were at the meeting point (paragraph 3.5iii).

Time allowed: 5 minutes per person.

Practical exercise 18: **Injury or missing person simulation**

Simulate an injury, or a missing person situation – no warning need be given. Every step taken should be discussed, and there should be a full discussion afterwards. Point out how time flies in such situations.

Time allowed: 1.5 hours.