



## Contributory Factor Descriptors

Contributory Factors are grouped into the following 10 system level categories.

Please click on the appropriate category to see the detailed descriptions.

- Environmental
- Equipment
- Instructor
- Group Member involved
- Group
- Group Leader
- Other People
- Organisational and Management
- Organising Group
- Sector

On the survey, you are asked to identify any that you believe fit into one of the three categories.

- Potentially related – you think there may have been an aspect of this present, but you may find it difficult to articulate why or how
- Yes, linked in some way – you can see and articulate how this factor was related, even though it may have been on the periphery
- Absolutely, a key factor – it was clearly a key factor in the incident

If you don't think a factor was linked, then leave it blank.

Environmental	Description
<b>Weather</b>	This is the typical weather conditions for the time of year, that influenced the incident. This may be connected to the temperature, rainfall, wind or sunshine.
<b>Extreme Weather</b>	This covers the same conditions as 'Weather', but would be considered significantly different from the typical weather conditions expected for that time of year. These events can be unusually severe, and may include very high or low temperatures, intense rainfall, strong winds, and prolonged droughts.
<b>Conditions underfoot / on water</b>	This covers the conditions experienced either on land or on the water. This may be in relation to the physical characteristics (such as rock or uneven ground), but can also be connected to the weather conditions (such as rising river levels due to extreme rainfall).
<b>Suitable location or venue for group</b>	Whether the location of the activity was suitable for the group, its abilities, and expectations. This will be in regard to the actual weather and conditions experienced.
<b>Pollution &amp;/or water quality</b>	Whether pollution or water quality had an impact or influence on nature of the incident.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the environmental aspects.

Equipment	Description
Technical equipment failure	This covers any technical equipment that was used for the activity, that failed in its use.
Technical equipment misuse	This covers any technical equipment that was used incorrectly, which helped contribute to the circumstances of the incident.
Lack of appropriate equipment or clothing	This incorporates whether any equipment, clothing or resources was missing in the activity, which contributed to the circumstances of the incident.
Facility or structural	This is in relation to the use of facilities or physical structures for the activity, and whether they helped contribute to the circumstances of the incident.
Medication	This is in regards to medication required for anybody within the group, which may have contributed to the circumstances of the incident. This could have been from taking medication, or not having medication available.
Other	Anything else not covered by the above categories, that is directly related to the equipment aspects.

Instructor	Description
<b>Judgement and decision making</b>	This reflects the quality of choices and actions that the instructor took. It can represent both slow-time and in-the-moment decisions. Aspects such as gathering and interpretation of information, awareness of circumstances, and depth of experience will all influence this to some degree.
<b>Attitudes and expectations</b>	This is indicative of the behaviour, beliefs and philosophy of the instructor, which have influenced the incident. This could be in relation to their role as the instructor, expected motivations of the group, or belief of how the activity should be conducted.
<b>Knowledge, understanding and experience</b>	This covers the breadth of competency required for delivering the activity. It incorporates the explicit and tacit degrees of knowledge, which are often formed through a depth of experience. The technical ability required for delivery of the activity is also included within this.
<b>Awareness</b>	This incorporates the level of awareness that the instructor has over the various aspects of the incident. It may be connected to (but not limited to) awareness of the group, the environment, or the activity.
<b>Communication</b>	This covers the various aspects of communicating with others. It may include parts such as clear and concise language, being understood by others, visual signals, and good listening skills.
<b>Following and understanding policies or procedures</b>	This is in relation to the degree that the instructor understood and followed related policies or procedures. These may be organisational or sector related.
<b>Physical, mental and cognitive capacity</b>	This covers a wide range of scenarios that are related to the holistic fitness and wellbeing of the instructor. It may include examples such as being physically fatigued, emotionally distressed, or inability to think through circumstances.
<b>Role of additional instructor / competent second</b>	This is only relevant if the instructor was working with another staff member, who may have been a second instructor or a competent second. It may include examples such as miscommunication between each other, or lack of supervision over critical tasks.
<b>Planning and preparation</b>	This is connected to the lead-up of the delivery of the activity or session. It may be related to gathering information about the group or conditions, or may be connected to physical or preparation for the instructor.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the instructor.

Group Member involved	Description
<b>Judgement and decision making</b>	This reflects the quality of choices and actions that the group member took. It can represent both slow-time and in-the-moment decisions. Aspects such as gathering and interpretation of information, awareness of circumstances, and depth of experience will all influence this to some degree.
<b>Attitudes and expectations</b>	This is indicative of the behaviour, beliefs and philosophy of the group member, which have influenced the incident. This could be in relation to their behaviour towards others, motivations towards participation, or desired outcomes from participating.
<b>Knowledge, understanding and experience</b>	This covers the breadth of competency for participation in the activity. It incorporates the explicit and tacit degrees of knowledge, which are often formed through a depth of experience. Included in this is if any technical ability is required for the activity.
<b>Awareness</b>	This incorporates the level of awareness that the group member has over the various aspects of the incident. It may be connected to (but not limited to) awareness of other participants, the environment, or the activity.
<b>Communication</b>	This covers the various aspects of communicating with others. It may include parts such as clear and concise language, being understood by others, visual signals, and good listening skills.
<b>Following and understanding instructions</b>	This is in relation to the degree that the group member understood and followed any instructions given. These may have been from the instructor, the Group Leader, or other members of staff.
<b>Physical, mental and cognitive capacity</b>	This covers a wide range of scenarios that are related to the holistic fitness and wellbeing of the group member. It may include examples such as being physically fatigued, emotionally distressed, or inability to think through circumstances.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the group member.

Group	Description
<b>Group dynamics and interactions</b>	This is in relation to the way that the members of the group interacted with anyone who was involved in the incident. It may have influenced the type of atmosphere and climate within the group (for better or worse).
<b>Group size</b>	This is whether the size of the group (regardless of ratios) had any influence on the incident in question.
<b>Following and understanding instructions</b>	This is in relation to the degree that the group as a whole, understood and followed any instructions given. These may have been from the instructor, the Group Leader, or other members of staff.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the group.

Group Leader	Description
<b>Judgement and decision making</b>	This reflects the quality of choices and actions that the group leader took. It can represent both slow-time and in-the-moment decisions. Aspects such as gathering and interpretation of information, awareness of circumstances, and depth of experience will all influence this to some degree.
<b>Attitudes and expectations</b>	This is indicative of the behaviour, beliefs and philosophy of the group leader, which have influenced the incident. This could be in relation to their behaviour towards others, motivations towards participation, or desired outcomes from participating.
<b>Knowledge, understanding and experience</b>	This covers the breadth of competency for participation in the activity. It incorporates the explicit and tacit degrees of knowledge, which are often formed through a depth of experience. Included in this is if any technical ability is required for the activity.
<b>Awareness</b>	This incorporates the level of awareness that the group leader has over the various aspects of the incident. It may be connected to (but not limited to) awareness of the group, the environment, or the activity.
<b>Communication</b>	This covers the various aspects of communicating with others. It may include parts such as clear and concise language, being understood by others, visual signals, and good listening skills.
<b>Following and understanding instructions</b>	This is in relation to the degree that the group leader understood and followed any instructions given. These may have been from the instructor, other group leaders, or other members of staff.
<b>Physical, mental and cognitive capacity</b>	This covers a wide range of scenarios that are related to the holistic fitness and wellbeing of the group leader. It may include examples such as being physically fatigued, emotionally distressed, or inability to think through circumstances.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the group leader.

Other People	Description
<b>Judgement and decision making</b>	This reflects the quality of choices and actions that other people took. It can represent both slow-time and in-the-moment decisions. Aspects such as gathering and interpretation of information, awareness of circumstances, and depth of experience will all influence this to some degree.
<b>Attitudes and expectations</b>	This is indicative of the behaviour, beliefs and philosophy of other people, which have influenced the incident. This could be in relation to their behaviour towards others or belief around participation in the activity.
<b>Knowledge, understanding and experience</b>	This covers the breadth of competency for participation in the activity. It incorporates the explicit and tacit degrees of knowledge, which are often formed through a depth of experience. Included in this is if any technical ability is required for the activity.
<b>Awareness</b>	This incorporates the level of awareness that other people have over the various aspects of the incident. It may be connected to (but not limited to) awareness of the group, the environment, or the activity.
<b>Communication</b>	This covers the various aspects of communicating with others. It may include parts such as clear and concise language, being understood by others, visual signals, and good listening skills.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of other people.



Organisational and Management	Description
<b>Appropriate staffing</b>	Whether the choice of instructional staff was most appropriate for the activity and group. Aspects such as experience and qualifications may have influenced this.
<b>Training of staff</b>	Whether staff involved had received enough training to undertake their duties well. Consider whether the training was appropriate and recent.
<b>Support, supervision and monitoring of staff</b>	Were the staff involved supported and supervised well by the organisation. Consider aspects such as meetings, open communication, ongoing development and feedback on session delivery.
<b>Staff ratios</b>	Were the staff ratios set for the activity and environment appropriate.
<b>Programme design</b>	Whether the activity programming influenced the incident. This may be in relation to the specific session, or could also be in relation to the groups overall programme.
<b>Culture and attitudes</b>	How the organisations established rules and practices have created 'guidelines for working'. This will inform the behaviours, beliefs and values of the organisation as well as its individual staff. Consider how ingrained, assumed, or implicit practices may have influenced the incident.
<b>Knowledge and decision making</b>	Organisational knowledge and processes for making decisions. This may be reflected in examples such as being aware of issues or trends within the organisation, understanding of considerations required for venues or locations used, and ways they have established for helping make decisions.
<b>Communication</b>	This covers the various aspects of communicating with others, both through direct communication and organisational messaging. It may include aspects such as clear and concise language, being understood by others, methods for sharing information across the team, and good listening skills.
<b>Risk management, policies and procedures</b>	This entails aspects such as standard operating procedures and risk assessments that are used to support the organisation and its staff in delivery of the activities.
<b>Financial limitations</b>	Whether there were aspects of the incident that were influenced by a lack of resources (e.g. time, equipment, or experience) which were partly created by financial constraints.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the organisation or management of staff.

Organising Group	Description
<b>Organisational communication</b>	This covers the various aspects of communicating with others, both through direct communication and sharing of information. It may include aspects such as clear and concise language, being understood by others, sharing the right information between organisations, and good listening skills.
<b>Organisational planning and preparation</b>	This is connected to the lead-up of the delivery of the activity, session, or wider programme. It may be related to gathering information about the group, or ensuring the group have everything they need for the activity or programme.
<b>Group leader ratios</b>	This is related to the group leader ratios for the activity. Aspects that may influence this are whether there was actually a group leader present or if the needs of the group were considered (e.g. more group leaders for a group with behavioural issues).
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the organising group.

Sector	Description
<b>Guidance and advice</b>	This is connected with guidance and advice available across the sector. This may be through National Governing Bodies, accreditation or inspection schemes, or technical advisors.
<b>Statutory regulation</b>	This is specifically in relation to the various statutory legislations that may have influenced the incident. Examples such as the Adventure Activities Licensing Regulations 2004, or the Health and Safety at Work Act 1974.
<b>Accreditation schemes</b>	This is connected to the wide range of non-statutory accreditation schemes available throughout the sector. These may involve elements of face-to-face inspections, advice, and benchmarking of standards.
<b>Standards and qualifications</b>	This is in relation to the range of qualifications and standards set primarily by the National Governing Bodies.
<b>Government and public policy</b>	This is connected to wider government policy, strategy, and funding. Other prominent public bodies may be connected to this in some way.
<b>Other</b>	Anything else not covered by the above categories, that is directly related to the role of the sector.